



**Official Report of the Proceedings  
of the  
BOARD OF EDUCATION  
of the City of Chicago**

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**Regular Meeting-Thursday, April 25, 2024  
10:30 A.M.**

**(Hybrid of in-person for Board Members and Senior Cabinet  
Members and electronically via Zoom and Live Stream at  
[cpsboe.org](http://cpsboe.org))**

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**Published by the Authority of the Chicago Board of Education**

**Jianan Shi  
President**

**Susan J. Narrajos  
Secretary**



ATTEST:



Secretary of the Board of Education  
of the City of Chicago

President Shi took the Chair and the Board meeting\* being called to order there were then:

**PRESENT:** Board Member Mary Fahey-Hughes\*\*, Vice President Todd-Breland, Board Member Lozano Jr., Board Member Tanya Woods, and President Shi – (5)

**ABSENT:** Board Member Morales and Board Member Estrada – (2)

**ALSO PRESENT:** Pedro Martinez, Chief Executive Officer, Bogdana Chkoumbova, Chief Education Officer, Ruchi Verma, General Counsel, Charles Mayfield, Chief Operating Officer, and Kate'Lynn Shaw, HSBM

**ABSENT:** None

**\*NOTE:** The board meeting was held at Chicago Vocational Career Academy High School, 2100 E. 87<sup>th</sup> St., Chicago, Illinois 60617 as a hybrid of in-person for Board Members, Senior Cabinet Members and electronically via Zoom and Live Stream at cpsboe.org

**\*\*JOINED VIRTUALLY VIA ZOOM:** Board Member Mary Fahey-Hughes

Mr. Douglas Maclin, Principal of CVCA HS, provided remarks.

Alderwoman Michelle Harris of the 8<sup>th</sup> Ward provided remarks.

Vice President Todd-Breland provided remarks.

President Shi acknowledged the recent passing of Charles “Charlie” Mills with a Memorial Proclamation

Principal Dolan, Jones College Prep and Josette Balkam, sister of Charles Mill’s provided remarks.

President Shi provided the Order of the Meeting

President Shi thereupon opened the floor to Honoring Excellence and CEEdO Remarks segment of the Board Meeting.

Bogdana Chkoumbova, Chief Education Officer, recognized the Far South CAC and schools within the Far South Community with recognition to former Board Member Joyce Chapman.

Board Member Lozano Jr. provided comments on behalf of the Board on the recognition provided by CEEdO.

Vice President Todd-Breland provided remarks on her visit to Carver High School and Aldridge Elementary School.

Bogdana Chkoumbova, Chief Education Officer, provided remarks on the following:

- Recognition of Assistant Principals and School Clerks
- Second Annual Mental Health Summit
- Opening of Pre- K Application
- Celebrating Earth Day
- Experiencing Solar Eclipse

President Shi thereupon opened the floor to CEO Remarks segment of the Board Meeting.

Mr. Pedro Martinez, Chief Executive Officer, provided remarks on Report Card Pick Up; LSC applications update; Community Forums; Transportation Update; School Budget.

President Shi thereupon provided comments on CEO remarks.

President Shi thereupon opened the floor to Committee Updates.

Board Member Fahey-Hughes provided updates on the Special Education Advisory Committee.

- ODLSS Name Change Update
- Next SEAC meeting will take place on May 8, 2024 at Belmont-Cragin ES

President Shi thereupon open the floor for Announcements

President Shi announced the opening of the HSBM SY2024-2025 application.

HSBM video presented showcasing the opening of the application for SY2024-2025 with HSBM Kate'Lynn Shaw highlighting the process and experience.

The Secretary thereupon announced the next Agenda Review Committee Meeting taking place on May 15, 2024 and the next Board Meeting taking place on May 23, 2024

President Shi thereupon opened the floor to the Discussion of Public Agenda Items.

President Shi thereupon proceeded with the Vote on Public Agenda Items.

The Secretary presented the following Statement for the Public Record:

I will proceed with the items on the public agenda, read the board report numbers and brief titles. I believe Board Member Todd-Breland has motion MO1 regarding Record of Proceedings.

Board Member Todd- Breland presented the following Motion:

**24-0425-MO1**

**MOTION RE: APPROVAL OF RECORD OF PROCEEDINGS OF MEETINGS  
OPEN TO THE PUBLIC MARCH 13, 2024 AND MARCH 21, 2024**

**MOTION ADOPTED** that the record of proceedings of the Agenda Review Committee Meeting of March 13, 2024 and Board Meeting of March 21, 2024 prepared by the Board Secretary be approved and that such records of proceedings be posted on the Chicago Board of Education website in accordance with Section 2.06(b) of the Open Meetings Act.

**Board Member Woods seconded the motion to adopt Motion 24-0425-MO1.**

**The Secretary called the roll and the vote was as follows:**

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods, and President Shi- (5)**

**Nays: None**

**President Shi thereupon declared Board Report 24-0425-MO2 adopted.**

**The Secretary presented the following Statement for the Public Record:**

**President Shi, I will continue with items that do require a vote.**

**24-0425-RS1**

**AMEND BOARD REPORT 23-1214-RS1  
AMEND BOARD REPORT 22-0824-RS4**

**REQUEST THE PUBLIC BUILDING COMMISSION OF CHICAGO TO UNDERTAKE THE FY22  
KENWOOD LINK AND MECHANICAL PROJECT**

**WHEREAS**, on July 12, 1956, the Board of Education of the City of Chicago (the "Board") joined in the organization of the Public Building Commission of Chicago (the "PBC"); and

**WHEREAS**, the PBC provides a means of facilitating the acquisition, construction and improvement of public improvements, buildings and facilities for use by various governmental agencies in the furnishing of essential governmental, educational, health, safety and welfare services; and

**WHEREAS**, the Board has heretofore participated in the acquisition and construction of public schools and other facilities to provide essential governmental services in cooperation with the PBC and various other governmental agencies; and

**WHEREAS**, the Board has determined that it is necessary, desirable, advantageous, and in the public interest to undertake various capital projects in conjunction with the City of Chicago and other governmental agencies; and

**WHEREAS**, the projects would maximize the utilization of educational facilities operated and maintained by the Board by providing new school educational options and enhanced recreational and other facilities and improving the community areas located in the vicinity of school property; and

**WHEREAS**, the total cost of the Project services described herein is anticipated not-to-exceed ~~\$13,950,000~~ \$12,251,222 of which the portion of formulation costs already undertaken by PBC is \$400,000 (authorized by Board report 22-0323-RS2) and the remaining portion of the costs for the undertaking by the PBC is ~~\$13,550,000~~ \$11,851,222.

**NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE CHICAGO BOARD OF EDUCATION:**

1. The PBC is hereby requested to complete the construction of the FY22 Kenwood HS Link & Mechanical Project on behalf of the Board. The Chief Financial Officer and the Chief Operating Officer are hereby authorized to deliver a Project Notification to the PBC, as defined in the Intergovernmental Agreement between the Board and the PBC, dated February 1, 2007 (the "IGA").
2. This Project is not part of the Modern Schools Across Chicago Program. This Project will be funded with TIF funds. To the extent that capital funds become available, the Board reserves the right to supplant Board Capital or TIF funds with other funding sources. Project Bids were opened on March 8, 2024 whereas construction costs were lower than estimated costs. The new and appropriate total cost to undertake this project shall not exceed \$12,251,222 \$13,550,000. This funding is necessary to cover the project costs, including environmental investigation, scope review, site preparation, contingencies, procurement, management fees, and construction. The project costs are appropriated in the FY22 Capital Plan Budgets.
3. The Board's General Counsel is hereby authorized to execute an assignment to the PBC of any and all contracts entered into by the Board in connection with this Project and to execute any and all other documents necessary to effectuate this transfer. Any such contract may include a requirement that all construction work is subject to the terms contained in Board's existing Project Labor Agreement.
4. No cost may be incurred in excess of the level set forth in paragraph 2 above without prior Board approval.
5. This resolution is effective immediately upon its adoption.

**Financials**

FY22 Kenwood HS Link & Mechanical Project: TIF Funds 46361.436.56310.253508.000017.2021  
~~\$13,550,000~~ \$11,851,222

24-0425-RS2

RESOLUTION WAIVING THE DEADLINE TO MODIFY BOARD POLICY 302.15

WHEREAS, Board Policy 302.15 District Policy for Continuous Improvement and Data Transparency, notes that some well established practice and outcome indicators outlined throughout the policy are not appropriate for certain specialized instructional contexts (e.g., Options Schools, Schools in Detention Centers, etc.);

WHEREAS, the Board set a deadline of April 2024 for modifying Board Policy 302.15 to accommodate those specialized instructional contexts;

WHEREAS, the CEO needs additional time to review the appropriate indicators for those specialized instructional contexts.

NOW, THEREFORE, the Board hereby directs as follows:

The CEO will present revisions to Board Policy 302.15 for Board approval in June 2024. The items will be posted for Public Comment after today's meeting.

24-0425-RS3

RESOLUTION
AUTHORIZE APPOINTMENT OF MEMBERS
TO LOCAL SCHOOL COUNCILS TO FILL VACANCIES

WHEREAS, the Illinois School Code, 105 ILCS 5/34-2.1, authorizes the Board of Education of the City of Chicago ("Board") to appoint the teacher, non-teacher staff, and student members of local school councils (LSC) of regular attendance centers to fill mid-term vacancies after considering the preferences of the schools' staffs or the binding elections of students, as appropriate, for candidates for appointment as ascertained;

WHEREAS, the Governance of Alternative and Small Schools Policy, Board Report 20-0325-PO1 ("Governance Policy"), authorizes the Board to appoint all members of the appointed local school councils (ALSC) and Boards of Governors ("BOG") of alternative schools (including military academy high schools) to fill mid-term vacancies after considering candidates for appointment selected by the following methods through non-binding advisory staff and student polls and the Chief Executive Officer's recommendations of those or other candidates:

Table with 2 columns: Membership Category and Method of Candidate Selection. Rows include Parent, Community, Advocate, Teacher, Non-Teacher Staff Member, JROTC Instructor, Student, and Educational Expert.

WHEREAS, the established methods of selection of candidates for Board appointment to fill mid-term vacancies on local school councils, appointed local school councils, and/or boards of governors were employed at the schools identified on the attached Exhibit A, and the candidates selected thereby and any other candidates recommended by the Chief Executive Officer have been submitted to the Board for consideration for appointment.

WHEREAS, the Illinois School Code and the Governance Policy authorize the Board to exercise absolute discretion in the appointment process except for student appointments of traditional LSCs where the student election is binding;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO:

- 1. The individuals identified on the attached Exhibit A are hereby appointed to serve in the specified categories on the local school councils, appointed local school councils, and/or boards of governors of the identified schools for the remainder of the current term of their respective offices.
2. This Resolution shall be effective immediately upon adoption.

**Exhibit A**

**NEW APPOINTED LSC MEMBERS**

TEACHER	REPLACING	SCHOOL
Keara Shores	Allison Blackburn	Alcott
Valerie Williams-Johnson	Sinda Wilson	Coleman
Catherine Powell	Kevin Brown	Dunbar HS
Arthur Alvarez	Martha Santiago	Fairfield
Edith Nieves	Daniel Pajak	Marine Leadership HS
Elva Casanova-Rivera	Daniel Jankovich	Taylor

**24-0425-PO1**

**AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR THE CHARTER SCHOOL ACADEMIC ACCOUNTABILITY POLICY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board authorize the commencement of the Public Comment Period from April 26, 2024 to May 28, 2024 for the Policy described in the disposition table below. Pursuant to Board Rule 2-6(c), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
Board Report 22-0928-PO1, 302.10 Charter School Academic Accountability	N/A	Amend 302.10, Charter School Accountability  This policy is being updated to align to the revisions to ISBE's summative designations and Chicago Public Schools' accountability and continuous improvement policies.

**AMEND THE CHARTER SCHOOL ACADEMIC ACCOUNTABILITY POLICY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board of Education amends Board Report: 22-0928-PO1, the Charter School Academic Accountability Quality Policy to align with updates to state summative designation changes by the State Board of Education.

**PURPOSE:** To establish a system of academic accountability performance standards for district-authorized charter schools.

**POLICY:**

**I. SCOPE:**

This policy sets out broad charter school academic performance standards to ensure that (1) there is transparency regarding the expectations and standards for charter school academic performance and (2) the portfolio of charter schools available to Chicago families and students contains academically high-quality schools.

This policy must be considered when determining which charter schools are subject to contract revocation or non-renewal for failure to meet or make reasonable progress towards student academic achievement in accordance with Section 27A-9(c)(2) of the Illinois School Code. Nothing in this policy will prevent the CEO from making recommendations for recommending charter expansion or replication.

This policy does not apply to Options schools.

**II. DEFINITIONS:**

**Intensive Academic Support List:** Refers to the list maintained by the Chief Executive Officer (“CEO”) or designee that identifies charter schools or campuses failing to meet or make reasonable progress towards student academic achievement. A charter school or campus will be placed on the Intensive Academic Support List if the charter school or campus:

- Receives an ISBE Summative Designation of Underperforming (Targeted); or
- Receives an ISBE Summative Designation of Lowest Performing (Comprehensive)

If the charter school or campus on the Intensive Academic Support List achieves an ISBE Summative Designation of Commendable or Exemplary, the school or campus will be removed from the Intensive Academic Support List, regardless of its prior ISBE Summative Designation.

**III. ACADEMIC ACCOUNTABILITY STANDARDS:**

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,” or “Intensive” 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 (defined in Section IV below).

For schools that receive two separate summative designations from the state in a given year, the higher-performing designation will be used to determine their academic accountability status for renewal or non-renewal, but CPS may require a school improvement plan for a school’s grade cohort that receives a summative designation that would have placed it on the Intensive Academic Support List.

**IV-III. STANDARDS FOR RENEWAL AND NON-RENEWAL:**

Evaluation standards and the specific evaluation framework by which a charter school shall be evaluated shall be further defined and incorporated into the charter school’s charter agreement and called an “Accountability Plan.” Any charter school that has not executed a renewal agreement based on the Board’s most recent renewal authorization may be renewed for no more than 2 years.

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 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 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.

**IV. STANDARDS AND PROCESS FOR REVOCATION:**

The “Intensive Academic Support List” refers to the list maintained by the Chief Executive Officer (“CEO”) or designee that identifies charter schools or campuses failing to meet or make reasonable progress towards student academic achievement. A charter school or campus will be placed on the Intensive Academic Support List if the charter school or campus receives an ISBE Summative Designation of Targeted, Comprehensive, or Intensive.

When a charter school or campus is placed on the Intensive Academic Support List, and/or when indicated in a charter school’s Accountability Plan, the CEO or designee will send notice that the school or campus is in revocation status and subject to possible closure pursuant to Section 27A(9)(c) of the Illinois School Code. Upon receipt of such notice, the charter school or campus must submit a written school improvement plan to the CEO or designee to rectify the problems that resulted in the charter school or campus being placed on the Intensive Academic Support List. The written school improvement plan must include a timeline for implementation, and the CEO or designee must monitor the



implementation and adherence to the school improvement plan requirements. The CEO will recommend ~~the revocation of~~ revoking a charter school or campus to the Board if the CEO determines that the charter school or campus failed to implement the school improvement plan ~~and adhere to the timeline~~ and/or meet academic goals within the school's improvement plan.

If the charter school or campus on the Intensive Academic Support List achieves an ISBE Summative Designation of Commendable or Exemplary, the school or campus will be removed from the Intensive Academic Support List.

~~No school's charter will be revoked solely based on its academic accountability status. The district will also use an equity lens as set forth in the CPS Equity Framework when reviewing a school's overall performance.~~

**VI.V. OTHER CONSIDERATIONS:**

Nothing in this policy prohibits the CEO from making individual recommendations regarding charter school expansion or replication, non-renewal, or revocation based on the totality of factors the CEO deems relevant, particularly including equity considerations. Nothing in this policy prohibits the Board from revoking or not renewing a charter for failure to meet generally accepted standards of fiscal management, for failure to comply with applicable law, or for committing a material violation of any of the conditions, standards, or procedures set forth in their charter school agreement.

**24-0425-PO2**

**AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR THE DISTRICT POLICY FOR CONTINUOUS IMPROVEMENT AND DATA TRANSPARENCY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board authorize the commencement of the Public Comment Period from April 26, 2024 to May 28, 2024 for the Policy described in the disposition table below. Pursuant to Board Rule 2-6(c), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
Board Report 23-0426- PO4, 302.15 District Policy for Continuous Improvement and Data Transparency	N/A	Amend 302.15, District Policy for Continuous Improvement and Data Transparency  This policy is being updated in compliance with an April 2023 Board requirement to include language for how the policy applies to non-standard instructional settings like Options schools, schools in detention centers, etc.

**AMEND DISTRICT POLICY FOR CONTINUOUS IMPROVEMENT AND DATA TRANSPARENCY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

The Board amends Board Report 23-0426-PO4, District Policy for Continuous Improvement and Data Transparency effective for the 2024-2025 school year and subsequent school years.

**POLICY TEXT:**

**I. PURPOSE AND GOALS**

This policy shall establish the guidelines for providing stakeholders information about school and district performance against district and state-defined standards. This policy will take effect beginning with the release of performance information to each school for the 2024-2025 school year based on school performance data gathered during the prior school year. This policy will also apply to subsequent school years unless amended or rescinded by the Board.

This policy sets out a systematic means for measuring a school's performance and identifying schools in need of support based on a demonstrated pattern of not meeting district standards of practice, and/or insufficient levels of achievement and growth based on the key indicators as defined by the Board herein. The district's provision of information to stakeholders about these standards of practice and performance is intended to help communities identify points of celebration and growth as well as to signal where there is need for additional and targeted supports by the district for school communities. The information the district provides should also empower school communities to engage in meaningful conversations about local continuous improvement cycles and more effectively advocate for their schools' needs. We recognize opportunity differences situate achievement differences and the district must marshal resources to support schools with greater need or that serve historically disadvantaged communities.

The Board District recognizes that an effective and fair approach to improving school quality considers a broad range of indicators of success, including, but not limited to student academic progress; student postsecondary success; student connectedness and well-being; student daily learning experiences; adult capacity and continuous learning; and inclusive and collaborative school and community. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools in need of support in these areas. This policy does not rank schools either through summative ratings (e.g. Level 1, Level 2, etc) or by any other means. Rather, this policy articulates the district's expectation for practice in key areas necessary to improve student performance over time, as well as defining the district's approach to accountability with respect to the supports school communities require in order to implement these key practices effectively.

Finally, this policy must be implemented in alignment with the CPS Equity Framework and the principle of Targeted Universalism, both of which are documented at length in publicly available district resources. Therefore, this policy goes beyond solely focusing on school-level outputs and outcomes by adding greater consideration to, and accountability for, inputs. These inputs include the set of resources (e.g., funding to schools) and conditions (e.g., safe and inclusive learning environments) that impact a high-quality educational experience in schools.

## II. SCOPE OF THE POLICY

All CPS managed schools are subject to this policy, including, but not limited to, neighborhood schools, magnet schools, selective enrollment schools, ~~contract schools,~~ district-managed Options Schools, and schools with non-traditional grade structures. CPS charter schools and contract schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract agreement with the Board, ~~and~~. Charter and contract school stakeholders shall annually receive the same information about charter and contract school performance against district standards of practice as those in non-charter / contract school communities, once this policy is fully implemented. The district shall separately propose a revised Charter School Academic Accountability Policy that articulates how the below standards will be applied to charter governance issues such as charter contract renewal, revocation, and extension. The extent to which the below standards shall apply to charter and contract school governance issues such as renewal, revocation, and modification will be addressed in each individual charter school's Accountability Plan incorporated into their agreements.

### A. Applicability to Non-Standard School Models

Where appropriate, the indicators listed below will be applied to and reported for non-standard school models, such as district-managed Options schools, Specialty High Schools programs and schools serving students who participate in alternate assessments, and schools in detention centers, and early childhood centers. ~~However the District recognizes that many traditional and well-established practice and outcome indicators are not appropriate for these instructional contexts some of the indicators below may not apply to those models, and that there are additional indicators necessary to accurately represent both practice and evidence of student learning in those settings.~~ As such, additional indicators for those models, as well as modifications to general education indicators, are noted throughout the policy. The proceeding language in this section offers additional context for each non-standard model as context for the additional indicators described further below. ~~the district shall develop models for those contexts and present them for Board vote no later than April 2024.~~

### B. Options School Context

Research shows that students attending Options Schools are more likely to be students of color and more likely to face higher rates of challenges related to special education, housing instability, involvement in the justice system, and victimization. In turn, these students are more likely to have disengaged or dropped out of their previous school. Options Schools serve as non-traditional learning environments that specialize in engaging older, off-track students. The Options Schools indicators have been adapted to promote the equitable application of this policy, given the unique school models and student populations served.

All indicators listed below in support of the components “Daily Learning Experience”, “Adult Capacity and Continuous Learning”, and “Inclusive and Collaborative School and Community” are important aspects of the District’s and its stakeholders’ shared vision for Options Schools quality and will be implemented in an appropriate manner and in consultation with stakeholders for those schools. Additional Options-only indicators for “Academic Progress,” “Connectedness and Well-Being,” and “Postsecondary Success” are articulated in each appropriate section below.

**C. Schools in Detention Centers Context**

Students attending school in detention centers are often enrolled for a short period of time and may have been inactive prior to enrollment. Additionally some of these students previously attended school in other school districts, which is where they return to after detainment. The restrictions placed on these schools due to the location paired with the specific needs of the unique student population requires an adaptation of the indicators applied to traditional schools. The detention center school indicators have been adapted to promote the equitable application of this policy and to more accurately reflect school and student performance.

All indicators listed in the Continuous Improvement and Data Transparency policy (CIDT) in support of the components “Daily Learning Experience;” “Adult Capacity and Continuous Learning;” and “Inclusive and Collaborative School and Community” are important aspects of the District’s and its stakeholders’ shared vision for the quality of schools in detention centers and will be implemented in an appropriate manner and in consultation with stakeholders for those schools.

**D. For Students with Alternate Assessments:**

Students who have significant cognitive disabilities are eligible to participate in alternate assessments. Often, these students are enrolled in instructional programs that utilize a significantly modified curriculum. Instruction within these programs includes, but is not limited to, the areas of academic, linguistic, behavioral, adaptive, life skills, and post-secondary success. Teachers utilize these foci through the lens of Specially Designed Instruction within the significantly modified curriculum to meet the needs of learners.

All indicators listed in the CIDT in support of the components “Daily Learning Experience”, “Adult Capacity and Continuous Learning”, and “Inclusive and Collaborative School and Community” are important aspects of the District’s and its stakeholders’ shared vision for the quality of education available to students who participate in the alternate assessments and will be implemented in an appropriate manner and in consultation with stakeholders for the schools and programs serving these students.

**E. For Early Childhood Grades:**

Research demonstrates an aligned early grades experience begins with high quality preschool and builds a strong foundation for academic and social-emotional skills in Pre-K through Second Grade, leading to transformative lifelong outcomes. The district is deeply invested in the experience of its youngest learners.

The district will explore the indicators listed below in support of the components “Daily Learning Experience”, “Adult Capacity and Continuous Learning”, “Inclusive and Collaborative School and Community”, and “Evidence of Student Learning & Wellbeing” as important aspects of the District’s and its stakeholders’ shared vision for Early Childhood Centers & the Early Grades and will be implemented if appropriate and in consultation with stakeholders in alignment with the release of metrics by Fall 2025.

- The work is guided by the principles and values articulated in the CIDT.
- Any indicators the District develops to articulate expectations for the Early Childhood Centers and the Early Grades are both coherent with and supportive of the standards for school practice in the 3-12 grade continuum; while also supporting the unique needs of the District’s youngest learners.
- The District builds and provides systemic supports for school communities to help them meet District standards for practice in the early grades.

**III. ACCOUNTABILITY COMPONENTS, INDICATORS AND STANDARDS**

**A. Context and Values**

In keeping with prior Board action and district collaboration with stakeholders, it is critical that the below description of components, indicators, and standards be understood in the following context:

- Between June 2019 and March 2023, the district collaborated with stakeholders to define the framework for the approach to accountability that is articulated in this policy this policy’s approach to accountability.

- The district’s approach to accountability must articulate the required elements of a high-quality educational experience for all students in Pre-Kindergarten through 12th grade (inclusive of transition programming for Students with Disabilities through the age of 22) that is grounded in and supportive of the district’s Instructional Core Vision (ICV), sets high expectations, and requires ambitious instruction for all CPS students; and reflects the essential qualities of a CPS educational experience that aligns with the values held by the district, students, teachers, school administrators, parents, and other community stakeholders.
- The district’s approach to accountability must align with the CPS Equity Framework and the principle of Targeted Universalism by articulating the inputs and practices at the school and district level, which support the universal goal of every CPS student achieving the high-quality educational experience as outlined in both the ICV and stakeholder feedback. It must also go beyond solely focusing on school-level outputs and outcomes and adding greater consideration to, and accountability for, inputs such as the set of resources (e.g., funding to schools) and conditions (e.g., safe and inclusive professional and student learning environments) that impact a high-quality educational experience in schools.
- The district’s approach to accountability must establish greater accountability for the district, grounded in the shared responsibility of promoting the structural supports necessary to create school environments that support equitable outcomes for all students while recognizing that district-level accountability also does not exist in isolation and is influenced by many factors outside of the district’s purview. To align with the CPS Equity Framework, the district will provide stakeholders with information on how the district is establishing and meeting commitments to school communities with respect to providing regarding equitable access to supports and resources.

**B. Goals and Core Uses**

The primary goals and core uses of the information provided by this policy are to:

- Support the whole child by enabling improved teaching and learning in schools; and
- Inform families about all the characteristics that comprise the high-quality educational experience referenced above; and
- ~~Leverage information internally about these characteristics to diagnose where and how to equitably direct resources and supports to schools~~ internal information about these characteristics to diagnose where and how to direct school resources and supports equitably.

Ultimately, the information the district provides to stakeholders in accordance with this policy should be designed ~~so as~~ to drive continuous improvement efforts at both the school and district level and meet stakeholder needs.

Where available and appropriate, all metrics will be disaggregated by student race, ethnicity, nationality, gender, ~~Diverse Learner~~ Student with Disability status, English Language Learner status, socio-economic status, ~~and Students in Temporary Living Situations,~~ and postsecondary pathway type (Options schools only). The reporting of student groups will be implemented to support targeted universalist initiatives in the school district with a focus on ~~the~~ most impacted students and schools rather than to highlight achievement differences or uphold a deficit-based approach.

**C. District Accountability**

In order to ensure reciprocal accountability between the district and its constituent schools, it is imperative that the district articulate the resources and support schools need ~~in order to reasonably meet district expectations to meet district expectations reasonably~~. To satisfy this imperative, the district shall provide stakeholders with information regarding the extent to which it is prioritizing support and resources to schools in the following areas:

**1. Daily Learning Experience**

The foundation for our academic progress is our Instructional Core. Students must experience daily core instruction that is responsive to and sustaining of who they are and what they bring and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.

**2. Adult Capacity and Continuous Learning**

The success of our schools is built on talented and empowered educators. To that end, the district commits to providing support to develop the capacity of all educators (inclusive of non-teaching staff like paraprofessionals, related service providers, etc.), provide leadership development trajectories, and nurture the school-based adult cultures and structures that lead to academic progress.

**3. Inclusive and Collaborative School and Community**

We abide by our Core Value of the “Whole Child” to support our students so they are healthy, safe, engaged, and academically challenged.

**4. Targeted Universalism**

The district’s approach to accountability will account for opportunity differences in order to situate achievement differences. Reflecting the guiding principle of targeted universalism in the CPS Equity Framework, a set of indexed socioeconomic indicators will be utilized with discretion to contextualize school quality measures in Section III.D and any related reporting measures. For SY24-25, based on data from SY23-24, CPS will use the CPS Opportunity Index indicators included below to guide the approach to targeted universalism. The CPS Opportunity Index is an analytical tool to align how we measure opportunity differences at CPS so we can most equitably support communities most impacted by inequity and structural disinvestment with the resources and decision-making power in our locus of control.

The Opportunity Index includes socioeconomic indicators related to race, socioeconomic status, education, health, and community factors. Beyond closing opportunity gaps, the Opportunity Index will allow the school district to Inclusively Partner and create transparency, from how we allocate resources to how we factor opportunity differences into targeted universalist considerations to support most impacted schools and communities. Below we outline the current CPS Opportunity Index with the understanding that the Opportunity Index may change in the future based on validation and evolving district priorities:

School Factors	Community Factors	Resourcing Factors
Percent of students... <ul style="list-style-type: none"> <li>with <del>diverse learner needs</del> <u>disabilities</u></li> <li>who are English learners</li> <li>experiencing temporary living situations</li> <li>eligible for free and reduced lunch</li> <li>eligible for but not enrolled in Medicaid</li> <li>who identify as Black or Latinx</li> </ul> Percent of staff... <ul style="list-style-type: none"> <li><u>who are</u> employed one year <del>who are</del> <u>and continue to be</u> employed with CPS the following year</li> </ul>	<ul style="list-style-type: none"> <li>Average student hardship score based on home address</li> <li>Community area life expectancy</li> <li>Percent of students living in prioritized South/West communities</li> </ul>	<ul style="list-style-type: none"> <li>Historical change in school budget and student-based funding</li> <li>Historical Capital investment and Tax Increment Finance</li> </ul> Investment

**D. Indicators - Evidence of Student Learning and Well-Being (Student Outcomes)**

As noted above, past Board action and stakeholder feedback have clearly articulated the need for the district’s approach to accountability to be inclusive of practice and supports (inputs) as well as information about student performance (outputs). Discussions about continuous improvement, equity, or other strategic priorities must be driven by data, and the following section outlines the key performance indicators the district identifies as critical to those discussions.

The indicators described here are all lagging (i.e., reported after the conclusion of a given school year) but can and should be complemented by the use of aligned leading indicators by school or district staff. While those leading indicators are not listed as part of this policy, the policy does acknowledge their critical role in driving effective cycles of continuous improvement. Each of the indicator descriptions listed here includes a definition, guidance for interpretation and use, and a broad description of a “standard” for that indicator. This information is included as guidance for eventual implementation, during which work decisions about final measurement and reporting must be made in accordance with the ultimate goal of this policy as described in III.B above (i.e., to provide information in support of continuous improvement and stakeholder needs).

The prioritized lagging indicators (and metrics to measure them) are as follows:

1. Academic Progress:

- a. Student Growth to Proficiency<sup>1,2</sup>
  - i. **Definition:** The district will develop a summative measure of growth that uses shifts in standardized achievement over time to measure the rate of student progress toward meeting proficiency standards over multiple years and with multiple cohorts of students. Growth will be based on the appropriate state-required assessment for each applicable grade band.
  - ii. **Interpretation and Use:** This measure is not intended to be a measure of school quality. More appropriately, it is a strong indicator of where students and schools are showing accelerated learning trajectories (or not) over time as compared to their statewide peers. Identifying schools where students are showing below-average growth should be the first step in a root cause analysis to determine what kinds of additional support are needed. Student Growth to Proficiency should also be used to identify schools where exemplary practices can be studied for potential replication at scale.
  - iii. **Standard:** The goal for CPS schools will be to show a rate of progress to proficiency that is at or above the statewide average. This target should be reviewed annually as this measure's implementation progresses.
- b. Student Proficiency<sup>1,2</sup>
  - i. **Definition:** The district will report school-level point-in-time and trend data for student proficiency as measured by the appropriate state-required assessment for each applicable grade band.
  - ii. **Interpretation and Use:** Standardized assessments provide stakeholders with information about how students are performing relative to Illinois Learning Standards as measured by state-required assessments. Trend data will provide a sense of how overall proficiency has changed over time. It is important to note that student proficiency on standardized assessments is highly correlated with student socio-economic status, and thus proficiency rates alone should not be misconstrued as an indicator of school quality.
  - iii. **Standard:** The district will report school-level proficiency data along with district and state averages (where available and comparable) for context.
- c. ~~Diverse Learner Progress~~ Growth of Students who Participate in Alternate Assessments <sup>2</sup>
  - i. **Definition:** The district will report school-level data for year over year student growth as measured by ~~state standardized measures~~ Dynamic Learning Map Alternative Assessment (DLM-AA) data that is disaggregated by subgroups for Diverse Learners with the most significant cognitive disabilities; the alternate assessment for students who are in programs with a significantly modified curriculum. This data will be available for all students with disabilities who participate in alternate assessment, typically students with the most significant cognitive disabilities.
  - ii. **Interpretation and Use:** This measure is not intended to measure school quality. It is intended to share the progress of students requiring significantly modified curriculum who are administered this alternate assessment. Research shows that students with disabilities, when provided with a comprehensive and individualized education plan, see greater success in their post secondary endeavors inclusive of life skills.
  - iii. **Standard:** The district will report progress data results for students who receive significantly modified curriculum and are administered the required ~~standardized~~ alternate assessments.
- d. English Learner Progress to Proficiency <sup>2</sup>
  - i. **Definition:** The district will report school-level data on the percentage of English Learners (ELs) making adequate annual progress on English proficiency. "Adequate" is defined as the amount of growth needed on the ACCESS for ELLs from one year to the next to ensure ELs achieve English proficiency within five years of being identified as an English Learner.
  - ii. **Interpretation and Use:** Research shows that EL students who don't attain English proficiency within five years of being identified as ELs have a greatly reduced chance of ever doing so. This measure is not a direct measure of school

<sup>1</sup> Neither of these indicators (III.D.1.a and III.D.1.b) are applicable to students who participate in alternate assessments.

<sup>2</sup> None of these indicators (III.D.1.a., III.D.1.b., III.D.1.c., III.D.1.d. and III.D.1.e.) are applicable to Options Schools or schools located in Detention Centers.

quality, but does indicate where students are making progress towards English proficiency and identifies schools where additional support for English language instruction may be needed.

- iii. **Standard:** The district will report school-level proficiency data along with district and state averages (where available and comparable) for context.
- e. On-Track <sup>2</sup>
  - i. **Definition:** The student On-Track indicator for grades 3-8 identifies students who are on track (or not) for success in high schools. Freshmen and Sophomore On-Track indicators use credit and grade data to identify students who are on track (or not) to graduate high school in four years.
  - ii. **Interpretation and Use:** Research strongly suggests that whether a student graduates high school after 12th grade can be reliably predicted by their performance in earlier years. Research suggests that students who are identified as "on-track" are much more likely to graduate from high school in four years than off-track students. Freshmen "On-track" specifically has been found to be a more accurate predictor of graduation than students' previous achievement on standardized assessments. Research further suggests that school climate and structures play a significant role in whether or not students are on-track, more so than students' previous academic performance or student socioeconomic status.
  - iii. **Standard:** The district will report school-level on-track data along with district and state averages (where available and comparable) for context.
- f. Student Growth in Math and Reading (Options and Detention Centers Only)
  - i. **Definition:** The district will use the STAR 360 assessment to measure the percentage of students who have met their expected growth target.
  - ii. **Interpretation and Use:** This measure is not intended to be a measure of school quality. More appropriately, it is a strong indicator of where students and schools are showing accelerated learning trajectories (or not) over time as compared to their nation-wide peers. The STAR 360 is a nationally normed assessment that shows growth between a minimum of two testing windows during a school year. This assessment is more appropriate for measuring growth of students in Options Schools or schools located in detention centers due to high mobility rates and shorter enrollment periods. Identifying schools where students are showing below-average growth should be the first step in a root cause analysis to determine what kinds of additional support are needed. Student Growth to expected growth targets should also be used to identify schools where exemplary practices can be studied for potential replication at scale.
  - iii. **Standard:** The goal for Options schools will be to show a rate of progress toward expected growth targets that is normed based on national data.
- g. Credit Attainment (Options and Detention Centers Only)
  - i. **Definition:** The credit attainment indicator identifies the average number of credits that students earn during the time they are enrolled.
  - ii. **Interpretation and Use:** Options students are more likely to be older and off track for graduation. Options schools are designed to provide a unique learning environment that engages these students and offers accelerated credit attainment opportunities. Students attending school in detention centers are often enrolled for a short period of time, may have been inactive prior to enrollment, and may have previously attended school in another school district. This indicator will calculate the number of credits that a student has earned divided by the expected number of credits that the student could have earned in a given amount of time. Higher credit attainment rates are associated with older, off track students' ability to graduate sooner and contribute to a more successful matriculation back into a traditional school from a detention center school..
  - iii. **Standard:** The district will report school-level credit attainment data based on an expected credit attainment at each school.

**2. Connectedness and Well-Being:**

- a. Chronic Absence <sup>3</sup>
  - i. **Definition:** Chronic absence is defined as students who have missed 10% or more of enrolled attendance days. The district will report school-level point-in-time and trend data on the percentage of students who are chronically absent.
  - ii. **Interpretation and Use:** Research shows that students experiencing chronic absenteeism are much less likely to receive high grades, graduate high school, or succeed in college or other post-secondary education settings. Student-level chronic absence data should be used to identify which students are in need of additional support and engagement from school communities. School-level chronic absence data should be used to identify which schools need additional district resources and supports to better meet the needs of chronically absent students.

- iii. **Standard:** The district will report school-level chronic absence data along with district and state averages (where available and comparable) for context.
- b. One-Year Dropout Rate<sup>3</sup>
  - i. **Definition:** The one-year dropout rate is defined as the percentage of students in grades 9-12 who are enrolled CPS at any point in the school year but are not enrolled at the end of the school year.
  - ii. **Interpretation and Use:** Schools' ability to engage and retain students, particularly in high schools, is critical to student success. Research clearly indicates that students who drop out of school are much less likely to graduate from high school or otherwise succeed. Higher than average dropout rates should be interpreted as a need for additional support at the student and school level.
  - iii. **Standard:** The district will report school-level dropout data along with district and state averages (where available and comparable) for context.
- c. Average Daily Attendance (Options Only)
  - i. **Definition:** The average daily student attendance is defined as the percentage of the total number of days in which students during the school year were marked present at a school, divided by the total number of days that those students were expected to be in attendance. The district will report school-level point-in-time and trend data on the year-to-date attendance rate of students.
  - ii. **Interpretation and Use:** Research shows that students with low attendance are much less likely to receive high grades, graduate high school, or succeed in college. Student-level attendance data should be used to identify which students are in need of additional support and engagement from school communities. School-level attendance data should be used to identify which schools need additional district resources and supports to better meet the needs of students on the verge of disengagement.
  - iii. **Standard:** The district will report school-level attendance data along with district and state averages (where available and comparable) for context.
- d. Growth in Attendance (Options and Detention Centers Only)
  - i. **Definition:** Growth in student attendance is defined as the percentage of students who showed an improvement of at least 3 percentage points in their individual daily attendance rates at an Options school compared to their daily attendance rates from the prior school year.
  - ii. **Interpretation and Use:** Options students and students attending schools located in Detention Centers are more likely to have disengaged, have low attendance, or have dropped out of their previous school for a variety of reasons. Due to the challenges related to engaging this population, the focus is on growth. Student-level attendance growth data should be used to identify which students are in need of additional support and engagement from school communities. School-level attendance growth data should be used to identify which schools need additional district resources and support to better meet the needs of students with low attendance growth rates.
  - iii. **Standard:** The district will report school-level attendance growth data along with district and state averages (where available and comparable) for context.
- e. Stabilization (Options Only)
  - i. **Definition:** The stabilization rate is defined as the percentage of students who enroll in an Options school that remain enrolled in any CPS school at the close of the school year or who graduate.
  - ii. **Interpretation and Use:** Continuous school engagement is critical to student success. Research clearly indicates that students who drop out of school are much less likely to graduate from high school or otherwise succeed even after re-engagement into school. Due to the increased challenges that Options Students experience as compared to their traditional school counterparts, they are often highly mobile. In the event that an Options School is not able to meet a student's specific needs, it is critical for the school to help the student identify a good fit school if they decide to transfer. Lower than average stabilization rates should be interpreted as a need for additional support at the student and school level.
  - iii. **Standard:** The district will report school-level stabilization data along with Options school averages (where available and comparable) for context.

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<sup>3</sup> Neither of these indicators (III.D.2.a. and III.D.2.b.) are applicable to Options Schools or schools located in Detention Centers.



- f. Student Portfolio (Schools in Detention Centers Only)
  - i. **Definition:** The student portfolio indicator is defined as the percentage of students who have successfully completed a portfolio of lessons during the period of enrollment.
  - ii. **Interpretation and Use:** Student portfolios consist of a range of lessons designed to promote self-reflection, improve skills such as decision making and self-advocacy, and incorporate future-planning activities. Completion of the portfolio will equip students with a set of skills that will lead to a successful matriculation back into a traditional or Options school and the community.
  - iii. **Standard:** The district will report school-level student portfolio completion rates for students enrolled long enough to qualify.
- g. Transition Plan (School in Juvenile Temporary Detention Center Only)
  - i. **Definition:** The transition plan indicator is defined as the percentage of students who matriculate back into a traditional school with a complete and comprehensive transition plan.
  - ii. **Interpretation and Use:** Transition plans will contain key information that will help the student successfully transition into a traditional school including but not limited to behavior, attendance, grades, credits earned, strengths, challenges and applicable justice system-related information. Transition plans will aid in the smooth transition of grades and credits, but will also support the development of a re-entry plan at the receiving school.
  - iii. **Standard:** The district will report school-level transition plan completion rates for students enrolled long enough to qualify.
- h. Transition Rate - Enrollment (School in Juvenile Temporary Detention Center Only)
  - i. **Definition:** The transition rate - enrollment indicator is defined as the percentage of students who enroll in school after leaving the detention center.
  - ii. **Interpretation and Use:** This metric measures the success rate of transitioning students back into a traditional school setting. Student retention is critical to student success and graduation. Given that students are automatically withdrawn from the schools located in Detention Centers, it is critical to ensure that the student is immediately enrolled at another school. Low transition rates should be interpreted as a need for additional support at the student level as well as both the sending and receiving school levels.
  - iii. **Standard:** The district will report school-level rates for student who have successfully matriculated back into a traditional school setting.
- i. Transition Rate - Persistence (School in Juvenile Temporary Detention Centers Only)
  - i. **Definition:** The transition rate - persistence indicator is defined as the percentage of students who exit a detention center school, re-enroll in a CPS school, and remain enrolled until the end of the school year.
  - ii. **Interpretation and Use:** This metric measures the success rate of stabilization in a traditional school setting. Student retention is critical to student success and graduation. It is critical to equip students with the skills and support needed to remain engaged and enrolled in a traditional school setting leading to overall success and graduation. Low persistence rates should be interpreted as a need for additional support at the student level as well as both the sending and receiving school levels.
  - iii. **Standard:** The district will report school-level rates for students who have remained enrolled in a CPS school until the end of the school year.

**3. Postsecondary Success:**

- a. **Four-Year Cohort Graduation Rate<sup>4</sup>**
  - i. **Definition:** The district and school-level graduation rates are calculated based on the percentage of students who enroll in the district as first-time freshmen and then graduate high school four years later.
  - ii. **Interpretation and Use:** Students who graduate are much more likely to be successful in their chosen postsecondary path (college, career, etc.). The extent to which the district and individual schools are retaining incoming high school students and supporting their path to graduation is an important indicator of school and district efficacy.
  - iii. **Standard:** The district will report school-level graduation data along with district and state averages (where available and comparable) for context.

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<sup>4</sup> Neither of these indicators (III.D.3.a. and III.D.3.c.) are applicable to Options Schools or schools located in Detention Centers.

- b. Early College and Career Credentials
  - i. **Definition:** This metric reports the percentage of students who are graduating high schools with one or more qualifying credentials or certifications, tied to high school coursework, that prepare them for postsecondary success.
  - ii. **Interpretation and Use:** Students should have access to a variety of postsecondary opportunities during their high school years. Schools and the district should be offering equitable access to postsecondary opportunities that reflect the needs and interests of students. The Early College and Career Credentials (ECCC) metric should be interpreted as describing the extent to which schools are providing said access (as well as intentional or equitable support for attainment) and the district is providing schools the resources and support needed to do so.
  - iii. **Standard:** The district will report school-level ECCC data along with district and state averages (where available and comparable) for context.
- c. College Enrollment and Persistence<sup>5</sup>
  - i. **Definition:** ~~College enrollment is the % of CPS graduates from a specific YOG (year of graduation) cohort that are reported by the National Student ClearingHouse as enrolled in a higher education institution in the Fall and/or Spring semester immediately following graduation. College Persistence is the % of CPS graduates who were enrolled continuously (no semesters off) for the four semesters after high school graduation in one or more two-year or four-year colleges or who completed a college degree or credential within two years. Summer semesters are not counted. College Enrollment measures the percentage of students graduating from CPS in the previous year who enrolled in a 2-year or 4-year college in the fall or spring after graduation from high school. College Persistence measures the percentage of students enrolled in college in the fall or spring after graduation from high school that remain enrolled in college the following fall or spring.~~
  - ii. **Interpretation and Use:** Alumni enrollment and persistence relies heavily on two major school supports: Postsecondary Preparation and Alumni Support Initiative programming. Schools and the district use these postsecondary enrollment and persistence metrics to measure the success of our schools at preparing students for life beyond high school. Schools should leverage multiple layers of support for postsecondary preparation including rigorous course selections, providing college and career instruction, and linking students to high quality advising through school counselors, college & career coaches, and the many college access partners throughout the district.
  - iii. **Standard:** The district will report school-level college enrollment and persistence data along with district averages and state or national data when available.
- d. One-Year Graduation Rate (Options and Detention Centers Only)
  - i. **Definition:** The one-year graduation rate is defined as the percentage of students that graduate by the close of the school year who are within range of graduation upon enrollment. For schools located in detention centers, this rate only applies to students who are still enrolled at the school at the time of graduation.
  - ii. **Interpretation and Use:** Students who graduate are much more likely to be successful in their chosen postsecondary path (college, career, etc.). Options students and students attending schools located in detention centers are more likely to be older, off-track and to have already dropped out. The extent to which schools are retaining and graduating students in range of graduation is an important indicator of school efficacy.
  - iii. **Standard:** The district will report school-level one-year graduation rate data along with Options school and detention center school averages (where available and comparable) for context.
- e. PostSecondary Pathway & Transition Enrollment (Options Schools and Students who participate in Alternate Assessment Only)
  - i. **Definition:** The postsecondary pathway & transition enrollment indicator is defined as the percentage of graduating students who enroll in transition centers and/or matriculate into any of the following postsecondary pathways: college, military, apprenticeship program, job training program, employment, or service learning or gap year program.

<sup>5</sup> This indicator is not applicable to students with alternate assessments.

- ii. **Interpretation and Use:** The postsecondary trajectory of students relies heavily on the school's implementation of appropriate postsecondary and transition supports. Schools and the district use postsecondary enrollment metrics to measure the success of our schools at preparing students for life beyond CPS. Schools should leverage multiple layers of support for the postsecondary success of students including providing college and career instruction, exposure to potential pathways for careers and trades, credential and certification opportunities, and linking students to high quality postsecondary advising and/or transition supports.
- iii. **Standard:** The district will report school-level postsecondary pathway enrollment data along with applicable school averages when available for context.

**E. Indicators - Daily Learning Experience**

Per Board and stakeholder guidance outlined above, the district's approach to accountability must also articulate standards for the conditions and practices that facilitate a high-quality educational experience in schools. The following are the key indicators of quality practice in support of students' daily learning experience that the district is prioritizing as most likely to positively impact the student outcomes listed above over time.

**1. High Quality Curriculum**

- a. **Definition:** The district shall provide school-level information on the extent to which all students, across all grade levels and subject areas, have access to high-quality curriculum as defined by the district's standards.
- b. **Standard:** High-quality curriculum should: be standards aligned, reflect student's identities and lived experiences, engage students in topics, problems, and people that impact them and their communities and drive instruction that is responsive to all students' needs. The district will evaluate schools' curricula for different subjects and grade levels according to its internal curriculum quality rubric. At a minimum, this rubric will measure the extent to which a curriculum (i) aligns with grade-level standards, (ii) provides continuity across instructional and assessment resources and grade bands, (iii) aligns with standards for social-emotional learning, cultural responsiveness, and differentiation support, (iv) addresses the needs of ~~diverse learners~~ Students with Disabilities and English learners, and (v) meets additional requirements as may be reflected by content-specific, research-based practices.
- c. **Theory of Action:** If the district ensures that all schools have access to a high-quality curriculum, conditions for effective instruction and student learning will improve.
- d. **District Accountability:** Provide access to a universally-available high-quality rigorous, and culturally responsive curriculum for all schools.

**2. Rigorous Instruction**

- a. **Definition:** The district shall provide school-level information on the degree to which a school's instructional practices meet district standards.
- b. **Standard:** Instruction should: be designed with the student at the center, use learning acceleration practices that give students access to grade-level standards, align to content specific research-based practices, foster positive classroom community and nurture students' strengths, and use varied assessments in order to be responsive to the needs of students. The district will evaluate and report on instructional practices using available data as appropriate. This may include observational data from classroom observations, student and teacher responses on surveys, and other data sources.
- c. **Theory of Action:** If instruction is rigorous and includes high expectations coupled with a supportive learning environment, student learning will improve.
- d. **District Accountability:** Provide professional learning at the district and Network levels to improve learning acceleration practices.

**3. Conditions for Learning and the Student Experience**

- a. **Definition:** The district shall provide school-level information on the degree to which the student experience of classroom instruction meets the conditions that are needed in order for students to learn.
- b. **Standard:** The student experience in the learning environment should be one that: empowers students; fosters positive and collaborative classroom community; nurtures, explores, and affirms identity; provides supportive systems and structures that nurtures students' social, emotional, growth, and leadership; allows meaningful access to appropriate curriculum and instruction across all grade levels in all educational environments (especially for Students with Disabilities); and fosters creativity, empathy, curiosity, and confident self-expression that leads to inventive artistic practice and fulfillment. The district will report on all students' experience of the learning environment using available data as appropriate. This may include district wide measurement surveys, network rigor walks, and other data sources.

- c. **Theory of Action:** Students' daily experience of their classroom learning conditions drives their engagement, perseverance, and learning; it also shapes longer term academic outcomes, identity development, and well-being.
  - d. **District Accountability:** Provide training, resources, and data to engage in student experience data gathering. Provide a clean, warm, safe, and dry facility with adequate space and modernized amenities and infrastructure to ensure equitable access to a 21<sup>st</sup> century learning environment for all students.
4. **Balanced Assessment System:**
- a. **Definition:** The district shall provide school-level information on the degree to which a school has an assessment plan that meets the district's standard for a balanced assessment system.
  - b. **Standard:** The district will evaluate schools' assessment plans across grades, content areas, and assessment types according to its standard for a balanced assessment system.
  - c. **Theory of Action:** If schools implement a balanced assessment system the district will be able to measure the depth and breadth of student learning and monitor student progress towards college and career readiness as well as provide actionable data to inform planning for instruction, academic supports, and resource allocation. A balanced assessment system includes multiple measures and is responsive to the needs of all students, inclusive of ~~Diverse Learners~~ Students with Disabilities and English Learners.
  - d. **District Accountability:** Provide universally-available meaningful assessments and assessment data tools to inform instruction.
5. **Access to Postsecondary Opportunities**
- a. **Definition:** This metric describes the extent to which schools are implementing the systems and structures necessary to support students in preparing for their postsecondary pathways culminating in the Learn.Plan.Succeed (LPS) and FAFSA graduation requirements and is ultimately measured by ECCC. While the ECCC metric described above measures actual student outcomes in this area, this metric measures the extent to which a school is meeting district standards on the practices necessary to support students' postsecondary access and success by providing college and career readiness instruction and ensuring completion of the postsecondary individualized learning plan tasks.
  - b. **Standard:** The district shall provide school-level information on the extent to which school practice meets district standards in areas such as the percentage of students participating in college and career readiness instruction, advanced coursework and career and technical education (as opposed to credits earned as measured in ECCC); grades earned in ECCC courses (as opposed to the achievement of a credential); training in college finance, expectations and systems; and exposure to career options.
  - c. **Theory of Action:** If schools and the district establish systems of support that allow students to explore their college and career interests and create a meaningful postsecondary plan (LPS) upon completion of access steps, students are much more likely to experience postsecondary success, regardless of their actual chosen path.
  - d. **District Accountability:** Provide staffing support and training to evaluate and improve ECCC programs in schools, as well as invest in a postsecondary goal-setting curriculum for High School upperclassmen.
6. **Research-based Academic Interventions within a Multi-tiered System of Supports (MTSS) Framework**
- a. **Definition:** The metric seeks to measure the extent to which schools are implementing an equity based MTSS framework, which includes providing research-based academic interventions in response to students' demonstrated needs.
  - b. **Standard:** The district shall report information on the degree to which an effective Multi-Tiered System of Support (MTSS) framework exists as defined by district standards.
  - c. **Theory of Action:** If a school implements an effective MTSS framework, which includes the implementation of research-based academic interventions that meet students' targeted skill needs, then all students will accelerate in their learning and increase academic achievement.
  - d. **District Accountability:** Provide universally-available research-based academic interventions, along with an intervention platform to support schools in progress monitoring student growth.

**7. Specially Designed Instruction**

- a. **Definition:** Specially designed instruction, ~~not to be confused with differentiation,~~ is adapted content, methodology, and/or delivery of instruction by a special education teacher or related service provider to that address the unique needs (i.e., academic, behavioral, social adaptive) of an eligible student that results from a as identified and outlined in a student's individualized educational plan (IEP). Specially designed instruction is not to be confused with differentiation, which is accessible to all students regardless of eligibility for specialized services.
- b. **Standard:** To ensure access to the general education curriculum and in some cases advanced curriculum or significantly modified curriculum, special education teachers and related service providers utilize students' individualized educational support plans to develop specially designed instruction that meets each student's unique needs as outlined in their individualized educational plan of support. This plan for specially designed instruction will be utilized across classroom settings.
- c. **Theory of Action:** If school staff engage in high quality specially designed instruction, using general education curriculum as a foundation for all students, then Diverse Learners Students with Disabilities and Gifted Students will demonstrate significant growth in the areas targeted through their individualized educational support plan and increase access to the general education appropriate curriculum.
- d. **District Accountability:** Provide professional learning and, coaching, and consultation at the district and Network level to implement high quality, network, and school level to the adoption, implementation, and monitoring of specially designed instruction.

**F. Adult Capacity and Continuous Learning**

Stakeholder feedback and extensive research have highlighted the importance of a school's organizational conditions (adult capacity, culture, and systems for continuous improvement) and their significant impact on student outcomes. When inclusive and learning-oriented conditions are present, individuals are more motivated to learn and share their knowledge, and they are more dedicated to making changes in their school and their own practices. The willingness and commitment to change are essential for creating optimal school cultures that support student well-being, belonging, identity development, and achievement. The following indicators are the key points of information the district must provide stakeholders moving forward to articulate the extent to which schools and the district are putting these adult support systems and culture in place.

**1. Leadership Context**

- a. **Definition:** This indicator captures the context of current school leadership as reflected by the tenure of the current school leadership, relationships with staff and other adults in the school community, and other data points as appropriate.
- b. **Standard:** The district shall report information on leadership capacity such as the tenure of the current leadership; the stability of school leadership (e.g., the number of principals at a school over a certain time period); the current status of principal contracting; and information from student and staff surveys. The district must also provide district-level data as context where appropriate, as well as information about district response and support in cases where the data indicates a need.
- c. **Theory of Action:** If we invest in development opportunities and leadership supports for school leaders and aspiring school leaders, then will we see increased stability in strong school leadership, leading to sustained continuous improvement and growth in student outcomes.
- d. **District Accountability:** Provide new principal and new assistant principal induction programs, competency-aligned professional development opportunities for school leaders of all tenure, mentorship roles that elevate experienced, high-performing principals and support novice principals, differentiated pathways for development for aspiring school leaders, and resources for cultivating staff leadership in schools in support of best practices in succession and transition planning.

**2. School Vision and Continuous Improvement Practice**

- a. **Definition:** This indicator measures and reports on the extent to which schools have systems in place to support continuous improvement in supporting the daily learning experiences of students.
- b. **Standard:** The district shall provide stakeholders with information regarding the effectiveness of school continuous improvement practices. Said information shall include indicators like the presence of a full Continuous Improvement Work Plan (CIWP) team; effective CIWP monitoring practices; and progress toward CIWP milestones and goals.

- c. **Theory of Action:** If the district defines processes and provides supports for schools on improvement science and measures and reports on those practices, then schools will improve their continuous improvement practices, which will increase the likelihood of school improvement across the district. Improvement science clearly indicates that for schools to improve their practice over time, there are clear processes and supports that need to be in place. If the district measures and reports on these practices, the likelihood of school improvement occurring at scale will greatly increase.
- d. **District Accountability:** Provide robust training for school teams to create strong continuous improvement plans, and tailor supports in response to needs identified across school-based plans.

### 3. Distributed Leadership and Teacher Leader Development

- a. **Definition:** This indicator measures and reports on the extent to which schools (as supported by the district), show high levels of trust, collegial relationships, engage and empower teachers, teachers leaders, and staff to perform their roles effectively; Have systems in place to distribute leadership and build adult capacity in leadership, to effectively support the continuous improvement of staff and teacher practice, thereby, improving the daily learning experiences of students.
- b. **Standard:** The district shall provide stakeholders with information regarding the effectiveness of teacher leadership teams such as Instructional Leadership Teams MTSS Teams, or Behavior Health Teams (BHT) the extent to which a school is properly implementing the district's high quality distributed leadership as defined by the district; the presence, quality, and implementation of professional development plans; and the existence of a culture of trust, collaboration, transparency, and professional growth, particularly as measured by culture and climate surveys.
- c. **Theory of Action:** If the district measures the extent to which schools implement a culture with effective systems to cultivate distributed leadership in service of continuous learning and effective professional development (and are equitably supported by the district in doing so), then school staff are much more likely to improve their instructional practices and the daily learning experiences of students over time.
- d. **District Accountability:** Increase teacher professional learning, collaboration, and coaching opportunities through investing professional learning funds to provide teacher leaders with additional time and opportunities for professional development.

### 4. Teachers and Staff Capacity

- a. **Definition:** This indicator captures the context of current school teachers and staff as reflected by the position vacancy rates, teacher qualifications, tenure, turnover.
- b. **Standard:** The district shall provide stakeholders with information on the extent to which teachers and other staff members are experienced and certified for their current roles and are engaged in their work, as measured by metrics such as National Board Certification, staff attendance, and responses to climate and culture surveys. Identify and track teacher mobility in order to develop strategies to retain a high quality and diverse educator workforce.
- c. **Theory of Action:** If schools are staffed with skillful teachers who consistently provide high quality instruction as defined by the CPS Framework for Teaching, then there will be numerous benefits for students, families, and communities.
- d. **District Accountability:** Recruit, develop, and retain a high quality and diverse educator workforce, with an emphasis on supporting the hardest-to-staff schools and educators in high-needs subject areas. Invest in our teacher pathways initiatives to ensure that we're supporting current CPS students to become the next generation of CPS teachers and that current educational support personnel have equitable opportunities to become teachers of record. Provide support for educators in CPS english learner programs. Provide support for teachers in special education programs. Provide universally available professional development aligned to district priorities and educator role, including centrally funded and supported mentoring and professional development for new teachers.

### G. Inclusive and Collaborative School and Community

Themes regarding support for the whole child, school inclusivity for students, families, and communities, and the importance of partnership as key aspects of school community building were common in stakeholder feedback. More specifically for our Students with Disabilities, the District commits to advancing the principle of "Rightful Presence" in every school. In essence, students with disabilities experience their 'rightful presence' when general education and special education educators work together to create learning environments that are intentionally designed to allow meaningful access to appropriate curriculum and instruction across all grade levels in all educational environments. In order to support conversations and improvement in practice with respect to these topics, the district shall provide stakeholders with information about the following indicators.

**1. Healing Centered Culture, Supports and Social-Emotional Interventions**

- a. **Definition:** This indicator measures the level of school capacity and quality of practices in support of student physical, social, and emotional health to the extent to which schools are implementing an equity based MTSS framework, which includes providing research valid Social Emotional Learning (SEL) interventions in response to students' demonstrated needs.
- b. **Standard:** The district shall report information on the presence and efficacy of school systems and support for student connectedness, wellbeing, and health. This may include indicators like effective BHTs; processes for identifying and providing student interventions in support of a safe climate; a menu of evidence based tiered interventions and supports; effective community partnerships; established positive culture and climate practices as measured by culture and climate surveys, SEL skills instruction; select Healthy CPS metrics; and staff training (both participation and completion) on student physical and mental health supports.
- c. **Theory of Action:** Student health, connectedness and well-being is a clear precondition to student learning. If a school has an effective MTSS framework in place, which includes the implementation of research-valid SEL interventions that meet students' targeted skill needs, and supports to create healthy, healing-centered school cultures, student learning and academic success will be much more likely to improve over time.
- d. **District Accountability:** Ensure that we meet the needs of the whole child by making SEL curriculum, professional development and resources universally available, as well as building partnerships with local Mental Health providers. Expand resources for students in temporary living situations, school counselor support for communities in need, and coaching for staff on restorative practices.

**2. Inclusive and Collaborative Structures and Involved and Engaged Youth**

- a. **Definition:** This indicator measures the extent to which schools increase student perspective, participation, and agency in the systems and processes of decision-making that impacts them the most.
- b. **Standard:** The district shall report information on the engagement and involvement of students in school decision making through indicators such as the school's methods of collecting and leveraging broad and targeted student perspectives on timely topics (surveys, polls, focus groups, interviews, voting, public deliberations); the dedicated roles student representatives have to participate or lead in decision-making spaces (e.g. Rigor Walks, Student Voice Committees, Participatory Budgeting, student representatives on ILT's or other teams); the methods of reporting to students that communicate the impact of student perspectives collected, and how and why decisions were made (e.g. newsletters, town halls); the instructional opportunities students have to learn about and engage in solution-design of community-based issues (service learning, problem-based learning, civic action projects); the level of student voice in out-of-school time and other enrichment opportunities.
- c. **Theory of Action:** When students are involved in school-level decision making, they are much more likely to feel valued by teachers and staff and to value their school in turn, leading to better student outcomes. In addition, school-level decisions will be more informed and more likely to lead to positive change if they include the perspectives of those experiencing the problem and impacted by the decision. By reporting this information, the district hopes to improve these practices and outcomes over time.
- d. **District Accountability:** Ensure policies and resources are in place to support the whole child so that all students are healthy, safe, engaged in diverse experiences and programming, and academically challenged. Provide tools and resources to schools to support increasing student voice and engagement in decision-making.

**3. Out of School Time and Enrichment Opportunities**

- a. **Definition:** This indicator provides stakeholders information on the extent to which schools are providing opportunities for students to engage in academic, athletic and arts based enrichment within their school community and beyond the classroom. These opportunities include, but are not limited to, the visual and performing arts, athletics, extracurricular activities, and other areas that are a quintessential part of the CPS education experience beyond the Instructional Core in the classroom. Enrichment activities should supplement the classroom experience, not seek to replace sequential learning in each content area.
- b. **Standard:** The district shall report school-level information on the types of enrichment opportunities each school provides students including total number of available student seats; the percentage of available programs that meet district standards of quality; level of actual student participation in enrichment activities; and equity of access to enrichment programming.

- c. **Theory of Action:** If the district measures and reports on the types of enrichment opportunities each school provides its students, then schools will be intentional in providing access with the goal of improving targeted student outcomes.
- d. **District Accountability:** Fund and support expanded Out of School time programming to give students year-round opportunities for advanced coursework, academic supports, and extracurricular activities.

**4. School and Community Partnerships and Engagement**

- a. **Definition:** This indicator measures the extent to which schools engage and partner with families and communities to increase the quantity and quality of student daily learning experiences. The goal is to operationalize Inclusive Partnerships as defined in the CPS Equity Framework.
- b. **Standard:** The district shall report information on the number and types of partnerships each school has with community organizations; the level of engagement with stakeholder groups (Community Action Councils, Parent Advisory Councils, Bilingual Advisory Committees, Local School Councils, etc.); and the level of supportive culture engendered by the school as measured by data sources like climate and culture surveys. Additionally, it is expected that schools include parents of ~~Diverse Learners~~ Students with Disabilities in stakeholder groups.
- c. **Theory of Action:** If the district measures and reports on these kinds of school-level activities, then schools will be incentivized to increase family and community engagement and the district will be better able to equitably provide the needed resources to ensure quality engagement district-wide.
- d. **District Accountability:** Advance funding equity by increasing targeted investments and partnerships to support our highest-need students. Leverage Local School Council members, Community Action Councils, Parent Advisory Councils, and more affinity and parent groups to help us better understand what families and partners think about our District's policies. From public community meetings and town halls, to focus groups, to one-on-one outreach, we will work to ensure we have diverse perspectives at the table to help inform future planning and build a universal support strategy that is responsive to local needs.

**IV. ONGOING EVALUATION OF THIS POLICY**

The district shall develop the business rules (i.e., how metrics are actually calculated) and reporting mechanisms for each of the indicators listed above consistent with all available research and information regarding best practice in terms of psychometrics, effective reporting, and other technical considerations. Additionally, said business rules and reporting mechanisms should incorporate the ideas and practices outlined in the CPS Equity Framework. Specifically, decisions about how publicly reported metrics are calculated and reported will be made based (at least in part) on the extent to which said decisions support CPS decision makers' ability to implement the CPS Equity Framework.

In addition to discussions that consider these qualitative factors, the district shall also quantitatively assess proposed business rules and reporting mechanisms for their equity impact. Specifically, the district shall evaluate metrics and flag potential bias across the following factors:

Student Characteristics: Race; Gender; Race and Gender; Current English Learner Status (EL); Prior and Current English Learner Status (Ever EL); Economically Disadvantaged; ~~Diverse Learners~~ Students with Disabilities (i.e., students with an Individualized Education Plan and/or a 504 plan); ~~Diverse Learner (i.e., student with a 504 plan)~~; Students in Temporary Living Situations (STLS)

School Characteristics: School size; School type (Specialty, Traditional, Options, etc.); Governance/Network; Geographic Location/Region; Community; Opportunity Index Score (selected components of); Selective Enrollment; Attendance Boundary; Space Utilization; Program Density; Historic Funding (Both Capital and Operational); High Churn; Majority 1 race

In acknowledgement of the fact that there are cases where statistical bias signals a potential calculation problem and others where it signals useful information about systemic bias that decision makers should consider, the district will formulate a clear methodology of distinguishing between the two and incorporate these considerations into final decisions about metrics. The district will also develop and document for public consumption clear rationale for decisions regarding metric business rules that incorporate all of the considerations listed here in Section V.



In addition to incorporating all of the above considerations listed here in Section V for the initial design of metric business rules and reporting mechanisms, the district shall also re-evaluate metric business rules at least once every three years to ensure that metrics are continuing to meet the district's standards of equity and data integrity. In addition to equity and data integrity, this regular re-evaluation shall also consider:

- The effectiveness of district reporting of information about the indicators listed in Section III above (i.e., whether the information is presented in a manner that is easily accessed and understood by stakeholders).
- The effectiveness of district efforts to meet stakeholder learning demands regarding publicly available information about school and district quality (i.e., whether stakeholders have the requisite understanding they need to use the information the district provides).
- Whether the information the district provides is being used in the manner intended by stakeholders, including students; families; community members; school leaders; teachers; and other practitioners.

In accordance with Board resolution 22-0427-RS1, the district shall submit a report to the Board before the end of the calendar year at least once every three years inclusive of district findings of all of the above analyses, as well any recommendations for improving the policy based on said findings. The first iteration of this report will be due to the Board by December 31, 2027, and at least every three years thereafter.

## V. GUIDANCE FOR IMPLEMENTATION

### A. Timeline for Reporting

The Board's selection of the indicators outlined above is driven by a desire to align district practice with stakeholder priorities and needs to the extent possible and is not limited to information currently available to district leadership. As such, the Board acknowledges that information on some of the indicators described above will not be available when the district first releases updates to stakeholders in the Fall of 2024. Therefore, the deadlines for providing information to stakeholders about each of the indicators listed above are as follows:

- Indicator CD.1.a: Student Growth to Proficiency : Fall 2024
- Indicator CD.1.b: Student Proficiency : Fall 2024
- Indicator CD.1.c: ~~Diverse Learner Progress to Proficiency~~ Growth of Students who Participate in Alternate Assessments : Fall 2025
- Indicator CD.1.d: English Learner Progress to Proficiency: Fall 2024
- Indicator CD.1.e: On-Track: Fall 2024
- Indicator D.1.f: Student Growth in Math and Reading (Options and Detention Centers Only) : Summer 2025
- Indicator D.1.g: Credit Attainment (Options and Detention Centers Only) : Summer 2025
- Indicator CD.2.a: Chronic Absence: Fall 2024
- Indicator CD.2.b: One-Year Dropout Rate: Fall 2024
- Indicator D.2.c: Average Daily Attendance (Options Only) : Summer 2025
- Indicator D.2.d: Growth in Attendance (Options and Detention Centers Only) : Summer 2025
- Indicator D.2.e: Stabilization (Options Only) : Summer 2025
- Indicator D.2.f: Student Portfolio (Schools in Detention Centers Only) : Summer 2025
- Indicator D.2.g: Transition Plan (School in Juvenile Temporary Detention Center Only) : Fall 2025
- Indicator D.2.h: Transition Rate - Enrollment (School in Juvenile Temporary Detention Center Only) : Summer 2025
- Indicator D.2.i: Transition Rate - Persistence (School in Juvenile Temporary Detention Centers Only) : Summer 2025
- Indicator CD.3.a: Four-Year Cohort Graduation Rate: Fall 2024
- Indicator CD.3.b: Early College and Career Credentials: Fall 2025
- Indicator CD.3.c: College Enrollment and Persistence: Fall 2024
- Indicator D.3.d: One-Year Graduation Rate (Options and Detention Centers Only) : Summer 2025
- Indicator D.3.e: PostSecondary Pathway & Transition Enrollment (Options Schools and Students who participate in Alternate Assessment Only) : Summer 2025
- Indicator DE.1: High Quality Curriculum: Fall 2024
- Indicator DE.2: Rigorous Instruction Fall 2025
- Indicator DE.3: Conditions for Learning and the Student Experience: Fall 2025
- Indicator DE.4: Balanced Assessment System: Fall 2025
- Indicator DE.5: Access to Postsecondary Opportunities: Fall 2025
- Indicator DE.6: Research-based Academic Interventions within a Multi-tiered System of Supports (MTSS) Framework: Fall 2025

- Indicator DE 7: Specially Designed Instruction: Fall 2025
- Indicator EF 1: Leadership Context: Fall 2025
- Indicator EF 2: School Vision and Continuous Improvement Practice: Fall 2025
- Indicator EF 3: Distributed Leadership and Teacher Leader Development: Fall 2025
- Indicator EF 4: Teachers and Staff Capacity: Fall 2025
- Indicator FG 1: Healing Centered Culture, Supports and Social-Emotional Interventions: Fall 2025
- Indicator FG 2: Inclusive and Collaborative Structures and Involved and Engaged Youth: Fall 2025
- Indicator FG 3 Fall: Out of School Time and Enrichment Opportunities: Fall 2025
- Indicator FG 4: School and Community Partnerships and Engagement: Fall 2025

Final reporting for each of the indicators should, wherever possible, take place after field testing and feedback from stakeholders have informed the design, and include guidance for interpretation and use.

**B. System Coherence**

The principles outlined in this policy applicable to evaluating and reporting on school and district quality and effectiveness should also be applied to the extent possible to other district continuous improvement and evaluation practices. This coherence includes the content and process for the Continuous Improvement Work Plan (CIWP); Central Office and Network strategic plans; Central Office and Network staff evaluations; principal and assistant principal evaluations; and teacher evaluations. The application of these principles to these and other key aspects of district operations will align incentives, simplify activities, and increase overall system effectiveness and coherence for practitioners and stakeholders alike.

**C. Progress Monitoring and Oversight**

The CEO shall provide an annual progress report on the implementation V (A) and (B) above. This report shall be provided prior to the deadlines for reporting indicators listed V (A), include defined standards and rules for those indicators, progress updates on how said indicators are being incorporated into district continuous improvement and evaluation practices in V (B) above, and other information as requested by the Board.

**24-0425-PO3**

**AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR POLICY ON GRANTING CREDIT TOWARDS GRADUATION FOR COURSES TAKEN OUTSIDE OF THE CHICAGO PUBLIC SCHOOLS DAY PROGRAM**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board authorize the commencement of the Public Comment Period from April 26, 2024 to May 28, 2024 for the Policy described in the disposition table below. Pursuant to Board Rule 2-6(c), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
605.4 Granting Credit Towards Graduation for Courses Taken Outside of the Chicago Public Schools Day Program	N/A	Amend Policy 605.4  This policy was updated to align with current district practices. The update removes correspondence courses, which are no longer utilized by the district, and provides clearer definitions and processes around dual credit/dual enrollment.

**AMEND POLICY ON GRANTING CREDIT TOWARDS GRADUATION FOR COURSES TAKEN OUTSIDE OF THE CHICAGO PUBLIC SCHOOLS DAY PROGRAM**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education ("Board") amend Board Report 21-0825-PO1 Granting Credit Toward Graduation For Courses Taken Outside of the Chicago Public Schools Day Program. The policy was amended to ensure the language aligns with current district practices and is applied equitably across all stakeholders.

**Policy Text:**

**I. Definitions**

The following definitions apply to this policy:

**Regionally Accredited:** As defined by Ill. Admin. Code titl. 23 § 25.10.

**Dual Enrollment:** A college course taken by a junior or senior high school student for credit at the high school level, with appropriate principal approval as outlined in Section II. A dual enrollment course is taught by a college staff member at a college facility. Acceptance of dual enrollment credit at the college level is dependent on the college/university.

**Dual Credit:** A college course taken by a junior or senior high school student for credit at both the college and high school level. A dual credit course is taught by a Chicago City College-qualified Chicago Public School (CPS) teacher at a CPS facility.

**Early College University Partners:** College and/or University institutions that have been approved by the Office of College and Career Success as ECCC institutions and have an active data sharing agreement with CPS.

**High School Credits:** Academic units achieved through courses completed at the secondary education level, usually awarded in intervals of 0.5 or 1.0 per course taken.

**College Credit:** Academic units earned through courses completed at a postsecondary institution, usually awarded in intervals of 1.0-5.0 per course taken.

**I. Correspondence Courses**

A student enrolled in a correspondence course may receive high school credit for work successfully completed, provided that all of the following conditions are met:

1. The course is given by an institution: I) accredited by one of the seven regional accrediting associations or II) approved by the district's Chief Executive Officer (CEO) or their designee. The seven regional associations are:

- A. New England Association of Schools and Colleges
- B. Southern Association of Colleges and Schools
- C. Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges
- D. Middle States Commission on Higher Education
- E. Northwest Commission on Colleges and Universities
- F. Higher Learning Commission

G. WASC Senior College and University Commission

- 2. The student is in the ninth grade through twelfth grade;
- 3. The principal has given written approval in advance to the student to take the specified class; and
- 4. The student assumes responsibility for all fees for the course, where applicable. Students/guardians should explore free and paid options for correspondence courses with a HS Counselor.

A maximum of three (3) high school credits may be counted toward the requirements for a student's high school graduation.

Home schooled students who enter the Chicago Public Schools may receive more than three (3) high school credits earned through an accredited correspondence institution toward the student's graduation requirements. In this case, determination of possible high school credit will be within the authority of the high school principal.

**II. University Courses-Dual Enrollment/Dual Credit Courses**

A student who successfully completes dual enrollment/dual credit courses at any regionally accredited two or four year college or university may receive high school credit, provided that all of the following conditions are met:

- 1. The class is approved in advance by the principal; and
- 2. The student assumes responsibility for all fees where applicable. Students/guardians should explore free and paid options for college/university college courses with a HS Counselor.

Given these conditions, credit for any college or university course dual enrollment or dual credit courses from the District's Early College University partners (City College of Chicago, Chicago State University, DeVry University, Illinois Tech, Loyola University, National Louis University, Northeastern Illinois University, University of Chicago, University of Illinois Chicago) may be counted toward the academic requirements for the student's high school graduation. This includes free courses taken through the district's Dual Credit and Dual Enrollment Programs. Credit issued pursuant to this policy through a college or university not affiliated with a District Early College partner is in addition to the high school graduation requirements, and must not replace the content credit requirements pursuant to the Board's Graduation Policy.

A maximum of three (3) high school credits may be counted toward the requirements for a student's high school graduation, unless the school has a local policy that defines an alternate maximum credit limit. In the event that the school would like to adopt a limit that differs from the standard 3.0 credit limit, the local policy must be shared with all students and parents/guardians at the start of every school year and the limit must be fair and equitable.

**III. Alternative Courses Offered by the Chicago Public Schools in Afternoon, Evening, or on Weekends.**

For Chicago Public Schools where afternoon, evening, or Saturday courses are offered and meet the same standards as the day courses, the amount of awarded credit shall be equivalent to the amount of awarded credit for courses successfully completed during the day school program.

The CEO or their designee will establish an annual assessment that ensures the equitable distribution of course offerings and program locations for all alternative courses offered by CPS.

**IV. Student Appeal Process**

~~Principals must approve credit in advance of the student's enrollment.~~ Students must obtain principal approval before enrolling in any correspondence, college/university, or other alternative course. If the principal does not approve the credit, the student has the right to appeal the principal's decision to the school's Network Chief Officer. The Network Chief Officer is the final arbiter of whether or not the course will be credited toward graduation.

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24-0425-PO4

**AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR THE AMENDMENT OF THE STUDENT CODE OF CONDUCT AND POLICY ON ADDRESSING BULLYING AND BIAS-BASED BEHAVIOR**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board authorize the commencement of the Public Comment Period from April 26, 2024 to May 28, 2024 for the Policy described in the disposition table below. Pursuant to Board Rule 2-6(c), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
<p>705.5 Student Code of Conduct</p> <p>705.5A Addressing Bullying and Bias-Based Behaviors</p>	<p>N/A</p>	<p>Amend Student Code of Conduct and Policy Addressing Bullying and Bias-Based Behaviors</p> <p>Amendments to the current editions of these policies are summarized below:</p> <ol style="list-style-type: none"> <li>1. <u>Amend Policy for Pre-Kindergarten through Grade 2 students</u>: Existing SCC groups 1 through 6 will no longer apply to students in pre-kindergarten through second grade. These amendments remove the "misconduct" framework from being applied to the needs of our earliest learners and provide a more equitable and developmental lens to their unique behavioral needs. A new behavior group has been established in the policy to better define behaviors that may impact the safety and well-being of students or adults for documentation and communication with parents/guardians for responsive intervention. These changes will improve data for transparency and district-wide responsive support for schools and families.</li> <li>2. <u>Revise Title-IX and bias-based behavior definitions and the bullying appeal process</u>: Several updates have been made to the definitions listed in the Addressing Bullying and Bias-Based Behavior policy that are covered by or directly related to Office of Student Protections/Title IX. Amendments to the text were made to align with the most current regulations and the CPS Non-Discrimination Policy.</li> </ol>

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
		<p>Parent appeals of school-based bullying determinations will now be received and completed through the Office of Social and Emotional Learning instead of the Office of Student Protections.</p> <p>3. <u>Revise language in the Procedural Safeguards for Discipline of Students with Disabilities section of the policy for clarity:</u> Language in this section was revised to increase clarity for students, parents/guardians, and school personnel on the procedural safeguards in place for students with disabilities who are being considered for suspensions of 10 days or more or expulsion. This includes the addition of information and links to better inform stakeholders of state and federally mandated procedures.</p>

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**STUDENT CODE OF CONDUCT**  
**Effective August 2226, 20232024**

**PURPOSE**

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Chicago Public Schools is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

**RIGHTS AND RESPONSIBILITIES**

**Student Rights**

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell their side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

**Student Responsibilities**

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of their ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

**Parent/Guardian Rights**

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Chicago Board of Education (Board) policies and procedures
- To be notified promptly if their child is disciplined in inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

**Parent/Guardian Responsibilities**

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent



- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

**School Staff Rights**

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration, Network and District offices
- To receive supportive professional development and resources

**School Staff Responsibilities**

- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in the District student information system

**Chief Executive Officer or Designee Responsibilities**

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Chicago Police Department

## GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network.<sup>1</sup>

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address ~~inappropriate student~~ behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the Office of Social & Emotional Learning. At a minimum, a principal or their designee must:

- 1) **Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) **Intervene** to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) **Gather information** by talking to all involved students, teachers, school staff, or others who witness the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day; however, if student safety is at risk, investigations must begin immediately.
  - a) Prior to gathering information, if there is an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, contact the Office of Student Protections and Title IX ("OSP") immediately for support in following the remaining steps. OSP can be reached at (773) 535-4400.
  - b) If a search of the student, their locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (<http://policy.cps.edu/download.aspx?ID=190>). Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the ~~inappropriate~~ behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) **Discuss** with the student and **provide the opportunity to explain** their perspective.
  - a) Inform the student of the ~~inappropriate~~ behavior they may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
  - b) Allow the student to respond and explain their actions. Ask the student to explain what happened from their perspective and reflect on their actions.
  - c) Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.
  - d) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
  - e) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.
- 6) **Make a determination and consider the needs of all parties involved.**
  - a) Determine whether it is more likely than not that the student engaged in the identified SCC ~~inappropriate~~ behavior and the intervention or consequence most likely to address the cause of the behavior.

<sup>1</sup> The CPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (<http://policy.cps.edu/download.aspx?ID=203>).

- b) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate supports and follow up.
- 7) **Assign interventions or consequences** according to the SCC.
- a) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
  - b) The principal or designee has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students or staff harmed, and the rights of the student engaged in ~~inappropriate~~ the behavior, in alignment with the SCC.
  - c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
  - d) Avoid consequences that will remove the student from class or school, if possible. **Use out-of-school suspensions only as a last resort in accordance with the suspension guidelines on page 7.**
  - e) Note that CPS does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.
  - f) If a student is suspended, the principal or their designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
  - g) School staff members must not use public disciplinary techniques and must respond to ~~inappropriate~~ student behavior as confidentially as possible.
  - h) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.
- 8) **Complete report** in the District student information system for all ~~inappropriate~~ behaviors ~~under addressed~~ by the SCC. Hand-deliver to the parents/guardians, mail a copy of the Pre-K to Grade 2 Behavior Letter or misconduct report to the student's home address, or email the ~~misconduct~~ report to a documented email provided by the parent/guardian.
- 9) **Inform parents/guardians of their right to appeal** if they believe that the consequence is unwarranted or excessive.
- a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
  - b) If a student has received an out-of-school suspension or referred for an expulsion hearing, the parents/guardians may appeal by contacting the ~~Department of Student Adjudication~~ Office of Social and Emotional Learning Student Discipline Support Team at (773) 553-2249, studentadjudication@cps.edu studentdiscipline@cps.edu, or the Network Chief of Schools ("Network Chief") or their designee (contact information available at [www.cps.edu/Networks](http://www.cps.edu/Networks)). For District schools that do not have Network oversight, appeals may be made to the Office of Network Support or designee. The Network Chief or designee will review the appeal and determine:
    - whether any factual errors were made in the principal's investigation,
    - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
    - whether prior interventions were attempted when appropriate,
    - whether the length of the suspension was commensurate with the student's inappropriate behavior,
    - whether appropriate due process was given (see 5(a)-(e) on page 4), and  
in the case of a request for an expulsion hearing, whether the request was appropriate.

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

- c) If a student has been expelled and referred to a SAFE Schools Alternative Program, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Education Officer's designee. The

decision of the CEEdO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.

10) **Restore** the student's participation in the school community.

- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.
- b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

## SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student age 6 or older in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

### **Skill-Building In-School Suspension**

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

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

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

### **Out-of-School Suspension**

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

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

1. Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
2. The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student information system, or
3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and
4. The student was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
5. A copy of the misconduct report (generated in the District student information system) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The student's attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines. If approved by the CEO's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

## POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of alleged illegal behavior (non-emergency situations). To prevent traumatic impacts of police arrest for children and their families, school administrators should prioritize a trauma-responsive behavioral health approach that focuses on de-escalation and restorative, mental health intervention based on student needs before considering police involvement. Administrators shall follow these guidelines when considering any police notification.

### 1. Emergency Situations

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

- Active use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use an object as a weapon to inflict significant bodily harm (see Reference Guide for Group 6 behaviors involving dangerous objects, weapons or look-alike weapons)
- An act of physical violence or threat of imminent harm by a student that is **in progress and unable to be safely de-escalated by school safety officers and support staff, such as restorative practitioners or clinicians**
- Bomb threat (6-4) or Arson (6-3)

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD. Efforts to contact parents/guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer.

School administrators should immediately contact the CPS Student Safety Center at 773-553-3335 after contacting CPD in emergency situations.

### 2. Alleged Illegal Behavior (Non-Emergency Situations)

When a student engages in alleged illegal behavior, it may be necessary for school staff to report the act to their local law enforcement agency. In this situation, school officials contact CPD to report violations of the law.

**In non-emergency situations, school officials must not contact CPD, including School Resource Officers (SRO) to request removal of a disruptive student from the school, including classrooms, common areas, and school-sponsored events.**

In a non-emergency situation, administrators must do the following prior to contacting police, including School Resource Officers:

1. Call the CPS Student Safety Center (773-553-3335) to report the incident.
2. For a student in fifth (5<sup>th</sup>) grade or below, school staff shall consult with the Law Department (773 553-1700) prior to reporting the act to CPD.
3. School administrators shall consult with district officials from the Office of School Safety and Security to assess the alleged behavior and student needs using the below criteria to determine whether CPD must be notified, including the manner of notification. All CPD notifications should be recorded in Aspen within 24 hours. School and district officials should consider factors including:
  - Whether the behavior is related to a student’s disability as outlined in their IEP/504. Schools can contact their ODLSS District Representative for additional support.
  - The severity of the alleged behavior and the degree of harm to people in the school community, including students and CPS staff members,
  - Whether a person was physically injured as a result of the student’s conduct,

- The student's age, developmental needs, or known trauma history.
4. In the event that police must be notified, administrators shall make all reasonable efforts to contact parents/guardians prior to contacting CPD. Efforts to contact parents/guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer. All parent/guardian contact attempts must be recorded in Aspen.
  5. The school shall follow the Requirements for Police Interactions listed below for any police interaction with students on school grounds.
  6. The school principal or designee will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Only school administrators and designees should follow these notification procedures. In the event that school staff who are not administrators (or designees) should need to notify the police or file a complaint against a student for an incident that occurred on school property, during school hours, or at a school-related function, staff should inform the school principal to ensure the steps outlined above are completed prior to CPD notification.

In the event that a non-CPS employee (parent, caregiver, community member) should report any allegations of illegal behaviors to school administrators, school administrators shall follow steps outlined in steps 1-3 (non-emergency situations). School administrators shall not file a law enforcement agency complaint at the behest of the non-CPS employee.

**Sexual Misconduct**

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

**Requirements for Police Interactions Resulting From a Police Notification**

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. In the event that CPD must interact with students as a result of a police notification, school administrators must follow these requirements and furnish these written guidelines to the student(s) prior to any interactions with law enforcement:

- Student Rights
  - Students have the right to refuse to speak to CPD
  - Students can refuse to give consent to be searched by the police, including electronic devices. This may not stop the search.
  - Students shall not be left alone with CPD at any time
  - Students shall not be removed from the classroom or common areas of the school by CPD unless an emergency, as defined above, exists.
- Questioning/Interviews
  - If CPD requests to interview or question a student at the school, contact the Law Department.
  - CPS administrators must make all reasonable efforts to ensure that the student's parent or guardian is present during the questioning or, if the parent or guardian is not present, ensure that school personnel, including, but not limited to, a school social worker, a school psychologist, a school nurse, a school guidance counselor, or any other mental health

- professional, are present during the questioning. The staff member(s) present during police interviews must be someone who was not directly involved in the incident.
- CPS administrators must make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.
  - Arrests on School Grounds
    - School administrators, district officials, and CPD should avoid student arrests on school grounds whenever possible. If a responding police officer determines that arrest is necessary, they should coordinate with the principal or designee to find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances.
    - Should a student be arrested on school grounds, a school administrator or designee is required to accompany the student and arresting officer to the police station or follow. If the parent/guardian is not present, the principal must request the arresting officer that a member of the school staff accompany the student. If such permission is denied, a member of the staff must follow immediately to the place where the student is taken. The staff member who accompanies or follows the student must be someone who was not involved in the incident resulting in the arrest. The staff member must remain with the student for a reasonable time or until they are no longer needed.
  - Support for Students
    - Schools should assess any harm identified by students and parents/guardians that results from a police notification and provide support. If police notification leads to an arrest, healing-centered, restorative re-entry support should be implemented upon the student's return to school. Schools can refer to the Restorative Re-Entry Toolkit ([cps.edu/sel](https://cps.edu/sel)) for detailed resources.

**STUDENT BEHAVIORS COVERED BY THE SCC**



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

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

**Special Notes:**

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Supporting the Behavior of Students in Pre-Kindergarten through Grade 2

Chicago Public Schools believes that special considerations must be made when addressing the behaviors of students in grades pre-kindergarten through second grade. These special considerations include the student's age, language and communication development, and developmental capacity to understand behavior and responses. CPS staff must maintain an attuned awareness to these special considerations when responding to student behaviors. This awareness may include additional attention to the design of the learning environment, the role of all adults within the classroom, the intentional development of social and emotional skills, and use of healing-centered, restorative, and trauma-responsive practices. CPS staff should also ensure trusting, intentional engagement with families, given the critical role played by caregivers of our youngest students.

To support the needs of our earliest learners in pre-kindergarten through second grade, a behavior group has been established in this policy to define behaviors that impact the safety and well-being of others. It is imperative that the outlined behaviors are always understood through the lens of the special considerations listed above. Schools will prioritize documentation of the behaviors outlined in the pre-kindergarten through second grade behavior group below to ensure transparency and collaboration with parents/guardians when implementing supportive, trauma-responsive interventions that address the root causes of the student's behavior.

Cellular Phones and Other Information Technology Devices<sup>2</sup>

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Network Chief or their designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

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<sup>2</sup> *These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.*

Network Privileges and Access<sup>3</sup>

A principal may request that a student's access or privileges to the CPS network be temporarily restricted, in whole or in part, as a result of SCC violations that create an unsafe learning environment or if they prevent other students from accessing their learning. These restrictions to the CPS network should not be indefinite and should be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

School Dress Codes and Uniform Policies

Local School Councils may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Bias-Based/Discriminatory Behavior

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bias-based behaviors, including racism and all forms of discrimination on the basis of actual or perceived membership of a protected category, are directly contrary to this and can cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Chicago Public Schools acknowledges its historic role in the systemic marginalization of individuals most impacted by racism, bias, and oppression. We seek to understand, disrupt, and dismantle patterns and structures of institutional bias and racism (conscious or unconscious) that create disparities or perpetuate achievement differences among students and staff. School administrators and designees should refer to the Addressing Bullying and Bias-Based Behavior Policy included in this handbook for instructions on addressing all allegations of bullying or bias-based behaviors by students. In the event that an investigation substantiates an allegation of bias-based behavior, school administrators or designees should assign relevant SCC codes, restorative interventions, applicable consequences, and seek to identify and disrupt the systems and structures in our schools that allow discrimination to occur.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Chief Executive Officer. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another Chicago public school or expelled from the Chicago Public Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the

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<sup>3</sup> *The CPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (<http://policy.cps.edu/download.aspx?ID=203>).*

uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

First Amendment Consideration

Consistent with students' First Amendment rights, the Board enacted its Final Comprehensive Non-Discrimination, Sexual Harassment, Sexual Misconduct, and Retaliation Policy which enforces federally mandated protections, including those under Title VI and Title IX.

Dating Violence and Domestic Violence Statement

Any school employee who is notified by a parent, guardian or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of Illinois. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

These allegations or suspicions should be reported to the Office of Student Protections and Title IX immediately. The principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (<http://policy.cps.edu/download.aspx?ID=43>).

SCC and Other Laws, Policies, Rules, and Contracts

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

The SCC applies to CPS contract and performance schools.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion of students with disabilities/impairments outlined in this policy. Charter schools must also comply with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of students with disabilities. Students expelled from charter schools should contact the Department of Student Adjudication at (773) 553-2249 for assistance in enrollment into a school post-charter expulsion.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: "No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago."

**Pre-Kindergarten Through Grade 2 Behaviors**

<b>OBSERVED BEHAVIOR</b>	<b>RESPONSES AND INTERVENTIONS<sup>4</sup></b>
<p>P2A <u>Continual leaving the classroom or leaving the school building or school premise<sup>5</sup></u>                      P2B <u>Continual destruction of classroom items or school property</u>                      P2C <u>Continual unwanted physical contact or any physical contact resulting in an injury</u>                      P2D <u>Continual display of sexually explicit behavior, including but not limited to contact with or exposure of genitals</u>                      P2E <u>Behavior that includes any bias-based speech or actions<sup>6</sup></u>                      P2F <u>Having a weapon, look-alike weapon, or dangerous object in school as defined in the Reference Guide</u>                      P2G <u>Having any controlled substance in school</u></p>	<ul style="list-style-type: none"> <li>◆ <u>Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on root cause of observed behavior and supportive strategies to prevent recurrence</u></li> <li>◆ <u>Recommended instructive, corrective, or restorative response (see guidance <i>Establishing and Supporting Positive Behavior in Early Childhood Grades</i>)</u></li> </ul>

**GROUP 1 (Grades 3-12)**

<sup>4</sup> Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student age 6 or older in kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

<sup>5</sup> Safety Care trained school staff will use approved Safety Care de-escalation procedures to support students in an emotionally heightened state which may cause elopement. If a student elopes from the school building or premises, Safety Care trained school staff should continue to use approved Safety Care procedures and accompany the student to ensure safety. Parents and/or guardians must be contacted immediately.

<sup>6</sup> Behaviors that include bias-based content are not understood as school misconduct for students in this grade grouping, but require immediate support to ensure safe learning environments. Refer to the Addressing Bullying and Bias-Based Behavior policy in this handbook for bias-based behavior definitions. These behaviors are reported to the Office of Student Protections and Title IX to assist with identification of student needs and trauma-responsive support when required.

INAPPROPRIATE BEHAVIOR		AVAILABLE INTERVENTIONS AND CONSEQUENCES
1-1	Running and/or making excessive noise in the hall or building	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> </ul>
1-2	Leaving the classroom without permission	
1-3	Engaging in any behavior that is disruptive to the orderly process of classroom instruction	
1-4	Loitering, or occupying an unauthorized place in the school or on school grounds	
1-5	Failing to attend class without a valid excuse	
1-6	Persistent tardiness to school or class (3 or more incidents per semester)	
1-7	Use of the CPS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials <sup>7</sup>	
1-8	Unauthorized use or possession of cellular telephones or other information technology devices	

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<sup>7</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of the CPS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

GROUP 2 (Grades 3-12)

DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should must be attempted first.)
2-1 Posting or distributing unauthorized written materials on school grounds 2-2 Leaving the school without permission 2-3 Interfering with school authorities and programs through walkouts or sit-ins 2-4 Initiating or participating in any unacceptable minor physical actions 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC 2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures 2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances 2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities 2-9 Failing to provide proper identification 2-10 Unauthorized use of school parking lots or other areas 2-11 Use of the CPS network for the purposes of distributing or downloading non-educational material <sup>8</sup>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> </ul>

<sup>8</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of the CPS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

GROUP 3 (Grades 3-12)

<p><b>SERIOUSLY DISRUPTIVE BEHAVIOR</b></p> <p><i>* Behaviors marked with an asterisk indicates that the misconduct may be a violation of the law.</i></p>	<p><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should must be attempted first.)</b></p>
<p>3-1 Disruptive behavior on the school bus<sup>9</sup></p> <p>*3-2 Gambling – participating in games of chance or skill for money or things of value</p> <p>3-3 Fighting<sup>10</sup> – physical contact between two people with intent to harm, but no injuries result</p> <p>3-4 Use of bias-based or discriminatory language, gestures, slurs, or other behaviors involving race, color, national origin, immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression, disability or other protected categories. For bias-based behavior, see the Addressing Bullying and Bias-Based Behavior policy <i>before</i> assigning an intervention or consequence.<sup>11 12</sup></p> <p>3-5 Second or more documented violation of a Group 1 or 2 behavior category<sup>13</sup></p> <p>3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process</p> <p>*3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document</p> <p>3-8 Plagiarizing, cheating and/or copying the work of another student or other source</p> <p>3-9 Overt display of gang affiliation<sup>14</sup></p> <p>3-10 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see</p>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Skill-building in-school suspension up to three days</li> </ul> <p><b>ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days               <ul style="list-style-type: none"> <li>➤ Out-of-school and in-school suspensions assigned to repeated 3-06 behavior must be approved by the Network Chief or designee. For District schools that do not have Network oversight, approvals must be made by the Office of Network Support.</li> <li>➤ Out-of-school suspensions of three days or less may be used <b>only</b> if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.</li> </ul> </li> </ul>

<sup>9</sup> In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by the Chief Executive Officer or designee.

<sup>10</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>11</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX. A full definition of protected categories can be found in the Addressing Bullying and Bias-Based Behavior Policy.

<sup>12</sup> Harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability, directed to Covered Individual adults must be reported to the Equal Opportunity Compliance Office (EOCO).

<sup>13</sup> For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

<sup>14</sup> A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

<p>3-11 3-12 3-13</p>	<p>Addressing Bullying and Bias-Based Behavior Policy for full definition <i>before</i> assigning an intervention or consequence)<sup>15</sup>          Use of cellular telephones or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature<sup>16 17</sup>          Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds          Use of the CPS network for a seriously disruptive purpose not otherwise listed in this SCC<sup>18</sup></p>	
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<sup>15</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

<sup>16</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

<sup>17</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX.

<sup>18</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.



GROUP 4 (Grades 3-12)

VERY SERIOUSLY DISRUPTIVE BEHAVIOR		AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should/must be attempted first.)
* Behaviors marked with an asterisk indicates that the misconduct may be a violation of the law.		
*4-1	False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – Lunch, before school, after school, or Saturday</li> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days                             <ul style="list-style-type: none"> <li>➤ Out-of-school and in-school suspensions assigned to 4-9 behavior must be approved by the Network Chief or designee. For District schools that do not have Network oversight, approvals must be made by the Office of Network Support.</li> <li>➤ Out-of-school suspensions of three days or less may be used <b>only</b> if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities</li> </ul> </li> </ul>
*4-2	Extortion – obtaining money or information from another by coercion or intimidation	
*4-3	<sup>19</sup> An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification	
*4-4	Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than \$500	
*4-5	Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which does not result in a physical injury	
*4-6	Fighting <sup>20</sup> – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury	
*4-7	Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150	
*4-8	Possession, use, sale, or distribution of fireworks	
4-9	Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process	
4-10	[this code intentionally left blank]	
*4-11	Trespassing on CPS property – entering CPS property when previously prohibited or remaining on school grounds after receiving a request to depart	
*4-12	Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network <sup>21</sup>	
4-13	Possession of any dangerous object as defined by this SCC, first documented behavior (see Reference Guide) <sup>22</sup>	
*4-14	Use or possession of alcohol, drugs, controlled substances, "look-alikes" of such substances,	

<sup>19</sup> This infraction may be violated without actually touching, striking or injuring another person.

<sup>20</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>21</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

<sup>22</sup> Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

<p>contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.<sup>23</sup></p> <p>4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p> <p>4-16 Voluntary sex acts or voluntary sexual conversations between students that occur on CPS property or during CPS-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, oral sex, or sending sexually explicit messages or emails.<sup>24</sup></p>	
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<sup>23</sup> Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.

<sup>24</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX.

GROUP 5 (Grades 3-12)

<p><b>MOST SERIOUSLY DISRUPTIVE BEHAVIOR</b></p> <p><i>* Behaviors marked with an asterisk indicates that the misconduct may be a violation of the law.</i></p>	<p><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b>  <b><u>(Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule must be attempted first.)</u></b></p>
<p>*5-1 An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification committed with a deadly weapon, by a person who conceals their identity, or against school personnel<sup>25</sup></p> <p>*5-2 Knowingly and without authority entering or remaining in a building or vehicle with intent to commit a theft therein</p> <p>*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>*5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, bullying, dating violence, or domestic violence.<sup>26</sup> Intimidation is behavior that prevents or discourages another student from exercising their right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, or bullying. For severe bias-based behavior or bullying, see the Addressing Bullying and Bias-Based Behavior Policy <i>before</i> assigning an intervention or consequence.<sup>27</sup></p> <p>5-5 [this code intentionally left blank]</p> <p>*5-6 Gang activity or overt displays of gang affiliation<sup>28</sup></p> <p>*5-7 Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through any device or medium<sup>29</sup></p> <p>*5-8 Engaging in or attempting any allegedly illegal behavior which interferes with the school's educational process and is not otherwise listed in Group 5 or 6</p> <p>*5-9 Persistent or severe acts of sex-based harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having</p>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Request for assignment to an intervention program by the Chief Executive Officer or designee</li> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.             <ul style="list-style-type: none"> <li>➤ Out-of-school suspensions of three days or less may be used <b>only</b> if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.</li> <li>➤ Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted</li> </ul> </li> </ul>

<sup>25</sup> This infraction may be violated without actually touching, striking or injuring another person.

<sup>26</sup> See full definitions of Dating Violence and Domestic violence under Special Notes at the beginning of this section of the policy.

<sup>27</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX. A full definition of protected categories can be found in the Addressing Bullying and Bias-Based Behavior Policy.

<sup>28</sup> A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community-based organization.

<sup>29</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX.

<p>made a complaint or report of sexual misconduct, which is sufficiently severe, pervasive, objectively offensive, and/or persistent to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment<sup>30</sup></p> <p>*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</p> <p>5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC</p> <p>*5-12 Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which results in a physical injury.<sup>31</sup></p> <p>5-13 [this code intentionally left blank]</p> <p>*5-14 Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system<sup>32 33</sup></p> <p>*5-15 Willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>5-16 [this code intentionally left blank]</p> <p>5-17 [this code intentionally left blank]</p> <p>5-18 [this code intentionally left blank]</p> <p>*5-19 Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	<p>and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.</p> <ul style="list-style-type: none"> <li>● Out-of-school or in-school suspensions assigned to 5-8 behavior must be approved by the Network Chief or designee. For District schools that do not have Network oversight, approvals must be made by the Office of Network Support.</li> </ul> <p>◆ The principal may request an expulsion hearing at their discretion</p> <p>◆ For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges for up to two years</p>
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<sup>30</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX.

<sup>31</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>32</sup> A student may be disciplined for circumventing the information security system regardless of the student's intent. Students may be temporarily suspended from some or all CPS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

<sup>33</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

GROUP 6 (Grades 3-12)

<p><b>ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR</b></p> <p><i>* Behaviors marked with an asterisk indicates that the misconduct may be a violation of the law.</i></p>	<p><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b>  <b><u>(Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule must be attempted first.)</u></b></p>
<p>*6-1 Use, possession, and/or concealment of a firearm<sup>34</sup>/destructive device or other weapon<sup>35</sup> or “look-alikes” of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm</p> <p>*6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable<sup>36 37</sup></p> <p>*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p> <p>*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force</p> <p>*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes”<sup>38</sup> of such substances, contraband<sup>39</sup>, or any other substance used for the purpose of intoxication<sup>40</sup></p> <p>*6-7 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against the person’s</p>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Request for assignment to an intervention program by the Chief Executive Officer or designee</li> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days.<sup>42</sup> A student may be suspended for up to ten days with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.             <ul style="list-style-type: none"> <li>➤ Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to school safety or a disruption to other students’ learning opportunities.</li> <li>➤ Out-of-school suspensions longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions</li> </ul> </li> </ul>

<sup>34</sup> The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

<sup>35</sup> Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

<sup>36</sup> A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

<sup>37</sup> Students may be temporarily suspended from some or all CPS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CPS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

<sup>38</sup> “Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

<sup>39</sup> Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

<sup>40</sup> It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

<sup>42</sup> Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student’s age/grade level, or for other good cause as determined by the principal or designee.

<p>will. This also includes unwelcome oral, anal or vaginal penetration. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily<sup>41</sup></p> <p>*6-8 Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity, or the use of physical force against school personnel. This includes aiding and abetting in the commission of this behavior.</p> <p>*6-9 Murder – killing an individual without legal justification</p> <p>*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p> <p>*6-11 Kidnapping – secret confinement of another against their will or transportation of another by force or deceit from one place to another with the intent to secretly confine</p> <p>*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p>	<p>have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.</p> <ul style="list-style-type: none"> <li>◆ For students in sixth through twelfth grades, or for any student violating section 6-1, automatic referral to Student Adjudication Review</li> <li>◆ The principal may request an expulsion hearing at their discretion</li> <li>◆ For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges indefinitely</li> </ul>
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<sup>41</sup> Behaviors targeted at sex, gender, sexual orientation, gender identity, gender expression or other protected categories must be reported to the Office of Student Protections and Title IX.

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## ADDRESSING BULLYING AND BIAS-BASED BEHAVIORS

### Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying and bias-based behaviors are directly contrary to this and can cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where all students feel safe and supported, are protected from bullying and bias-based harm, and are able to succeed academically as well as develop socially and emotionally into responsible, caring individuals.

The Board asks every Chicago Public School ("CPS") student, with the support of their parent(s), guardian(s), and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully or intentionally harm others.
- I will try to help anyone I suspect is being bullied or harmed.
- I will work to include students who are left out.
- If someone is being bullied or harmed, I will tell an adult at school and an adult at home.

### Scope

Bullying and bias-based behaviors are contrary to a number of local, state, and federal laws and statutes. This Policy protects CPS students against interpersonal harm from bullying and bias based behaviors. The Board recognizes a number of protected categories in its Final Comprehensive Nondiscrimination Policy. Please see the definition section below or in the CPS Non-discrimination Policy for the full list of protected categories. Additionally, the Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual, or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying or bias-based behaviors occurs; the types of bullying or bias-based behaviors utilized; and bystander intervention or participation. The information developed will be made available on the District's website.

Bullying and bias-based behaviors are prohibited and are considered a violation of the CPS Student Code of Conduct and subject to discipline:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
- (3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;
- (6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but most seriously disrupts any student's education.



## **Definitions**

**“Bias-Based Behavior”** is any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected category within the school community that is of a discriminatory or harmful nature.

**“Bullying”** means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria. *Note: if the behavior or part of the behavior is bias-based or targeted at a member of a protected category please see the responding to bias-based behaviors guidelines.*

- 1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s).
- 2) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
- 3) The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s).
- 4) The behavior has or can be reasonably predicted to have one or more of the following effects:
  - (a) placing the student in reasonable fear of harm to the student's person or property;
  - (b) causing a substantially detrimental effect on the student's physical or mental health;
  - (c) substantially interfering with the student's academic performance; or
  - (d) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Knowingly making false accusations of bullying will be investigated and will be treated as bullying behavior that is subject to discipline under the Student Code of Conduct. This list is meant to be illustrative and non-exhaustive.

**“Cyberbullying”** means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

**“Discrimination”** is treating an individual less favorably because of their actual or perceived membership in one or more of the Protected Categories.

**“Harassment”** is any unwelcome verbal, nonverbal, visual, or physical conduct that is based on an individual's actual or perceived membership in one or more of the Protected Categories, as defined in the Final New Comprehensive Non-discrimination, Harassment, Sexual Harassment, Sexual Misconduct And Retaliation Policy, that is persistent, pervasive, or severe and objectively offensive and unreasonably interferes with, limits, or denies an individual's educational or employment access, benefits, or opportunities. Unwelcome conduct may include, but is not limited to, bullying, intimidation, offensive jokes, slurs, epithets or name calling, assaults or threats, touching, ridicule or mockery, insults or put-downs, offensive objects or pictures, messages sent via email, text or social media, sexual advances, requests for sexual favors, conduct of a sexual nature, or any other sex-based conduct.

**“Microaggressions”** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their actual or perceived Protected Category membership such as race, sexual orientation, and gender identity (Adapted from Wing-Sue, Derald. "Racial Microaggressions in Everyday Life," 2010).

**“Protected Categories”** are an individual’s actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity (includes hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists), ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration or citizenship status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, weight, height, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal (including Title VI, Title IX, IDEA, and 504), state or local law, ordinance, or regulation.

**“Peer Conflict”** means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in respectful communication, personal boundaries, and peaceful conflict resolution.

**“Racial Discrimination”** is any distinction, exclusion, restriction or preference or adverse act based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of school, school and district life (Adapted from United Nations, 2019).

**“Retaliation”** means any form of intimidation, reprisal, or adverse action or change to educational program or activity taken against a student for having made a complaint or report of bullying or bias based behaviors whether made internally or externally with federal, state, or local agency, or for participating, aiding, or refusing to participate in an investigation, proceeding, or hearing related to a report or complaint of bullying or bias based behaviors. Retaliation is considered to be a form of bullying and is prohibited according to this policy. All substantiated allegations of retaliation are subject to discipline under the Student Code of Conduct.

**“Restorative Practices”** means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs. Restorative practices are ways of pro-actively developing relationships and community; as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

#### **Preventing Bullying and Bias-Based Behaviors**

All CPS principals and staff shall work to develop safe and supportive school environments that prevent bullying and bias-based behaviors through:

- **Developing supportive school climate strategies**, including clear expectations and share agreements to guide interactions between students, and between staff and students.

- **Teaching all students social and emotional skills** and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establishing predictable responses and **effective disciplinary practices** that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plan to respond to bullying and harassment.
- Committing to welcoming and inclusive practices that center belonging, affirm cultural differences, and address and support the transformation of bias-based harm

### **Addressing Allegations of Bias-Based Behavior**

#### **Intervening to Address Bias-Based Behavior**

School based staff who witness or become aware of bias-based behaviors must immediately take the following steps:

1. Establish the safety of everyone involved. Note: If there is concern around the necessity to involve law enforcement please see the Police Notification section of the SCC.
1. Denounce the bias-based behavior as unacceptable to the values of Chicago Public Schools as well as being contrary to board policy.
2. Notify the CPS Office of Student Protections (OSP).

~~For further resources, tools, and directives please refer to the OSP Transforming Bias-Based Harm Protocols at [cps.edu/osp](https://cps.edu/osp).~~

#### **Reporting Bias-Based Behavior**

School-based staff who witness or become aware of must report any and all instances of bias-based behaviors to the principal who must complete an Aspen Report and answer the question regarding bias-based harm.

Students who experience or witness bias-based behaviors are to report these to a school-based staff member. Alternatively, students or parent/guardian can make reports directly to the Office of Student Protections and Title IX in the following ways:

- Online: Complete and submit a complaint form located at [cps.edu/osp](https://cps.edu/osp)
- Via Email: Submit complaints to [civilrights@cps.edu](mailto:civilrights@cps.edu) or [osp@cps.edu](mailto:osp@cps.edu).
- Via Telephone: Submit complaints to 773-535-4400.
- In Person or By Mail: Submit complaints directly to OSP in person or via USPS mail to 110 N. Paulina St., Chicago, 60612.

#### **Steps for Investigating Biased-Based Behavior**

Please note that it is important to follow these steps; as well as to refer to OSP's ~~Transforming Bias-Based Harm Protocols~~ Comprehensive Guide to School-Based Investigations, which include the comprehensive overview of CPS' District Response to Bias-Based Behavior as well as a school-based staff document link at [cps.edu/osp](https://cps.edu/osp).

- (1) Establish the present safety of everyone involved as well as plan for continued safety in the process.
- (2) Notify parents/guardians of all involved students.
  - Within one school day of receipt of a report of bias-based behavior, the Principal or Principal Designee shall report to the parent/legal guardian of all involved students the occurrence of any alleged incident of bias-based behavior and follow the guidelines provided in OSP's Transforming Bias-Based Harm Protocols and shall document these notifications in the District student information system.
    - i. Notifications should be made privately to students directly involved and their parent guardians.
    - ii. When incidents have a larger impact on the school community, the Principal or Principal Designee shall provide clear communication to students, staff, and

- parents to reinforce school-wide expectations of a climate centering belonging, respect, and affirmation of cultural difference.
- (2) Document all allegations of bias-based behaviors
    - a. School based staff who witness or become aware of must report any and all instances of bias based behaviors to the principal who must complete an Aspen Report and answer in the affirmative the question related to bias-based and discriminatory behavior within one school day
    - b. Staff unable to access Aspen or for any questions or assistance, may contact OSP at 773-535-4400 or [civilrights@cps.edu](mailto:civilrights@cps.edu) or [osp@cps.edu](mailto:osp@cps.edu).
  - (3) Conduct an investigation as directed by OSP.
    - a. After OSP is notified of biased-based behavior through an ASPEN or a direct report OSP will review the report, determine if it will be accepted as an investigation, and if applicable the type of investigation as well as provide guidance for student support:
      - i. **OSP Investigation:** For severe, complex, or pervasive incidents/civil rights issues an OSP investigator will be assigned to investigate the incident. An OSP investigator will respond to the school upon the OSP's decision to open the report for an OSP investigation. The OSP investigator will need access to the Student Protections School Representative, access to all parties/students involved, a private location for interviews, and all relevant evidence and documents.
      - ii. **School-Based Investigation:** When OSP deems an investigation is able to be carried out at the school level OSP will ask the school and its Student Protections School Representative to conduct a school-based investigation. School-based investigations are led by school administrators and/or Student Protections School Representatives. OSP will provide the school guidance. A school **must not conduct an investigation** unless directed to do so by OSP.
      - iii. **Resolution Timeframe:** Investigations will be completed promptly although some investigations take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.
        1. OSP will make a good faith effort to complete the resolution process, not including appeals and discipline, ~~within a ninety (90) calendar day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator or Designee with notice to the parties as appropriate in a timely manner.~~
        2. School-based investigators will make a good faith effort to complete the investigation process after direction from OSP, not including appeals, within ten (10) calendar days which can be extended as necessary for appropriate cause by the school administrator with notice to the parties as appropriate.
    - b. **Supportive Measures:** In all incidents, the District will coordinate with schools to provide the parties with supportive measures which are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge ~~to the parties per the Transforming Bias-Based Harm Protocols.~~
  - (4) Make a determination whether allegation of bias-based behavior is substantiated or not and document determination.
    - a. **OSP Investigation:** OSP investigator will consider whether the behavior qualifies as an inappropriate behavior listed in the SCC and according to the definitions listed in this policy; and the comprehensive nondiscrimination policy; and the Transforming Bias-Based Harm Protocols and will prepare a written outcome determination of the cases substantiation status. If the investigation determines a student engaged in bias-based behaviors and/or other inappropriate behaviors listed in the SCC, a written outcome determination will be prepared and the finding will be communicated to the school Principal/Designee.
    - b. **School-Based Investigation:** Principal/Designee shall consider whether the behavior qualifies as an inappropriate behavior listed in the SCC and according to the definitions listed in this policy as a substantiated and will prepare a written outcome determination. The Principal/Designee shall ensure the investigation and findings (whether the reported

- behavior is substantiated or not substantiated) are documented in the District student information system.
- c. If any investigation determines a student engaged in bias-based behaviors and/or other inappropriate behaviors listed in the SCC, the Principal/Designee shall prepare a Misconduct Report.
- (5) Notify all involved parties of the outcome of the investigation.
- a. OSP Investigation: Upon the completion of the investigation OSP will issue outcome letters to the involved students and their parent/legal guardian of the investigation status, findings, and next steps including but not limited to potential discipline by the Principal for substantiated SCC violations.
  - b. School Based Investigation: Upon the completion of the investigation, the school administrator will issue a written outcome determination to all parties stating whether the investigation was substantiated or unsubstantiated. If the case is substantiated, the school administrator will communicate any consequences pursuant to the Student Code of Conduct to student(s) determined to have engaged in SCC violations and their parents/guardians.
  - c. Regardless of the outcome of the investigation, the District will take steps to prevent the recurrence of bias-based and discriminatory behavior, as well as all misconduct covered herein, and correct any discriminatory effects on all impacted parties as appropriate.

### Addressing Allegations of Bullying Behaviors

#### Preventing Bullying

All CPS principals and staff shall work to develop safe, supportive school environments that prevent bullying through:

- ~~Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.~~
- ~~Teaching all students social and emotional skills and establish classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.~~
- ~~Establish predictable responses and effective disciplinary practices that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plan to respond to bullying and harassment.~~

#### **Intervening to Address Bullying**

##### A. Responsibilities of CPS Employees and Contractors

All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A); and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

##### B. Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, by calling the CPS Parent Support Center at (773) 553-3772, or by emailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report.

C. Steps for Investigating Bullying Reports

- (1) **Ensure safety.** The Principal or their designee will provide immediate support to any targeted student(s) to ensure safety. If there are overt or implied risks of safety, follow the steps in the CPS Crisis Manual, including immediately notifying the CPS Student Safety Center and the school's Network office. Alleged behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression should be reported immediately to the Office of Student Protections and Title IX for assistance and support: (773) 535-4400.
- (2) **Notify parents/guardians of all involved students.** Within one school day of receipt of a bullying report, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the District student information system.
  - a. Notifications should be made privately to students directly involved and their parent/legal guardians.
  - b. Additionally, when incidents have a larger impact on the school community, the Principal/Designee shall provide clear communication to students, staff and parents to reinforce school-wide expectations and a climate of respect and inclusion.
- (3) **Document all allegations of bullying.** Within two school days of receiving a report of bullying, the Principal/Designee will document the allegation in the District student information system as a general incident report and document all notifications made.
- (4) **Conduct an investigation.** The Principal and/or a designee, who is knowledgeable about bullying prevention and intervention, shall perform the investigation. For guidance, contact the Law Department at (773) 553-1700.

Investigation of reported bullying shall be initiated within 5 school days of receipt of a report, documented within the incident report in the District student information system, and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/Designee shall document the extension in the investigation report and shall notify the parties involved.

The investigation shall include:

- a. Identifying all involved parties, including the student(s) alleged to have engaged in the bullying behaviors, alleged target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
  - b. Conducting an individual interview in a private setting with all involved parties. The alleged target should never be interviewed in public or with the student(s) alleged to have engaged in bullying.
  - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and the District student information system of the behaviors on the targeted student's education.
  - d. Assessing the individual and school-wide effects of the incident relating to safety.
- (5) **Make a determination whether allegations of bullying are substantiated or not and document determination.** The Principal/Designee shall consider whether the four elements of the bullying definition are met, or if all four elements of bullying are not present, whether the behavior qualifies as another inappropriate behavior listed in the SCC. When the investigation is complete, the Principal/Designee shall ensure the investigation and findings (whether the report of bullying is substantiated or not substantiated) are documented in the District student information system. If the investigation determines a student engaged in bullying behaviors and/or other inappropriate behaviors listed in the SCC, the Principal/Designee shall prepare a Misconduct Report.
  - (6) **Notify all involved parties of the outcome of the investigation.** Within one day of making a determination, the Principal/Designee shall notify, in writing, the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

When communicating incidents of bullying to the targeted student's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the investigation determines a student engaged in bullying behaviors, the Principal/Designee shall provide the Misconduct Report to the parent/legal guardians of the student who engaged in the behaviors. The Principal/Designee may advise the parent/legal guardian of other involved students that the Student Code of Conduct was followed. They may not advise them of specific consequences imposed, as that would violate the confidentiality of school-record information required by law.

#### D. Determining an Appropriate Response

The goal of the response is to ensure the targeted student feels safe and welcome, and the student engaging in bullying behaviors understands the harm they caused and changes their behavior. For guidance in determining an appropriate response, contact the Office of Social & Emotional Learning at (773) 553-1830, or see [cps.edu/SEL](http://cps.edu/SEL).

- (1) **Identify school risk factors and ensure a universal strategy for school climate improvement and social and emotional development.** Assess and address any issues in supervision, expectations, relationship-building, and emotional learning.
- (2) **Support the targeted student.** Assign school staff to create and implement a plan that will restore a sense of safety for the targeted student and other students who have been impacted. Determine any other interventions that may be appropriate.

If the targeted student has a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to reduce vulnerability to bullying.

- (3) **Determine interventions and/or consequences that address the root cause of the students' bullying behaviors.** Consider the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Follow the Student Code of Conduct and the *Guidelines for Effective Discipline*, and identify opportunities to teach, build empathy, and repair harm. While suspensions may be necessary in some cases to ensure the safety of the targeted student, keep in mind that suspending or expelling students who bully does not reduce bullying behavior.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and develop the student's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Contact the Office of Social & Emotional Learning for school-wide climate and skill-building practices that prevent bullying, and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

- (4) For incidents that impact the larger school community, provide opportunities in safe, structured environments for affected students, staff, and/or parents to speak about the incident, its impact, and what is needed to repair the harm.**

**E. What Not To Do:**

- Solicit an apology from the student who engaged in bullying to the targeted student or mandate a public apology, use peace circles, victim/offender conferences, or any form of mediation that puts the student who engaged in bullying in contact with the targeted student in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the student who engaged in bullying and targeted student, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

**Appeal**

Any party who is not satisfied with the outcome of the investigation may appeal to the Office of Student Protections and Title IX, or OSP (telephone: (773) 535-4400) Office of Social and Emotional Learning Student Discipline Support Team at (773) 553-2249, [studentdiscipline@cps.edu](mailto:studentdiscipline@cps.edu), within 15 calendar days of notification of the Principal's decision. The Office of Social & Emotional Learning shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by OSP the Office of Social & Emotional Learning. OSP The Office of Social & Emotional Learning may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. OSP The Office of Social & Emotional Learning shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in the District student information system.

**Consequences for CPS Employees and Contractors**

When it is determined that an employee or contractor was aware that bullying and bias-based and discriminatory behavior was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

**Notice and Dissemination of Requirements**

Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

**Training and Professional Development**

**Staff**

Professional development will be offered to build the skills of all CPS employees, contractors and volunteers to implement this Policy. The content of such professional development shall include, but not be limited to:

1. Developmentally appropriate strategies to prevent incidents of bullying and bias-based and discriminatory behavior and to intervene immediately and effectively to stop them;
2. Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying and bias-based and discriminatory behavior;
3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
4. Information about Internet safety issues as they relate to cyberbullying.

**Student Internet Safety Education**



In accordance with the Board's Internet Safety Policy (<http://policy.cps.edu/download.aspx?ID=261>), each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Chief Officer of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social media platforms and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

**ATTACHMENT A**  
Chicago Public Schools  
Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Parent Support Center (773 553-3772) or email BullyingReport@cps.edu to make a report.

**Victim or Target Information**

School: \_\_\_\_\_

Name(s) and grade(s) of Victim/Target:

\_\_\_\_\_  
\_\_\_\_\_

**Reporting Information (\*Optional for students/parents/guardians)**

Name & Title of Person Reporting: \_\_\_\_\_

Relationship to Victim/Target: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Incident Information**

Name(s) of student(s) accused of engaging in bullying behaviors OR description (if name(s) unknown):

\_\_\_\_\_

Location of incident: \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Approximate dates, times, and frequency of prior incident(s): \_\_\_\_\_

Describe what happened and who was present in as much detail as possible (\*Required Information):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of submission: \_\_\_\_\_

**PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH  
DISABILITIES/IMPAIRMENTS**<sup>43</sup>

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. **Schools must support the behavioral needs of students with disabilities/impairments.** When the behavior of a student with a disability/impairment impedes their learning or the learning of other students, federal law requires schools to consider using positive behavioral interventions and to implement appropriate supports and other strategies to address the behavior.

**Students with disabilities/impairments who violate the SCC can be disciplined**, consistent with the procedural safeguards<sup>44</sup> outlined under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School officials can suspend students with disabilities/impairments for up to 10 consecutive or 10 cumulative school days in one school year (inclusive of Extended School Year (ESY) days). Educational services do not have to be provided to students with disabilities/impairments during these short-term removals unless services are provided to general education students under similar circumstances.

**Calculating the 10 school-days of suspension.**<sup>45</sup> When a student with a disability/impairment is removed from school for a full or partial day without receiving the instruction/services in their IEP/504 Plan, this can contribute to the 10 school-days of suspension. This can include:

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

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

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

Administrators are not required to suspend students with disabilities/impairments for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has discretion to suspend students with disabilities/impairments for fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities/impairments in excess of 10 school days in one school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Office of Diverse Learner Supports and Services (773 553-1905/1800) is ~~absolutely necessary~~required. **Without such consultation-approval from the Office of Diverse Learner Supports and Services, the 10-school-day**

<sup>43</sup> For purposes of student discipline, "students with disabilities/impairments" includes (i) students with IEPs, (ii) students with 504 Plans, and (iii) students who, at the time of the misconduct, have an open referral for a special education evaluation or one has been requested (by the parent/guardian or District personnel); are in the process of a special education evaluation; have a need for special education based on their academic and/or behavioral performance; or the parent/guardian has expressed concerns in writing that special education and related services may be needed.

<sup>44</sup> See the ISBE *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities* for additional information about procedural safeguards for discipline of students with disabilities/impairments.

<sup>45</sup> For additional information about disciplinary removals for students with disabilities/impairments, what contributes to the 10 school-days of suspension, and informal removals, see the *Office of Diverse Learner Supports and Services IDEA Procedural Manual* which is available at [cps.edu/odlss](https://www.cps.edu/odlss). See also the *ISBE Position Statement on Informal Removals of Illinois Students* at <https://www.isbe.net/Documents/ISBE-Position-Statement-Informal-Removals-of-Students.pdf>.

**limit on out of school suspensions will continue to apply students with disabilities/impairments cannot be suspended in excess of 10 school days.** A school may not suspend a student with a disability/impairment for more than 10 consecutive or cumulative school days in one school year without providing appropriate educational services per the Student's IEP/504 Plan.

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

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of a Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing or emergency placement. School must also provide parent/guardian/surrogate parent with a written copy of the Notice of Procedural Safeguards—Illinois State Board of Education's Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities.
2. At the MDR, the IEP/504 team must:
  - A. Determine whether the misconduct is a manifestation of the student's disability by reviewing all current and relevant information in the student's file, including the student's IEP/504 Plan, evaluation and diagnostic results, information from the parent/guardian, and teacher/staff observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if the team finds either or both of the following:
    - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; ~~and/or~~
    - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan (which includes if the student did not consistently receive all services/supports in their IEP/504 Plan)
  - B. Review, and revise if necessary, the student's existing behavior intervention plan (BIP) or develop a functional behavior assessment (FBA/BIP) and BIP to address the ~~misconduct behavior.~~ The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the behavior is not a manifestation of the student's disability, school officials may apply the SCC, ~~taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services to the extent they would for students without disabilities, but must continue to provide the student with educational services per their IEP/504 Plan if the removal exceeds 10 school days in one school year. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.~~

If the behavior is a manifestation of the student's disability, a disciplinary change in placement (e.g., expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

While MDRs must be held within 10 school days of a request for emergency placement, students with disabilities/impairments can be emergency placed immediately upon approval of the emergency placement, even if this occurs prior to the MDR. Emergency placements for students with disabilities/impairments can be approved for up to 45 school days regardless of the results of the MDR.

All MDRs are subject to review by the Department of Procedural Safeguards and Parental Supports Office of Diverse Learner Supports and Services (ODLSS) and CPS Legal Department.

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

**SECTIONS 4-13 AND 5-11**

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

**Knives, including but not limited to:**

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

**Tools, including but not limited to:**

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

**Other Objects, including but not limited to:**

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

**SECTION 6-1**

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

**Firearms - these include:**

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

**Knives - these include only the following types of knives:**

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

**Explosive Devices/Gases - these include:**

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

**Other Objects - these include:**

- Blackjack
- Slingshot
- Sand club
- Sandbag

- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

**“Look-Alike” Firearms - these include:**

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

**6-1 SPECIAL CONSIDERATION**

If a student simply has any of these objects, or any other similar object in their possession, they should not be recorded to have violated of the SCC. *If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.*

**Sporting Equipment - these include but are not limited to:**

- Baseball bats
- Golf clubs

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

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

**School Supplies - these include but are not limited to:**

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

**EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES**

**Request for Expulsion Hearing**

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.<sup>46</sup>
- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal *may* request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for Department of Student Adjudication review for a student in 6<sup>th</sup> through 12<sup>th</sup> grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student committing any other Group 6 behavior.
- The CEO's designee will review the expulsion hearing request and determine whether to refer the student to the Law Department for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

**Emergency Assignment to Interim Alternative Education Setting**

- Students who commit Groups 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.
- Requests for emergency assignment must be approved, facilitated, and implemented by the CEO's designee. The CEO's designee may request additional information when considering requests for emergency assignment.
- General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.
- Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days,<sup>47</sup> even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school-sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency assignment.

**Expulsion Hearing Procedures**

- The Law Department will schedule expulsion hearings and send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.
- Before the hearing, school principals are responsible for assisting the Law Department with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.
- The hearing will be conducted before an independent hearing officer. The Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

**Expulsion Final Determination**

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of up to two calendar years.

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<sup>46</sup> *This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.*

<sup>47</sup> "School days" means days (including partial days) that the District is open for students to attend school, not days that the individual student who is emergency placed attends school. For a student with disabilities who is eligible for Extended School Year (ESY), "school days" also includes ESY days.

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

**Transition when Expulsion Complete**

- When a term of expulsion is completed, the student will be transferred to their home school.
- For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.



**ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT**

Chicago Public Schools  
Student Code of Conduct

Student Agreement

I, \_\_\_\_\_ (print student's name) have received and read the Student Code of Conduct ("SCC") for the Chicago Public Schools. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and/or consequences as stated under the SCC.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Chicago Public Schools believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

24-0425-EX1

[Note: The complete document will be posted on cpsboe.org]

## TRANSFER OF FUNDS Various Units and Objects

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

The various transfers of funds were requested by the Central Office Departments during the month of March. All transfers are budget neutral. A brief explanation of each transfer is provided below:

1. Transfer from Advanced Learning and Specialty Programs to Esmond Elementary School

20240317088

Rationale: Substitute coverage for IBMYP Team meetings

**Transfer From:**

10845 Advanced Learning and Specialty Programs  
115 General Education Fund  
54505 Seminar, Fees, Subscriptions, Professional Memberships  
111084 International Baccalaureate  
000000 Default Value

**Transfer To:**

23131 Esmond Elementary School  
115 General Education Fund  
51320 Bucket Position Pointer  
290001 General Salary S Bkt  
008005 International Baccalaureate Program

Amount: \$1,000

2. Transfer from Network 12 to Network 12

20240317202

Rationale: To cover the cost of PD registration fees

**Transfer From:**

02521 Network 12  
115 General Education Fund  
57940 Miscellaneous Charges  
221080 Aio - Improvement Of Instruction  
000000 Default Value

**Transfer To:**

02521 Network 12  
115 General Education Fund  
54505 Seminar, Fees, Subscriptions, Professional Memberships  
221080 Aio - Improvement Of Instruction  
000000 Default Value

Amount: \$1,000

3. Transfer from Facility Opers & Maint - City Wide to Patrick Henry Elementary School

20240317204

Rationale: T3 900401 10685551 not picking up water PM Check Troubleshoot and repair

**Transfer From:**

11880 Facility Opers & Maint - City Wide  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

**Transfer To:**

23731 Patrick Henry Elementary School  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

Amount: \$1,000

4. Transfer from Facility Opers & Maint - City Wide to Arthur E Canty Elementary School

20240317206

Rationale: T3 900401 10685537 Not holding charge and key mechanism is broken Troubleshoot and repair Rental T300 SCRUBBER WB 20 IN PATH BATTERY CLEANER 2 29 3 29 Awaiting repair

**Transfer From:**

11880 Facility Opers & Maint - City Wide  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

**Transfer To:**

22541 Arthur E Canty Elementary School  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

Amount: \$1,000

5. Transfer from Facility Opers & Maint - City Wide to Harriet Tubman Elementary

20240317207

Rationale: T300e 109191771 Batteries not holding charge PM check replace any wear items if needed

**Transfer From:**

11880 Facility Opers & Maint - City Wide  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

**Transfer To:**

22031 Harriet Tubman Elementary  
230 Public Building Commission O & M  
56105 Services - Repair Contracts  
254007 Custodial Services  
000000 Default Value

Amount: \$1,000

6. Transfer from Facility Opers & Maint - City Wide to Harriet Tubman Elementary

20240317208

Rationale: T3 900401 10683561 PM Check Machine not powering off check key mechanism Troubleshoot and repair

<b>Transfer From:</b>	<b>Transfer To:</b>
11880 Facility Opers & Maint - City Wide	22031 Harriet Tubman Elementary
230 Public Building Commission O & M	230 Public Building Commission O & M
56105 Services - Repair Contracts	56105 Services - Repair Contracts
254007 Custodial Services	254007 Custodial Services
000000 Default Value	000000 Default Value

Amount: \$1,000

7. Transfer from Facility Opers & Maint - City Wide to John J Audubon Elementary School

20240317209

Rationale: T300E 1091830 PM Check order replacement squeegees and wear items and ship to the school

<b>Transfer From:</b>	<b>Transfer To:</b>
11880 Facility Opers & Maint - City Wide	22091 John J Audubon Elementary School
230 Public Building Commission O & M	230 Public Building Commission O & M
56105 Services - Repair Contracts	56105 Services - Repair Contracts
254007 Custodial Services	254007 Custodial Services
000000 Default Value	000000 Default Value

Amount: \$1,000

8. Transfer from Facility Opers & Maint - City Wide to John J Audubon Elementary School

20240317210

Rationale: T1 900419 30002457 issue with EQ unidentified Unit is missing the power cord Order missing part and troubleshoot repair if needed

<b>Transfer From:</b>	<b>Transfer To:</b>
11880 Facility Opers & Maint - City Wide	22091 John J Audubon Elementary School
230 Public Building Commission O & M	230 Public Building Commission O & M
56105 Services - Repair Contracts	56105 Services - Repair Contracts
254007 Custodial Services	254007 Custodial Services
000000 Default Value	000000 Default Value

Amount: \$1,000

9. Transfer from Facility Opers & Maint - City Wide to Alexander Graham Bell Elementary School

20240317211

Rationale: T300e 10918303 machine not holding charge Troubleshoot and repair and PM check

<b>Transfer From:</b>	<b>Transfer To:</b>
11880 Facility Opers & Maint - City Wide	22231 Alexander Graham Bell Elementary School
230 Public Building Commission O & M	230 Public Building Commission O & M
56105 Services - Repair Contracts	56105 Services - Repair Contracts
254007 Custodial Services	254007 Custodial Services
000000 Default Value	000000 Default Value

Amount: \$1,000

1619. Transfer from School Safety and Security Office to Safety and Security - City Wide

20240325547

Rationale: C2C IGA

<b>Transfer From:</b>	<b>Transfer To:</b>
10610 School Safety and Security Office	10615 Safety and Security - City Wide
324 Miscellaneous Federal, State & Local Grants	324 Miscellaneous Federal, State & Local Grants
57915 Miscellaneous - Contingent Projects	54125 Services - Professional/Administrative
211001 Attendance & Social Work	211001 Attendance & Social Work
200031 Iga Choose To Change Fy24	200031 Iga Choose To Change Fy24

Amount: \$1,145,000

1620. Transfer from Capital/Operations - City Wide to John H Hamline Elementary School

20240323426

Rationale: Funds Transfer From Award 2024 453 00 03 To Project 2024 23511 SIT Change Reason NA

<b>Transfer From:</b>	<b>Transfer To:</b>
12150 Capital/Operations - City Wide	23511 John H Hamline Elementary School
453 CIP Series 2023A	453 CIP Series 2023A
56310 Capitalized Construction	56310 Capitalized Construction
009514 Contingencies	253508 Renovations
000000 Default Value	000000 Default Value

Amount: \$2,087,400

1621. Transfer from Capital/Operations - City Wide to Information & Technology Services

20240324411

Rationale: Funds Transfer From Award 2021 453 00 07 To Project 2024 12510 LAN Change Reason NA

**Transfer From:**

12150 Capital/Operations - City Wide  
 453 CIP Series 2023A  
 56310 Capitalized Construction  
 253523 Network  
 000000 Default Value

**Transfer To:**

12510 Information & Technology Services  
 453 CIP Series 2023A  
 56302 Capitalized Equipment  
 009582 Lan Upgrade  
 000000 Default Value

Amount: \$2,947,302

1622. Transfer from Education General - City Wide to Information & Technology Services

20240317830

Rationale: devices for schools

**Transfer From:**

12670 Education General - City Wide  
 115 General Education Fund  
 57915 Miscellaneous - Contingent Projects  
 119035 Other Instruction Purposes - Miscellaneous  
 000000 Default Value

**Transfer To:**

12510 Information & Technology Services  
 115 General Education Fund  
 55005 Property - Equipment  
 119004 Other General Charges  
 000000 Default Value

Amount: \$5,700,000

1623. Transfer from Capital/Operations - City Wide to Information & Technology Services

20240324416

Rationale: Funds Transfer From Award 2022 453 00 03 To Project 2024 12510 LAN Change Reason NA

**Transfer From:**

12150 Capital/Operations - City Wide  
 453 CIP Series 2023A  
 56310 Capitalized Construction  
 253523 Network  
 000000 Default Value

**Transfer To:**

12510 Information & Technology Services  
 453 CIP Series 2023A  
 56302 Capitalized Equipment  
 009582 Lan Upgrade  
 000000 Default Value

Amount: \$6,871,808

1624. Transfer from Education General - City Wide to Information & Technology Services

20240320930

Rationale: Partial load ECF Window 3

**Transfer From:**

12670 Education General - City Wide  
 370 Elementary and Secondary School Relief  
 57915 Miscellaneous - Contingent Projects  
 600002 Contingency For Project Expansion  
 041008 Contingency For Grant Expansion

**Transfer To:**

12510 Information & Technology Services  
 370 Elementary and Secondary School Relief  
 54405 Services - Telephone & Telegraph  
 290005 Support Services  
 548061 Emergency Connectivity Fund - Eemergency  
 Connectivity Fund - Ecf Fcc Window 3cf Fcc Window 3

Amount: \$7,062,400

1625. Transfer from Information & Technology Services to Information & Technology Services

20240322017

Rationale: move accounts

**Transfer From:**

12510 Information & Technology Services  
 370 Elementary and Secondary School Relief  
 54405 Services - Telephone & Telegraph  
 290005 Support Services  
 548061 Emergency Connectivity Fund - Eemergency  
 Connectivity Fund - Ecf Fcc Window 3cf Fcc Window 3

**Transfer To:**

12510 Information & Technology Services  
 370 Elementary and Secondary School Relief  
 55005 Property - Equipment  
 290005 Support Services  
 548061 Emergency Connectivity Fund - Eemergency  
 Connectivity Fund - Ecf Fcc Window 3cf Fcc Window 3

Amount: \$7,062,400

1626. Transfer from Capital/Operations - City Wide to Robert Nathaniel Dett Elementary School

20240325741

Rationale: Funds Transfer From Award 2023 436 00 10 To Project 2023 26031 ANX Change Reason NA

**Transfer From:**

12150 Capital/Operations - City Wide  
 436 IGA and Other Capital Projects Fund  
 56310 Capitalized Construction  
 009426 All Other  
 000017 Tif Capital

**Transfer To:**

26031 Robert Nathaniel Dett Elementary School  
 436 IGA and Other Capital Projects Fund  
 56310 Capitalized Construction  
 253508 Renovations  
 000017 Tif Capital

Amount: \$15,000,000

24-0425-EX2

CORRECTED

**AMEND BOARD REPORT 22-0427-EX2**  
**AMEND BOARD REPORT 20-0122-EX12**  
**AUTHORIZE RENEWAL OF THE YOUTH CONNECTION CHARTER SCHOOL**  
**AGREEMENT WITH CONDITIONS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Authorize renewal of the Youth Connection Charter School Agreement (the "Charter School Agreement") with conditions for an additional five-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The Charter School Agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below.

This April 2022 amendment is necessary to authorize Youth Connection Charter School to (a) consolidate the Austin Career Education Center Campus and the YCCS-West Campus into one campus to be named the YCCS-West High School Campus with an at capacity enrollment of 435 students, effective July 1, 2022. Students from the original Austin Career Education Center Campus at 5352 W. Chicago Ave. will have the priority to continue enrollment at the consolidated campus which will be located at the current independent facility for the original YCCS-West Campus located at 4909 W. Division St.; and (b) consolidate the Youth Connection Leadership Academy Campus and the Jane Addams Campus into one campus to be named the Youth Connection Leadership Academy Campus with an at capacity enrollment of 210 students, effective July 1, 2022. Students from the original Youth Connection Leadership Academy Campus at 3424 S. State St. will have the priority to continue enrollment at the consolidated campus which will be located three miles away at 1814 S. Union Ave., in the site of the original Jane Addams Campus.

The April 2024 amendment is necessary to authorize Youth Connection Charter School to (a) relocate the Youth Connection Leadership Academy currently located at 1814 S Union St. to a facility located at 5101 S Keeler Ave. with an at capacity enrollment of 165 students effective July 1, 2024. Students currently attending Youth Connection Leadership Academy will have the priority to continue enrollment at any Youth Connection Charter School campus; and (b) adopt the Greater West Town Project as the management organization of the West campus.

**SCHOOL OPERATOR/** Youth Connection Charter School, an IL not-for-profit corporation  
**CHARTER SCHOOL:** 10 W. 35<sup>th</sup> Street, Suite 11F4-2  
 Chicago, Illinois 60616  
 Phone: 312-328-0799  
 Contact Person: Sheila Venson, Executive Director

**OVERSIGHT:** ~~Office of Innovation and Incubation Options Network, Office of Network Support~~  
~~42 W. Madison Street, 4924 S Wabash Ave 3<sup>rd</sup> Floor~~  
~~Chicago, Illinois 6060215~~  
~~Phone: 773-553-46303064~~  
 Contact Person: ~~Hal Woods, Executive Director~~  
~~Sean Precious, Executive Director~~  
 Richard Smith, Chief of Options Network

**ORIGINAL AGREEMENT:** The original Charter School Agreement (authorized by Board Report 97-0723- EX9) was for a term commencing August 1, 1997 and ending June 30, 2002, and authorized the operation of a multi-campus charter school serving high school dropouts throughout Chicago.

The Charter School Agreement also limited their enrollment to no more than 1,850 students for grades 9 through 12. The charter and Charter School Agreement were subsequently renewed for a term commencing July 1, 2002 and ending June 30, 2007 serving no more than 3,200 students (authorized by Board Report 02-0424-EX02). The charter and Charter School Agreement were further renewed for a term commencing July 1, 2007 and ending June 30, 2012 (authorized by Board Report 07-0627-EX7). The charter and Charter School Agreement were then renewed for a term commencing July 1, 2012 and ending June 30, 2015 serving no more than 4,004 students (authorized by Board Report 12-0328-EX14). The charter and Charter School Agreement were further renewed for a term commencing July 1, 2015 and ending June 30, 2020 serving no more than 4,217 students (authorized by Board Report 15-0527-EX24). The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 15-0929-EX5: Ratified the voluntary suspension of educational services at the YCCS Virtual High School Campus for the 2015-2016 school year. The 191 seats that were once allocated to the YCCS Virtual High School Campus were temporarily redistributed across the following 15 campuses: Community Service West - Academy of Scholastic Achievement (20 seats), ASPIRA-Antonia Pantoja (10 seats), Association House - El Cuarto Ano (5 seats), Austin Career Education Center (10 seats), Community Services West - Community Christian Academy (10 seats), YCCS Chatham Academy (23 seats), Charles Hamilton Houston Alternative High School (10 seats), Community Youth Development Institute (10 seats), Dr. Pedro Albizu Campos Puerto Rican High School (5 seats), Innovations High School of Arts Integration (15 seats), Jane Addams (5 seats), Latino Youth Alternative High School (8 seats), Olive Harvey Middle College High School (10 seats), Sullivan House Alternative High School (30 seats) and West Town Academy Alternative High School (20 seats). The charter operator had to notify the Office of Innovation and Incubation (1&1) of its intention to reinstate its educational services at YCCS Virtual High School Campus for the 2016-2017 school year by submitting a material modification that proposes a new campus location and outlines the educational and operational practices at the campus. Also ratified the approval for Charles Hamilton Houston Alternative High School Campus to remain at its current location at 7847 S. Jeffery Boulevard until the charter operator provided 1&1 with all necessary zoning and occupancy permits and health and safety approvals for that campus to relocate to a new facility at 6620 S. King Drive.
- Board Report 16-0427-EX21: Authorized (a) the change in the name of the Association House - El Cuarto Ano Campus to the Association House High School Campus and (b) an extension of the suspension of the YCCS Virtual High School Campus for one additional year until the 2017-2018 school year. Also updated the location for Charles Hamilton Houston Alternative High School Campus in the board report to 6620 S. King Drive.
- Board Report 17-0828-EX9: Authorized (a) an extension of the suspension of the YCCS Virtual High School Campus for one additional year until the 2018-2019 school year, (b) the change in the name of the Charles Hamilton Houston Alternative High School Campus to the Progressive Leadership Academy Campus, (c) the change in the name of the Ada S. McKinley - Lakeside Campus to the McKinley Lakeside Leadership Academy Campus, and (d) the increase in the at capacity enrollment of the Westside Holistic Leadership Academy Campus by 200 students to 435 students, thereby increasing the overall at capacity enrollment of the charter school to 4,417 students beginning in the fall of 2017.
- Board Report 18-0425-EX6: Authorized (a) an extension of the suspension of the YCCS Virtual High School Campus for one additional year until the 2019-2020 school year and (b) the change in the name of the Westside Holistic Leadership Academy Campus to the West Campus.
- Board Report 19-0724-EX2: Authorized an extension of the suspension of the YCCS Virtual High School Campus for one additional year until the 2020-2021 school year.

**CHARTER RENEWAL PROPOSAL:** Youth Connection Charter School submitted a renewal proposal on July 31, 2019 to continue the operation of Youth Connection Charter School under a unified mission. The charter school shall continue to serve grades 9 through 12 with a maximum enrollment of 4,417 3,927 students at the following locations:

On March 18, 2022, Youth Connection Charter School provided the Office of Innovation and Incubation written notice of its intent to consolidate the Austin Career Education Center Campus and the YCCS-West Campus into one campus to be named YCCS-West High School.

On March 22, 2022, Youth Connection Charter School gave the Office of Innovation and Incubation notice of its intent to consolidate the Youth Connection Leadership Academy Campus and the Jane Addams Campus into one campus to be named the Youth Connection Leadership Academy.

After the consolidation of the Austin Career Education Center Campus with the YCCS-West Campus into one campus, and the Youth Connection Leadership Academy Campus with the Jane Addams Campus into one campus, the at capacity enrollment for the charter school will decrease by 445 students to 3,972 students by the fall of 2022.

A public hearing on the proposed change was held on Tuesday, April 19, 2022. The hearing was recorded and a summary report is available for review.

On January 12, 2024, Youth Connection Charter School provided the Options Network with (a) an application outlining its intent to relocate the Youth Connection Leadership Academy; and (b) and application outlining its intent to change the management organization of the West campus from Youth Connection Charter School to Greater West Town Project.

After the relocation of Youth Connection Leadership Academy, the at capacity enrollment for Youth Connection Charter School will decrease by 45 students to a total of 3,927 by the fall of 2024.

Campus Name	Address	At Capacity Grades	At Capacity Enrollment
Community Service West- Academy of Scholastic Achievement	4651 W. Madison Street	9-12	237
McKinley Lakeside Leadership Academy	2920 S. Wabash Avenue	9-12	204
ASPIRA-Antonia Pantoja	3121 N. Pulaski Avenue	9-12	192
Association House High School	1116 N. Kedzie Avenue, 4 <sup>th</sup> Floor	9-12	155
<del>Austin Career Education Center</del>	<del>5352 W. Chicago Avenue</del>	<del>11-12</del>	<del>495</del>
Community Services West - Community Christian Academy	1231 S. Pulaski Avenue	9-12	241
YCCS Chatham Academy	9035 S. Langley Avenue	9- 12	204
Progressive Leadership Academy	6620 S. King Drive	9-12	151
Community Youth Development Institute	7836 S. Union Street	10 -12	260
Dr. Pedro Albizu Campos Puerto Rican High School	2739 W. Division Street & 2700 W. Haddon Avenue	9-12	184
Innovations High School of Arts Integration	17 N. State Street	9-12	366
<del>Jane Addams</del>	<del>4814 S. Union Street</del>	<del>9-12</del>	<del>240</del>
Latino Youth Alternative High School	2001 S. California Avenue	9-12	201
Olive Harvey Middle College High School	10001 S. Woodlawn Avenue	9-12	199
Sullivan House Alternative High School	8164 S. South Chicago Ave.	9-12	334
Truman Middle College High School	1145 W. Wilson Avenue	9-12	210
West Town Academy Alternative High School	500 N. Sacramento Boulevard	9-12	189
West	4909 W. Division Street	9- 12	435
Youth Connection Leadership	<del>3424 S. State Street</del> <del>1814 S. Union Street</del> <u>5101 S Keeler Ave</u>	9-12	<del>250</del> <u>240</u> <u>165</u>

Since Youth Connection Charter School has still not identified a site for the YCCS Virtual High School Campus, the Board is rescinding the authority to re-open that campus. The charter school's maximum enrollment shall remain at no more than ~~4,417~~ 3,927 students.

The Charter School Agreement will incorporate an accountability plan in which the charter school is evaluated by the Board each year based on numerous factors related to its academic, financial and operational performance.

**CHARTER EVALUATION:** After receiving the charter renewal proposal, the Office of Innovation and Incubation conducted a comprehensive evaluation of Youth Connection Charter School's academic performance, financial viability, and legal and contract compliance. This evaluation

included a review of the proposal, academic results, financial performance, governance documents, parental issues, facilities surveys, and special education documentation. A public hearing was held on January 9, 2020 for all contract and charter schools going through renewal to receive public comments, including Youth Connection Charter School. The Office of Innovation and Incubation recommends that, based on the school's performance on these and other accountability criteria, as well as the school's demonstration of intent to satisfy the "Additional Terms and Conditions" referred to herein below, Youth Connection Charter School be authorized to continue operating as a charter school.

**RENEWAL TERM:** The term of Youth Connection Charter School's charter and Charter School Agreement is being extended for a five (5) year term commencing July 1, 2020 and ending June 30, 2025.

**ADDITIONAL TERMS AND CONDITIONS:** Additional terms and conditions will be communicated to the charter school by the Chief Executive Officer or her designee in a formal Letter of Conditions and will be included as an attachment to the Charter School Agreement with Youth Connection Charter School.

**AUTHORIZATION:** Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Executive Director of the Office of Innovation and Incubation to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification. Authorize the General Counsel to further negotiate and execute any amendments to the Charter School Agreement as required by the Illinois State Board of Education.

**LSC REVIEW:** Approval of Local School Council is not applicable to this report.

**FINANCIAL:** The financial implications will be addressed during the development of the ~~2020-2024~~ ~~2022-2023~~ 2024-2025 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond ~~FY20~~ ~~FY22~~ FY24 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

**24-0425-EX3**

**WITHDRAWN**

**AMEND BOARD REPORT 23-0125-EX7  
AUTHORIZE RENEWAL OF THE CHICAGO COLLEGIATE CHARTER SCHOOL  
AGREEMENT WITH CONDITIONS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Authorize renewal of the Chicago Collegiate Charter School Agreement (the "Charter School Agreement") with conditions for an additional three-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. The Renewal and any related contracts must be executed by the current contract's expiration date in order for First Quarter funding to be released for the new contract term. Information pertinent to this renewal is stated below.



This April 2024 amendment is necessary to authorize Chicago Collegiate Charter School to relocate from the facilities at 11816 S Indiana Avenue and 10909 S Cottage Grove Avenue into the facility at 314 W 108th Street, beginning no earlier than the fall of 2025. Chicago Collegiate Charter School must provide to the Office of Innovation and Incubation: (a) written notice by December 31, 2024, if the proposed effective date of the relocation is later than fall of 2025, and (b) written notice at least 90 days' notice prior to ceasing use of the current facility. In the event the proposed effective date of the relocation is later than fall of 2025, Chicago Collegiate Charter School shall additionally submit quarterly updates to the Office of Innovation and Incubation as to the status of the project and the proposed relocation date. Further, Chicago Collegiate Charter School shall submit written communication to the Office of Innovation and Incubation on the exact address of the relocation site no later than six (6) months prior to the proposed effective date of the relocation. The Board approval for this location is contingent upon the subsequent approval of the facility by the CPS Facilities Department which shall include, without limitation, the receipt of all necessary zoning and occupancy permits and health and safety approvals for that site. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report.

**SCHOOL OPERATOR:** Chicago Collegiate, Inc., an IL not-for-profit corporation  
11816 S. Indiana Avenue  
Chicago, Illinois, 60628  
Phone: 773-536-9098  
Contact: Reggie Moore, Board Chair

**CHARTER SCHOOL:** Chicago Collegiate Charter School  
11816 S. Indiana Avenue (through at least the 2024-2025 school year)  
Chicago, Illinois, 60628  
and 314 W 108th Street  
Chicago, Illinois, 60628 (no earlier than the 2025-2026 school year)  
and  
10909 S. Cottage Grove Avenue (through at least the 2024-2025 school year)  
Chicago, Illinois 60628  
Phone: 773-536-9098  
and 314 W 108th Street  
Chicago, Illinois, 60628 (no earlier than the 2025-2026 school year)  
Contact: Tracie Sanlin, Chief Executive Officer

**OVERSIGHT:** Office of Innovation and Incubation  
42 W. Madison Street, 3<sup>rd</sup> Floor  
Chicago, IL 60602  
Phone: 773-553-1530  
Contact Person: ~~Alfonso Carmona, Chief Portfolio Officer~~ Zabrina M. Evans,  
Executive Director

**ORIGINAL AGREEMENT:** The original Charter School Agreement (authorized by Board Report 13-0424-EX15) was for a term commencing July 1, 2013 and ending June 30, 2018 and authorized the operation of a charter school serving no more than 630 students in grades 4 through 12. The charter and Charter School Agreement were subsequently renewed for a term commencing July 1, 2018 and ending June 30, 2023 (authorized by Board Report 17-1206-EX9). The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 18-0822-EX3: Approved to change the temporary relocation of the 9th grade to an independent facility at 10909 S. Cottage Grove beginning in the fall of 2017 to the fall of 2018 and to increase the grades being temporarily relocated to grades 7th-10th in fall 2018, 11th in fall 2019, and 12th in fall 2020.
- Board Report 19-0724-EX4: Approved to (a) change the location of grades 7th and 8th from the facility at 10909 S. Cottage Grove to the facility at 11816 S. Indiana Avenue beginning in the fall of 2019 and fall of 2020, respectively; and (b) change the status of the facility at 10909 S. Cottage Grove from a temporary to a permanent location.
- Board Report 20-0422-EX3: Approved to remove grade 4 from the grades served at Chicago Collegiate Charter School beginning in the fall of 2020.

**CHARTER RENEWAL PROPOSAL:** Chicago Collegiate, Inc. submitted a renewal proposal on July 29, 2022 to continue the operation of Chicago Collegiate Charter School. The charter school shall continue to be located at 11816 S. Indiana Avenue and 10909 S. Cottage Grove Avenue (temporary facility beginning with 9<sup>th</sup> grade) and shall serve grades 5 through 12 with a maximum enrollment of 850 students.

The agreement will incorporate an accountability plan in which the charter school is evaluated by the Board each year based on numerous factors related to its academic, financial and operational performance.

In February 2024, Chicago Collegiate Charter School submitted an application for amendment to request the consolidation and relocation of its two facilities to one independent facility they will purchase located at 314 W 108th Street effective no earlier than fall of 2025, and shall serve grades 5 through 12 with a maximum enrollment of 450 students. The Board approval for this location is contingent upon the subsequent approval of the facility by the CPS Facilities Department, which shall include, without limitation, the receipt of all necessary zoning and occupancy permits and health and safety approvals for that site. Chicago Collegiate hosted a community meeting regarding their relocation proposal on Monday, March 4th 2024.

**CHARTER EVALUATION:** After receiving the charter renewal proposal, the Office of Innovation and Incubation conducted a comprehensive evaluation of Chicago Collegiate Charter School's academic performance, financial viability, and legal and contract compliance. This evaluation included a review of the proposal, academic results, financial performance, governance documents, parental issues, facilities surveys, and special education documentation. A public hearing was held on January 10, 2023 for all contract and charter schools going through renewal to receive public comments, including Chicago Collegiate Charter School. The Office of Innovation and Incubation recommends that, based on the school's performance on these and other accountability criteria, as well as the school's demonstration of intent to satisfy the "Additional Terms and Conditions" referred to herein below, Chicago Collegiate Charter School be authorized to continue operating as a charter school.

**RENEWAL TERM:** The term of Chicago Collegiate Charter School's charter and agreement is being extended for a three (3) year term commencing July 1, 2023 and ending June 30, 2026.

**ADDITIONAL TERMS AND CONDITIONS:** Additional terms and conditions will be communicated to the charter school by the Chief Executive Officer or his designee in a formal Letter of Conditions and will be included as an attachment to the Charter School Agreement with Chicago Collegiate, Inc.

**AUTHORIZATION:** Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Executive Director of the Office of Innovation and Incubation to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification. Authorize the General Counsel to further negotiate and execute any amendments to the Charter School Agreement as required by the Illinois State Board of Education.

**LSC REVIEW:** Approval of Local School Council is not applicable to this report.

**FINANCIAL:** The financial implications will be addressed during the development of the ~~2023-2024-2025-~~ 2026 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond ~~FY23~~ FY24 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/3413.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

**24-0425-OP1**

**AUTHORIZATION TO PURCHASE THE FORMER ST. COLUMBA PROPERTY  
GENERALLY LOCATED AT 3400 E 134<sup>TH</sup> STREET  
FOR EDUCATIONAL FACILITIES SERVING CLAY AND GRISSOM SCHOOLS**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the purchase of the former St. Columba Church and School (3400-3424 E 134<sup>th</sup> Street a/k/a 3340 E. 134<sup>th</sup> Street), playground (13336-13346 S Avenue O), and parking lot (3401-3425 E 134<sup>th</sup> Street) in Chicago, Illinois (together, the "Property"). A written Purchase Agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 180 days of this Board Report. Information pertinent to this purchase is stated below.

**SELLER:** The Catholic Bishop of Chicago  
Attn: Chief Capital Assets Officer  
835 N. Rush Street  
Chicago, IL 60611  
Email: [ewollan@archchicago.org](mailto:ewollan@archchicago.org)

**PROPERTY:** The Subject Property is located in the Hegewisch Community. It was known as the former St. Columba property and consists of a renovated school building with an attached former vacant church, a playground, and parking lot. The Property is generally located on 134<sup>th</sup> Street between Green Bay Avenue and Avenue O. St. Columba School closed in 2001 and the church closed in 2020. CPS has been leasing portions of the school since 2019 for the Henry Clay Pre-K and Gus Grissom Pre-K and Kindergarten programs. See Exhibit A attached hereto for legal descriptions, addresses and PIN numbers.

**PURCHASER:** City of Chicago, In Trust for the Use of Schools on behalf of the Board of Education of the City of Chicago.

**PURCHASE PRICE:** \$1,250,000.00

**USE:** Early Childhood Pre-K facility to serve Clay and Grissom elementary schools.

**CLOSING:** The closing is expected to occur in July of 2024.

**FURNITURE, FIXTURES AND EQUIPMENT:** The Purchase Price shall include all Seller's existing furniture, fixtures, and equipment located in the facilities, except for religious artifacts and equipment that Seller shall have the right to remove from the Property prior to closing.

**TITLE/SURVEY:** Responsibility for obtaining a current ALTA title commitment and title policy in the amount of the purchase price shall be negotiated between the Board and seller. The Board has obtained an ALTA/ACSM Land Title Survey for the Property.

**BROKERAGE COMMISSION:** Any broker's commission (if any) shall be paid by the Seller.

**APPRAISED VALUE:** The Board obtained an appraisal of the Property from KMD Valuation Group, LLC, and the Property is valued in a range of between \$1,110,000 and \$1,190,000.

**INSURANCE/INDEMNIFICATION:** Authorize the General Counsel to negotiate any and all insurance and indemnification provisions in the Purchase Agreement and any access agreements.

**AUTHORIZATION:** Authorize the General Counsel to include other relevant terms and conditions in the written Purchase Agreement and any access/license agreements between the parties for removal of equipment, inspections or testing. Authorize the President and Secretary to execute the Purchase Agreement. Authorize the Chief Operating Officer and General Counsel to execute any and other documents required to consummate this transaction, including extending the closing date and modifying property description.

**FINANCIAL:** Charge to Facilities: \$1,250,000 + closing costs (approximately \$10,000)  
Budget Classification: Capital Funds

**GENERAL CONDITIONS:**

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

EXHIBIT A

**LEGAL DESCRIPTION OF PROPERTY TO BE ACQUIRED**

**(Subject to Final Survey, Title Commitment and Address Verification)**

PARCEL 1:

LOTS 3, 4 AND 5 IN THE SUBDIVISION OF LOTS 13 TO 18, BOTH INCLUSIVE, IN BLOCK 8 IN HEGEWISCH FIRST ADDITION TO HEGEWISCH, BEING A SUBDIVISION OF THE SOUTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 31 (EXCEPT THE SOUTH 165 FEET THEREOF AND EXCEPT THE WEST 165.88 FEET OF THE NORTH 1152.3 FEET THEREOF) AND THE SOUTH 1/2 OF THE SOUTHWEST 1/2 OF THE NORTHWEST 1/4 OF SECTION 32, TOWNSHIP 37 NORTH, RANGE 15, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

PARCEL 2:

LOTS 1 TO 10, BOTH INCLUSIVE, IN BLOCK 10, IN THE SUBDIVISION OF BLOCK 10 AND OF ALL OF BLOCK 17 AND OF THE NORTH 292.1 FEET OF BLOCK 18, OF THAT CERTAIN SUBDIVISION MADE BY CALUMET & CHICAGO CANAL & DOCK COMPANY SUBDIVISION OF THE NORTHEAST 1/4 OF THE SOUTHEAST 1/4 AND THE SOUTH 5 ACRES OF THE SOUTHEAST 1/4 OF THE NORTHEAST 1/4 OF SECTION 31, TOWNSHIP 37 NORTH, RANGE 15, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

PARCEL 3:

LOTS 1 TO 5 AND LOTS 44 TO 48, IN BLOCK 17 IN THE SUBDIVISION OF BLOCK 10 AND OF ALL OF BLOCK 17 AND OF THE NORTH 292.1 FEET OF BLOCK 18, OF THAT CERTAIN SUBDIVISION MADE BY CALUMET & CHICAGO CANAL & DOCK COMPANY SUBDIVISION OF THE NORTHEAST 1/4 OF THE SOUTHEAST 1/4 AND THE SOUTH 5 ACRES OF THE SOUTHEAST 1/4 OF THE NORTHEAST 1/4 OF SECTION 31, TOWNSHIP 37 NORTH, RANGE 15, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

EXCEPT FROM SAID LOT 1 THAT PORTION CONVEYED TO THE PEOPLE OF THE STATE OF ILLINOIS, DEPARTMENT OF TRANSPORTATION BY WARRANTY DEED RECORDED AUGUST 15, 2000 AS DOCUMENT 00622057, DESCRIBED AS FOLLOWS:

THAT PART OF LOT 1 IN BLOCK 17 IN THE SUBDIVISION OF BLOCK 10, BLOCK 17 AND THE NORTH 1/2 OF BLOCK 18 OF THAT CERTAIN SUBDIVISION MADE BY THE CALUMET AND CHICAGO CANAL AND DOCK COMPANY IN SECTION 31, TOWNSHIP 37 NORTH, RANGE 15, EAST OF THE THIRD PRINCIPAL MERIDIAN, DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEAST CORNER OF SAID LOT 1; THENCE ON AN ASSUMED BEARING OF SOUTH 00 DEGREES 22 MINUTES 08 SECONDS EAST 5.00 FEET, AS MEASURED ALONG THE EAST LINE OF SAID LOT; THENCE NORTH 45 DEGREES 20 MINUTES 27 SECONDS WEST 7.07 FEET, TO THE NORTH LINE OF SAID LOT; THENCE NORTH 89 DEGREES 41 MINUTES 14 SECONDS EAST 5.00 FEET TO THE POINT OF BEGINNING.

PINs: 26-31-230-024 thru-036, inclusive and 26-31-407-001 thru -010, inclusive.

Common Addresses (To Be Verified):

3400-3424 East 134<sup>th</sup> Street, Chicago, IL (Former Church and School a/k/a 3340 E. 134<sup>th</sup> St.)  
13336-13346 S. Avenue O Chicago, IL. (Playground)  
3401-3425 East 134<sup>th</sup> Street Chicago, IL (Parking Lot and Open Space on south side of 134<sup>th</sup> Street between Green Bay Avenue and Avenue O)

Including Grantor's real estate interests in the streets, highways, roads, alleys, rights-of-way and sidewalks, adjoining the Land (including the 16' public alley lying between the former Church and School and the playground legally described as Parcels 1 and 2 above)

24-0425-PR1

**AUTHORIZE THE FIRST RENEWAL AGREEMENT WITH INTERNATIONAL BACCALAUREATE ORGANIZATION TO PROVIDE PROFESSIONAL DEVELOPMENT, STUDENT ASSESSMENTS AND RELATED SCHOOL SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the first renewal agreement with International Baccalaureate Organization (IB) to provide consulting services to the Office of Teaching and Learning at an estimated annual cost set forth in the Financial Section of this report. A written agreement for Vendor's services is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Contract Administrator : Garvis, John R. / 773-553-2280

**VENDOR:**

- 1) Vendor # 50497  
INTERNATIONAL BACCALAUREATE ORGANIZATION  
3950 Wisconsin Avenue NW  
Washington, DC 20016

David Weiss  
301 202-3000

Ownership: Not-for-profit

**USER INFORMATION :**

Project  
Manager: 10810 - Teaching and Learning Office  
  
42 West Madison Street  
  
Chicago, IL 60602  
  
Milberg, Nicole  
  
773-553-1216

Project  
Manager: 10845 - Advanced Learning and Specialty Programs  
  
42 West Madison Street  
  
Chicago, IL 60602  
  
Sweis, Maram  
  
773-535-5100

**ORIGINAL AGREEMENT:**

The original Agreement (authorized by Board Report 22-0427-PR5) in the amount of \$6,305,860 is for a term commencing July 1, 2022 and ending June 30, 2024, with the Board having two (2) options to renew for two (2) year terms. The original agreement was awarded on a non-competitive basis: the sole-source request was presented to the Non-Competitive Procurement Review Committee and approved by the Chief Procurement Officer.

**OPTION PERIOD:**

The term of this agreement is being renewed for two (2) years commencing July 1, 2024 and ending June 30, 2026.

**OPTION PERIODS REMAINING:**

There is one (1) option period for two (2) years remaining.

**ORIGINAL AGREEMENT:**

The original Agreement (authorized by Board Report 22-0427-PR5) in the amount of \$6,305,860 is for a term commencing July 1, 2022 and ending June 30, 2024, with the Board having two (2) options to renew for two (2) year terms. The original agreement was awarded on a non-competitive basis: the sole-source request was presented to the Non-Competitive Procurement Review Committee and approved by the Chief Procurement Officer.

**OPTION PERIOD:**

The term of this agreement is being renewed for two (2) years commencing July 1, 2024 and ending June 30, 2026.

**OPTION PERIODS REMAINING:**

There is one (1) option period for two (2) years remaining.

**SCOPE OF SERVICES:**

IB will continue to provide a series of teacher training workshops covering the different subject groups that comprise the Diploma Programme, Middle Years Programme, Primary Years Programme, and IB Career-related Certificate. IB will also continue to provide curriculum for these training workshops and seminars and will give the participating CPS schools support in implementing the programme curriculum and framework. IB's services will include: (1) consulting schools on how to prepare an application for IB authorization and evaluation visits, (2) providing student examinations, grading, and monitoring of assessments and (3) providing programme evaluation, monitoring and feedback.

**DELIVERABLES:**

Vendor will continue to provide:

- International Baccalaureate curriculum guides, coordinator's handbooks, guides to implementing the Middle Years Programme, assessment materials and examinations for participating CPS students, and IB diplomas and certificates for students who qualify.
  - Annual onsite IB workshops for qualified teachers at participating IB World Schools and teacher training certificates including continuing education credits. Consultant will provide schools with IB World subscription and access to the Online Curriculum Center (OCC) for all trained IB teachers.
  - Monitoring reports and evaluation documents, conduct evaluation visits and provide feedback for the elementary and high schools with authorized Middle Years Programmes and Primary Years Programmes.
  - Evaluation documents and feedback for the high schools with authorized Diploma Programmes.
- Schools will receive the following core services for each programme they are authorized to teach. Full access to a world-class curriculum that is comprehensively researched and regularly reviewed and updated according to a published plan:
- A trans-disciplinary framework in the Primary Years Programme
  - Eight subject groups and five areas of interaction in the Middle Years Programme
  - Over 200 subjects and levels in the Diploma Programme
  - Extensive teacher participation in the review cycle to ensure that the curriculum is up to date, relevant and reflects best practice from around the world
  - A wide range of curriculum publications to support teachers
  - Secure access to the Online Curriculum Center (OCC) for every teacher
  - An online community of more than 30,000 teachers from over 120 countries
  - Organized by curriculum area, with additional areas relating to librarians, special education needs, academic honesty and research
  - Contains news and information, IB curriculum and assessment publications, a teacher resource exchange and discussion forums
  - Programme evaluation in schools
  - A self-study process required every five years in all IB World Schools, supported by the IB with reports and school visits where appropriate
  - A reflective exercise that involves the entire school community and aims to improve practice, identify strengths and weaknesses, and determine areas for future focus reinforcing the support and commitment for the programme from all stakeholders in the community
- Communication and marketing support:
- Use of the IB World School name and logo to indicate a school's unique international status and involvement with the IB
  - Four subscriptions to the official magazine, IB World, which is published three times a year to keep everyone informed about the news and events across the IB community
  - A dedicated school page on the IB website, with school details and links to school websites
  - Assistance with university and government recognition
  - Support from regional office and IB headquarters by email and telephone on all aspects of being an IB World School
  - Professional support in all parts of the curriculum and in cross-curricular areas such as special education needs
  - Access to the IBIS (the IB extranet) for tasks necessary to administer the programme

**OUTCOMES:**

Vendor's services will continue to result in the following:

- 23 CPS high schools maintaining their IB Diploma Programme authorization
- 42 CPS elementary and high schools maintaining their IB Middle Years Programme authorization
- 8 CPS elementary schools maintaining their IB Primary Years Programme authorization
- 7 CPS high schools maintaining their IB Career-related Certificate

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize Chief Officer of Teaching and Learning to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) Participation in Goods and Services contracts, the contract is an excluded transaction for the aspirational goals of 30% MBE and 7% WBE as this agreement is for a Not-for-Profit organization.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Fund 115, Advanced Learning and Specialty Programs  
Unit 10845

FY25 - \$3,000,000

FY26 - \$3,000,000

Not to exceed \$6,000,000 for the two (2) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**24-0425-PR2**

**AUTHORIZE THE SECOND (FINAL) RENEWAL AGREEMENT WITH NATIONAL LOUIS UNIVERSITY FOR CLASS PROFESSIONAL DEVELOPMENT FOR PRE-K SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the second (final) renewal agreement with National Louis University to provide CLASS observations for Pre-K services to the Office of Early Childhood Education at an estimated annual cost set forth in the Financial Section of this report. A written document exercising this option is currently being negotiated. No payment shall be made to National Louis University during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : Sss

Contract Administrator : Hinton-Knowles, Demetra / 773-553-2280

**VENDOR:**

- 1) Vendor # 48030  
National Louis University  
122 S. MICHIGAN AVE.  
CHICAGO, IL 60603  
Kathleen Wildman  
312 261-3154

Ownership: Not For Profit

**USER INFORMATION :**

Project 11360 - Early Childhood Development  
Manager: 42 West Madison Street  
Chicago, IL 60602  
Mckinily, Leslie  
773-553-2010

PM Contact: 11360 - Early Childhood Development  
42 West Madison Street  
Chicago, IL 60602  
Mckinily, Leslie  
773-553-2010

**ORIGINAL AGREEMENT:**

The original agreement (authorized by Board Report 22-0427-PR1) in the amount of \$1,600,000 is for a term commencing July 1, 2022 and ending June 30, 2023, with the Board having two (2) options to renew for one (1) year each. The first renewal (authorized by Board Report 23-0426-PR2) in the amount of \$1,600,000 is for a term commencing July 1, 2023 and ending July 30, 2024. The original agreement was awarded on a non-competitive basis pursuant to Board Rule 7-6. The single source request was presented to the Sole/Single Source Committee and approved by the Chief Procurement Officer.

**OPTION PERIOD:**

The term of this agreement is being renewed for one (1) year commencing July 1, 2024 and ending June 30, 2025.

**OPTION PERIODS REMAINING:**

There are no option periods remaining.

**SCOPE OF SERVICES:**

Vendor will continue to conduct classroom observations utilizing the CLASS tool. National Louis University will project manage the assessment process and cycle; be responsible for professional development of assessors; and provide foundational and interrater reliability training on the dimensions and domains of the CLASS tool to the assessment team.

**DELIVERABLES:**

Vendor will continue to provide observational data on classroom quality that will be collected from each assigned age group in classrooms. Qualitative and quantitative data will be submitted to CPS to facilitate quality support. The Director of Quality Assessment and the Quality Assessment Manager will communicate with stakeholders to determine the number and type of assessments to be completed. National Louis University will connect via email to schedule an assessment window and exchange needed pre-assessment/post-assessment information.

**OUTCOMES:**

Vendor's services will continue to result in the CLASS data being used to support teacher's instructional practice within the classroom, therefore improving the student outcomes, and to comply with ISBEs requirements for quality ratings for preschool programs.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize the Chief Officer of Early Childhood to execute all ancillary documents required to administer or effectuate this option agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation in Goods and Services contracts. The MBE and WBE Policy, the contract is an excluded transaction pursuant to the Goods and Services Policy, for the aspirational goals of 30% MBE and 7% WBE. The MBE and WBE Policy for this contract is an excluded transaction as this agreement is for Not-for-Profit organizations.



**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Fund 362, Unit 11385 - Office of Early Childhood Education

FY25 - \$1,600,000

Not to exceed \$1,600,000 for the one (1) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**24-0425-PR3**

**AUTHORIZE A NEW AGREEMENT WITH OMBUDSMAN EDUCATIONAL SERVICES, LTD. AND PATHWAYS IN EDUCATION-ILLINOIS FOR ALTERNATIVE LEARNING OPPORTUNITIES PROGRAM SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize a new agreement with Ombudsman Educational Services, Ltd. and Pathways in Education-Illinois for the purchase of Alternative Learning Opportunities Program (ALOP) services to Chicago Public Schools at an estimated annual cost set forth in the Financial Section of this report. Vendors were selected on a competitive basis pursuant to Board Rule 7-3. A written agreement for this purchase is currently being negotiated. No services may be ordered or received and no payment shall be made to a Vendor prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Specification Number : 23-466

Contract Administrator : Mckinney, Rovetta / 773-553-2280

**VENDOR:**

- 1) Vendor # 10725  
 OMBUDSMAN EDUCATIONAL SERVICES,  
 LTD.  
 28100 N. Ashley Circle  
 Libertyville, IL 60048

Sue Leuser  
847 367-6383

Ownership: For Profit Corporation  
The Halifax Group - 96.39%  
Twin Brook Capital Partners - 3.61%

2) Vendor # 18327  
PATHWAYS IN EDUCATION-ILLINOIS  
320 N. HALSTEAD ST., STE 210  
PASADENA, CA 91107

Lisa Schwartz  
626 204-2550

Ownership: Not For Profit

**USER INFORMATION:**

Contact: 11110 - Network Support 42  
West Madison Street  
Chicago, IL 60602 Sanders,  
Felicia Renee 773-553-3026

Project  
Manager: 02551 - Options Network  
4934 South Wabash Avenue  
Chicago, IL 60615  
Mikolajczyk, Molly  
773-553-3065

**TERM:**

The term of this agreement shall commence on July 1, 2024 and shall end June 30, 2026. This agreement shall have two (2) options to renew for one (1) year each.

**EARLY TERMINATION RIGHT:**

The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:**

Vendors will continue to provide ALOP services pursuant to Section 13B of the Illinois School Code (105ILCS 5/13B-1 et seq.), which will include rigorous, high quality, comprehensive education program services for high school-aged youth who have been out-of-school, are significantly off-track for graduation, are chronically truant, or are otherwise at-risk for academic failure. Vendor Program(s) shall comply with CPS and State graduation and promotion requirements and shall be fully aligned to Illinois learning standards, but shall also be tailored to meet the needs of individual students. Vendor Program(s) shall provide personalized learning plans, comprehensive social-emotional supports, and intensive post-secondary planning to all students. Vendors will be approved to serve the following number of students for the term of each of their agreements: Ombudsman Educational Services, Ltd (up to 1,500 students) and Pathways in Education-Illinois, Inc (up to 1150 students).

**DELIVERABLES:**

Vendors shall provide:

- A Program with adequate and appropriate equipment and supplies.
- Areas in school conducive to learning separate from the lunch and other activity rooms.
- A minimum 1:15 teacher to student ratio, and a minimum 1:60 Type 73-certified counselor to student ratio.
- Provide sufficient staff (teacher aides, related service providers, etc.) to effectively manage, support, and educate students consistent with their needs.
- Administer academic progress and other assessments as required by ISBE and as directed by the Board in its sole discretion for Options Schools.
- A student success plan for each enrolled student in accordance with Article 13B-15.15 of the Illinois School Code.
- A multi-tiered system of support for social and emotional skills introduction for all students that includes trauma-informed, evidence-based interventions and strategies to support at-risk students who have experienced high levels of trauma.

- Programs with a special component dedicated to truancy with attempts to encourage consistent attendance of students and decrease truancy.
- Daily and monthly attendance reports according to CPS guidelines and policies.
- A comprehensive postsecondary programming process, with all post-secondary plans for all students logged in the district-designated platform for postsecondary planning.

**OUTCOMES:**

Vendors' services will ensure that:

- All ALOP students earn credits toward graduation at an accelerated rate.
- Schoolwide performance in accordance with the metrics and designations of the Options School Accountability Policy (23-0928-PO3), or any subsequent policies that replace it.
- Attendance rate will be at least 70%.
- A school-wide credit attainment rate of at least 80%.
- All eligible students are provided the opportunity for dual credit.
- Students create post-secondary plans upon intake and have post-secondary plans upon graduation.
- Students are provided the curricular and credit opportunities to earn high school diplomas.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief of Network Support to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation in Goods and Services contracts. The Business Diversity aspirational goals for this pool are 30% MBE and 7% WBE. This vendor pool consists of 2 vendors with 1 Not-for-Profit. The User group has committed to achieve the Business Diversity aspirational goals through a strategic plan to utilize certified diverse suppliers and certified diverse subcontractors with Ombudsman Educational Services, Ltd. The vendor has scheduled the following firm:

Total MBE: 30%  
Statewide Security and Safety Group, LLC  
8012 S. Ashland Ave.  
Chicago, IL 60620  
Ownership: Richard Wooten

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Funding will be consistent with the per pupil funding models used by the Board for charter and contract high schools. The details of the financial implications will be addressed during the development of the fiscal year budgets for FY25 and FY26. Since the School Code of Illinois prohibits the incurring of any liability unless appropriation has been previously made, expenditures beyond the specified fiscal year are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

Fund Various (Local & Federal funds), 115, Title I, II, III, IV and ESSER funds, Unit 11110 - Network Support Office

FY25 - \$30,000,000  
FY26 - \$30,000,000

Not to exceed \$60,000,000 for the two (2) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

The agreement shall contain general conditions including but not limited to the following: Inspector General provision, in accordance with 105 ILCS 5/34-13.1; Conflicts provision, in accordance with 105 ILCS 5/34-21.3; Indebtedness provision, in accordance with the Board's Indebtedness Policy adopted June 26, 1996 pursuant to Board Report 96-0626-PO3; Ethics provision, in accordance with the Board's Ethics Code as amended; and, Contingent Liability provision.

24-0425-PR4

**AUTHORIZE THE SECOND (FINAL) RENEWAL AGREEMENT WITH SAGA INNOVATIONS, INC. FOR IN-CLASS MATH TUTORING SERVICES TO AT-RISK STUDENTS AT VARIOUS HIGH SCHOOLS**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the second (final) renewal agreement with SAGA Innovations, Inc. to provide in-class math tutoring services to at-risk students at various high schools at an estimated annual cost set forth in the Compensation Section of this report. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 20-350020

Contract Administrator : Garvis, John R. / 773-553-2280

**VENDOR:**

- 1) Vendor # 16228  
SAGA Innovations, Inc.  
13 Hickory Hill Lane  
Framingham, MA 01702

Alan Safran  
617 501-9401

Ownership: Not-for-Profit

**USER INFORMATION :**

Contact: 10810 - Teaching and Learning Office  
42 West Madison Street  
Chicago, IL 60602  
Beck, Mary Patricia  
773-553-1216

Project  
Manager: 10871 - Science, Technology, Engineering, and Math (STEM)  
programs  
  
42 W Madison  
  
Chicago, IL 60602  
  
Morrison, Corey M  
  
773-553-6174

**ORIGINAL AGREEMENT:**

The original Agreement (authorized by Board Report 20-0624-PR4) in the amount of \$6,857,919 is for a term commencing July 1, 2020 and ending June 30, 2022, with the Board having two (2) options to renew for two (2) year terms. The First Renewal (authorized by Board Report 22-0525-PR3) in the amount of \$9,754,624 was for a term commencing July 1, 2022 and ending June 30, 2024. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-3.

**OPTION PERIOD:**

The term of this agreement is being renewed for two (2) years commencing July 1, 2024 and ending June 30, 2026.

**OPTION PERIODS REMAINING:**

There are no option periods remaining.

**SCOPE OF SERVICES:**

Vendor will continue to provide an intensive, high-dosage tutoring program that both personalizes and differentiates instruction for every student based on their academic needs and individual learning styles and will utilize research and evidenced based interventions to substantially increase the success of struggling students in grades 9 and 10. The program will provide a ratio of no less than 1 tutor per 4 students during a period; a tutor will have a caseload of up to twenty-four (24) students over the course of a school day and school year. Tutors working a full day will be required to be available during the regular school hours (7.5 hours), five days a week. Tutors that work a partial day must work a minimum of three hours during the regular school day. The number of students served per school will vary by selected school size, although it will be approximately 150 students per school. The projected schools for service

are Amundsen High School, Bogan High School, Clemente High School, Corliss High School, Curie High School, Englewood STEM High School, Farragut High School, Foreman High School, Harlan High School, Hyde Park Academy High School, Kelly High School, Kennedy High School, Little Village High School Campus, Morgan Park High School, Phillips High School, Schurz High School, Simeon Career Academy, Sullivan High School, and Steinmetz High School. The total projected number of students across all these schools that will be served is two thousand three hundred eighty four (2384). The program is projected to start on the first day of school in SY23 and will include an opportunity to connect with teachers and staff of the school. The program shall be for Board students in grades 9 and 10, identified as two or more grade levels below in math. The program shall include training of their tutors on managing students behavior and strategies for working with adolescents. The program will also include regular communication with school staff to maximize support to students.

**DELIVERABLES:**

Vendor will provide the trained tutors, classroom materials, and technology in order to run a successful program. Vendor will also give five (5) assessments to the students throughout the school year in order to measure student progress and achievement and provide reporting back to the Board based on the results of those assessments.

**OUTCOMES:**

Vendor's services will result in a successful math tutoring program that will increase the academic outcomes of the students involved. The program will decrease the achievement gap for students that are identified.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize Chief of Teaching and Learning to execute all ancillary documents required to administer or effectuate this option agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation in Goods and Services contracts, the contract is an excluded transaction for the aspirational goals of 30% MBE and 7% WBE as this agreement is for a Not-for-Profit organization.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Fund 332, Unit 10871 - Science, Technology, Engineering and Math (STEM) Programs,

FY25 - \$4,413,580

FY26 - \$4,830,260

Not to exceed \$9,243,840 for the two (2) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

24-0425-PR5

CORRECTED

**AUTHORIZE THE FIRST AND SECOND (FINAL) RENEWAL AGREEMENTS WITH VARIOUS VENDORS FOR SOCIAL AND EMOTIONAL LEARNING PRODUCTS AND SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the first and second (final) renewal agreements with various vendors to provide social and emotional learning products and services to Chicago Public Schools at an estimated annual cost set forth in the Financial Section of this report. A written document exercising this option is currently being negotiated. No payment shall be made to Vendors during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 21-418

Contract Administrator : Grote, Benjamin T / 773-553-2280

**USER INFORMATION :**

Project  
Manager: 10895 - Social and Emotional Learning  
  
42 West Madison  
  
Chicago, IL 60602  
  
King, Adam W  
  
773-553-3373

**ORIGINAL AGREEMENT:**

The original Agreement, authorized by (21-0825-PR2) in the amount of \$75,000,000 is for a term commencing September 2021 and ending June 30, 2024, with the Board having two (2) options to renew for one (1) year terms. The Board Report was amended (authorized by Board Report 21-1027-PR1) to add 20 vendors. The Board Report was amended (authorized by Board Report 22-0323-PR1) to add 32 vendors. The Board Report was amended (authorized by Board Report 22-0727-PR1) to add 2 vendors. The original agreement (21-0825-PR2) was awarded on a competitive basis pursuant to Board Rule 7-3.

**OPTION PERIOD:**

The term of this agreement is being renewed for two (2) years commencing July 1, 2024 and ending June 30, 2026. Both remaining options are being exercised.

**OPTION PERIODS REMAINING:**

There are no option periods remaining.

**SCOPE OF SERVICES:**

The elements of the Board's SEL Program include Direct Service, Curriculum and Materials and Professional Learning Services, each as described below:

A. Direct Service. A Direct Service is a service that is provided directly to individual students, groups of students, or groups of parents. Providers approved to provide Direct Service shall commit to a full year of Services and supports, shall meet state and district standards, and shall provide services and supports that are trauma informed, evidence-based or promising, appropriate for an urban audience as well as the targeted age, and inclusive of the linguistic and cultural diversity represented in the district. Direct Service should be aligned to a school's multi-tiered system of support. Provider must ensure that services are accessible to students with disabilities and have the capacity to deliver mental health services via telehealth platforms.

B. Curriculum and Materials. Providers who have been approved to provide "Curriculum and Materials" as described below, shall acknowledge that their materials can be purchased without any required professional development for school staff (except materials that include access to recommended online or virtual training material at no additional cost). All Curriculum and Materials must be culturally and linguistically appropriate, demonstrate evidence-based strategies that have been successful in Chicago Public Schools or other large school districts and meet local, state and federal requirements. All Curriculum and Materials must include components for both skill instruction and skill practice. Curriculum and Materials for SEL should be adaptable for implementation in a virtual setting.

C. Professional Learning. "Professional Learning" Services include education, training and technical assistance for school staff to: develop and strengthen their systems and structures to facilitate SEL skill instruction, improve the learning climate and/or coordination and the delivery of behavioral health services, incorporate restorative practices into instructional and disciplinary approaches, implement supportive classroom management practices, and/or integrate social-emotional learning into instructional planning and practice. Services may include a single session or ongoing training/consultation with the school. Services may include Professional Learning sessions, facilitation of Professional Learning communities, or direct coaching and consultation for staff members.

**DELIVERABLES:**

Vendors will provide the following deliverables: education, training, and technical assistance for school staff to improve their systems or structures and to integrate social-emotional learning into their instructional planning and practice.

**OUTCOMES:**

Performance Metrics of Student Progress for all Categories. Student progress on the following metrics during and after work with the Provider will be reviewed as an indicator of performance and impact. The Provider must meet the following Performance Metrics for all categories for which it has been approved to provide Services by the Board under Section II of this Scope of Service:

- i. Increase attendance.
- ii. Decrease the use of and/or disproportionality of In School Suspension (ISS), Out of School Suspension (OSS) and expulsion.
- iii. Increase on track rate for students who are off track due to attendance/behavior.
- iv. Decrease inappropriate behaviors as defined by the Student Code of Conduct.
- v. Increase student engagement and retention in school.
- vi. Increase student retention post school reentry for mobile students
- vii. Increase student SEL skills.
- viii. Additional as identified in individual Purchase Orders or Task Orders.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize the Chief of College and Career Success to execute all ancillary documents required to administer or effectuate this option agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation in Goods and Services contracts the aspirational Business Diversity goals for this pool are 30% MBE and 7% WBE. This vendor pool is composed of 116 total vendors with 6 MBEs, 5 WBEs, and 65 Not-for-Profits. The User group has committed to achieve the Business Diversity aspirational goals through a strategic plan to utilize certified diverse suppliers and certified diverse subcontractors.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Various Funds, Unit 10895 - Social and Emotional Learning,

FY25 - \$25,000,000

FY26 - \$25,000,000

Not to exceed \$50,000,000 for the two (2) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:**

Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

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|--|---|
| 1)<br>Vendor # 94865<br>3-C INSTITUTE FOR SOCIAL<br>DEVELOPMENT, INC.<br>2645 Meridian Parkway<br>DURHAM, NC 27713<br>Stacy Dodd<br>919 677-0102<br><br>Ownership: Melissa E. DeRosier, 100% | 5)<br>Vendor # 40737<br>ANN & ROBERT H. LURIE CHILDREN'S<br>HOSPITAL OF CHICAGO DBA LURIE<br>CHILDREN'S<br>225 EAST CHICAGO AVE<br>CHICAGO, IL 60611-2991<br>Robin Lewis<br>312 503-7063<br><br>Ownership: Not-for-Profit |
| 2)<br>Vendor # 41299<br>7 Mindset Academy, LLC<br>60 King St<br>Roswell, GA 30075<br>Cedric Harrison<br>404 3606265<br><br>Ownership: Scott Shicker 100%                                     | 6)<br>Vendor # 22957<br>ASIAN HUMAN SERVICES, INC.<br>2838 W. PETERSON AVE<br>CHICAGO, IL 60659<br>Cathryn Savino<br>773 239-8430<br><br>Ownership: Not-for-Profit  |
| 3)<br>Vendor # 21152<br>A KNOCK AT MIDNIGHT, NFP<br>400 W. 76TH STREET., STE 206<br>CHICAGO, IL 60620<br>Johnny Banks Sr<br>773 488-2960<br><br>Ownership: Not-for-Profit                    | 7)<br>Vendor # 14221<br>B.U.I.L.D. INCORPORATED<br>5100 W. HARRISON<br>CHICAGO, IL 60644<br>Emily Mench<br>773 227-2880<br><br>Ownership: Not-for-Profit  |
| 4)<br>Vendor # 13789<br>ALTERNATIVES INC.<br>4730 N. SHERIDAN ROAD<br>CHICAGO, IL 60640<br>Monica George<br>773 506-7474<br><br>Ownership: Not-for-Profit                                    | 8)<br>Vendor # 10869<br>BRIGHT STAR COMMUNITY OUTREACH<br>CORPORATION<br>4518 S. COTTAGE GROVE., 1ST FLR.<br>CHICAGO, IL 60653<br>Nichole Carter<br>773 373-5220<br><br>Ownership: Not-for-Profit                         |



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| 9)  | Vendor # 39142<br>BRIGHTON PARK NEIGHBORHOOD<br>COUNCIL<br>4477 S. ARCHER AVE.<br>CHICAGO, IL 60632<br>Esmie De Maria<br>773 523-7110<br><br>Ownership: Not-For-Profit        | 13) | Vendor # 40249<br>CATHOLIC CHARITIES OF THE<br>ARCHDIOCESE OF CHICAGO<br>721 N. LASALLE ST., MC 111-5<br>CHICAGO, IL 60654<br>Sarah Ogle<br>312 655-7000<br><br>Ownership: Not-for-Profit                       |
| 10) | Vendor # 41046<br>BROOKLINE COMMUNITY MENTAL HEALTH<br>CENTER, INC.<br>41 GARRISON RD<br>BROOKLINE, MA 01445<br>Sarah Nemetz<br>617 277-8107<br><br>Ownership: Not-for-Profit | 14) | Vendor # 30134<br>CHICAGO PSYCHOANALYTIC INSTITUTE<br>8 S MICHIGAN AVE<br>CHICAGO, IL 60603<br>Hillary Gimpel Wolff<br>312 897-1404<br><br>Ownership: Not-for-Profit  |
| 11) | Vendor # 15991<br>Be Strong Families NFP<br>1919 W 22nd Place #2<br>Chicago, IL 60608<br>Guy Schingoethe<br>800 508-2505<br><br>Ownership: Not-for-Profit                     | 15) | Vendor # 46623<br>CIRCESTEEM INC.<br>4730 N Sheridan Rd<br>Chicago, IL 60640<br>Renee Beli Werge<br>773 732-4564<br><br>Ownership: Not-for-Profit   |
| 12) | Vendor # 95848<br>CATAPULT LEARNING WEST, LLC<br>PO BOX 444<br>ELMSFORD, NY 10523<br>Eric Guniefinger<br>800 841-8730<br><br>Ownership: Catapult Holdings, Inc. , 100%        | 16) | Vendor # 63092<br>COLLABORATIVE FOR ACADEMIC, SOCIAL<br>AND EMOTIONAL LEARNING<br>815 WEST VAN BUREN STREET, SUITE 210<br>CHICAGO, IL 60607<br>Rebecca Liebman<br>312 226-3724<br><br>Ownership: Not-for-Profit |

- 17) Vendor # 28133  
COMMITTEE FOR CHILDREN  
2815 2nd AVE., STE 400  
SEATTLE, WA 98121  
Adam Cambell  
800 634-4449  
  
Ownership: Not-for-Profit
- 18) Vendor # 13374  
COMMUNITIES IN SCHOOLS OF CHICAGO  
815 W. VAN BUREN  
CHICAGO, IL 60607  
Judith Allen  
312 829-2475  
  
Ownership: Not-for-Profit
- 19) Vendor # 13059  
COMMUNITY COUNSELING CENTERS OF  
CHICAGO, INC.  
4740 N. CLARK ST.  
CHICAGO, IL 60640  
Linda Rodriguez  
237 115-3840  
  
Ownership: Not-for-Profit
- 20) Vendor # 31969  
COMMUNITY ORGANIZING AND FAMILY  
ISSUES  
2245 S. MICHIGAN  
CHICAGO, IL 60616  
Giselle Doyle  
312 226-5141  
  
Ownership: Not-for-Profit
- 21) Vendor # 64618  
COMPREHENSIVE LEARNING SERVICES,  
LLC  
8334 S. Indiana Avenue  
Chicago, IL 60619  
Chrisna Perry  
312 2171868  
  
Ownership: Chrisna Perry 100%
- 22) Vendor # 19359  
CONTEXTOS, NFP  
2240 S MICHIGAN AVE  
Chicago, IL 60616  
Debra Gittler  
312 690-4252  
  
Ownership: Not-for-Profit
- 23) Vendor # 97695  
CREATE INC.  
1205 ARROWHEAD DRIVE  
BRENTWOOD, TN 37027  
Dorothy Morelli  
615 364-6606  
  
Ownership: Not-for-Profit
- 24) Vendor # 26058  
Center for the Collaborative Classroom  
1001 MARINA VILLAGE PARKWAY STE 110  
ALAMEDA, CA 94501-1042  
Brent Welling  
510 533-0213  
  
Ownership: Not-for-Profit

- 25) Vendor # 98519  
Chaddock Attachment and Trauma Services  
205 SOUTH 24TH STREET  
QUINCY, IL 62301  
Kelly Green  
217 222-0034  
  
Ownership: Not-for-Profit
- 26) Vendor # 16267  
CharacterStrong, LLC  
4227 S. MERIDIAN STE. C 694  
Puyallup, WA 98373  
John Norlin  
253 736-4242  
  
Ownership: John Norlin 50%, Houston Kraft 50%
- 27) Vendor # 16464  
Children's Research Triangle  
70 E. LAKE STREET, SUITE 1300  
CHICAGO, IL 60601  
Stefanie Ward  
312 726-4011  
  
Ownership: Not-for-Profit
- 28) Vendor # 37159  
DEPAUL UNIVERSITY  
1 E. JACKSON Blvd  
CHICAGO, IL 60604-2287  
Jeffrey Deaner  
312 362-7388  
  
Ownership: Not-for-Profit
- 29) Vendor # 93952  
DISCOVERY EDUCATION, INC. DBA  
DISCOVERY EDUCATION MYSTERY  
SCIENCE INC.  
4350 CONGRESS ST SUITE 700  
CHARLOTTE, NC 28209  
Collin Odell  
845 826-4407  
  
Ownership: Discovery Education Holdco, Inc 100%
- 30) Vendor # 98770  
EBS Healthcare dba EBS- Educational Based  
Services  
200 Skiles Boulevard  
West Chester, PA 19382  
John Anderson  
800 578-7906  
  
Ownership: Stepping Stones Healthcare Services, LLC 100%
- 31) Vendor # 10126  
EDMENTUM, INC.  
5600 W. 83RD STREET., STE 300 8200  
TOWER  
BLOOMINGTON, MN 55437  
Meredith Wittich  
800 447-5286  
  
Ownership: Edmentum Holdings, Inc. 100%
- 32) Vendor # 24529  
EDUCATION DEVELOPMENT CENTER,  
300 Fifth Avenue, Suite 2010  
WALTHAM, MA 02451-8778  
Michael Peletier  
617 618-2193  
  
Ownership: Not-for-Profit

- 33) Vendor # 79738  
EDUGUIDE  
321 NORTH PINE  
LANSING, MI 48933  
Jan Mason  
517 374-4083  
  
Ownership: Not-for-Profit
- 34) Vendor # 94892  
EDUMOTION, LLC DBA DANCING WITH  
CLASS  
5246 NORTH ELSTON AVE. 2ND FLR.  
CHICAGO, IL 60630  
Margot Toppen  
773 635-3000  
  
Ownership: Margot McGraw Toppen 90%,  
Trevor Allen Toppen 10%
- 35) Vendor # 94612  
EMBARC, INC.  
P.O. BOX 221450  
CHICAGO, IL 60622  
Anastacia Holden  
773 270-1175  
  
Ownership: Not-for-Profit
- 36) Vendor # 12542  
ENCYCLOPAEDIA BRITANNICA, INC.  
325 LASALLE STREET STE 200  
CHICAGO, IL 60654  
Darcy Carlson  
312 347-7205  
  
Ownership Encyclopedia Britannica Holding SA  
100%
- 37) Vendor # 45679  
ERIE NEIGHBORHOOD HOUSE  
1701 WEST SUPERIOR STREET  
CHICAGO, IL 60622  
Erin Malcolm  
312 563-5800  
  
Ownership: Not-for-Profit
- 38) Vendor # 40794  
ERIKA'S LIGHTHOUSE: A BEACON OF HOPE  
FOR ADOLESCENT DEPRESSION  
PO Box 616  
Winnetka, IL 60093  
Brandon Combs  
847 3866481  
  
Ownership: Not-for-Profit
- 39) Vendor # 41074  
EVERFI, INC.  
2300 N STREET N W SUITE 500  
WASHINGTON, DC 20037  
Diana Bravo  
612 258-6707  
  
Ownership: TPG Eon, LP 39%, all other  
stakeholders hold less than 10%
- 40) Vendor # 42557  
FACING HISTORY AND OURSELVES, INC.  
16 HURD ROAD  
BROOKLINE, MA 02445  
Monica Serrano  
312 345-3215  
  
Ownership: Not-for-Profit

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| 41) | Vendor # 97506<br>FAMILY LEGACY FOUNDATION<br>2319 E. 71ST<br>CHICAGO, IL 60649<br>Taneesha Rolland<br>773 341-1530<br><br>Ownership: Not-for-Profit  | 45) | Vendor # 16098<br>GRO Community<br>259 E 115th St<br>Chicago, IL 60628<br>Aaron Mallory<br>618 203-4368<br><br>Ownership: Not-for-Profit                                  |
| 42) | Vendor # 19795<br>FRANKLIN COVEY CLIENT SALES, INC.<br>2200 WEST PARKWAY BLVD.<br>SALT LAKE CITY, UT 84119<br>Taylor Rogers<br>801 817-5009<br><br>Ownership: All stakeholders hold less than 10% | 46) | Vendor # 16980<br>GUITARS OVER GUNS ORGANIZATION<br>954 W Washington Blvd<br>CHICAGO, IL 60607<br>Andrew DeMuro<br>773 416-0520<br><br>Ownership: Not-for-Profit          |
| 43) | Vendor # 27716<br>GADS HILL CENTER<br>1919 W. CULLERTON<br>CHICAGO, IL 60608<br>Stuart Kipnis<br>312 226-0963<br><br>Ownership: Not-for-Profit  | 47) | Vendor # 97505<br>Growing Minds, Inc.<br>833 E. MICHIGAN ST. STE 1500<br>MILWAUKEE, WI 53151<br>Tiffany Mercer<br>414 899-7685<br><br>Ownership: Not-for-Profit           |
| 44) | Vendor # 18750<br>GIRLS INC. OF CHICAGO<br>56 E 47th Street<br>CHICAGO, IL 60653<br>Yani Mason<br>312 416-7799<br><br>Ownership: Not-for-Profit   | 48) | Vendor # 35201<br>HAZELDEN BETTY FORD FOUNDATION<br>15251 PLEASANT VALLEY RD<br>CENTER CITY, MN 55012<br>Jennifer Remick<br>651 213-4575<br><br>Ownership: Not For Profit |

- 49) Vendor # 94873  
HEALING, EMPOWERING & LEARNING  
PROFESSIONALS LLC  
1525 EAST 53RD STREET STE 425  
CHICAGO, IL 60615  
Karen Witherspoon  
773 819-5504  
  
Ownership: Karen McCurtis Witherspoon 70%,  
Scott Witherspoon 30%
- 50) Vendor # 40232  
HEARTLAND ALLIANCE INTERNATIONAL,  
LLC  
208 South LaSalle Street  
Chicago, IL 60604  
Amy Hill  
312 660-1300  
  
Ownership: Not-for-Profit
- 51) Vendor # 63144  
HIGHSCOPE EDUCATIONAL RESEARCH  
FOUNDATION  
600 NORTH RIVER STREET  
YPSILANTI, MI 48198  
Mary Lou Greene  
800 407-7377  
  
Ownership: Not-for-Profit
- 52) Vendor # 97697  
Housman Institute LLC  
831 BEACON ST STE 407  
NEWTON, MA 02459  
Mark Hastings  
857 772-6603  
  
Ownership: Donna Housman 100%
- 53) Vendor # 19291  
IB SOURCE, INC.  
516 N. OGDEN AVENUE #111  
CHICAGO, IL 60642  
Emelen De Jesus  
312 224-2536  
  
Ownership: Suresh Korapati 55%; Andrew  
Culley 45%
- 54) Vendor # 34541  
IDE CORP.  
545 ISLAND ROAD, SUITE 3A  
RAMSEY, NJ 07446  
Mary Beaufort  
201 934-5005  
  
Ownership Nancy Sulla, 100%
- 55) Vendor # 97382  
IMAGINE LEARNING LLC  
100 S. Mill Ave. #1700  
TEMPE, AZ 85251  
Lynette McVay  
480 675-7284  
  
Ownership: Weld North Education, 100%
- 56) Vendor # 96852  
INTERNATIONAL ASSOCIATIONS FOR  
HUMAN VALUES  
2401 15 ST NW  
WASHINGTON, DC 20009  
Eian Gepner-Daies  
610 733-1101  
  
Ownership: Not-for-Profit

- 57) Vendor # 29423  
Inner Vision International, Inc.  
4624 S. GREENWOOD AVENUE #3N  
CHICAGO, IL 60653  
Dwayne Bryant  
312 986-0771  
  
Ownership: Dwayne Bryant 100%
- 58) Vendor # 97749  
JIGSAW LEARNING, LLC  
2 Constitution Way  
WOBURN, MA 01801  
Kelly Kochendorfer  
818 212-2944  
  
Ownership: BCDI Bullfrog Buyer Inc 100%
- 59) Vendor # 17952  
JOURNEY'S COMMUNITY CENTER  
INCORPORATED  
4939 W. FULLERTON AVE  
CHICAGO, IL 60639  
Kate Harbeet  
708 683-9725  
  
Ownership: Not-for-Profit
- 60) Vendor # 35552  
JUVENILE PROTECTIVE ASSOCIATION  
1707 N. HALSTED  
CHICAGO, IL 60614  
Dana Snodgrass  
312 698-6935  
  
Ownership: Not-for-Profit
- 61) Vendor # 97694  
KELVIN EDUCATION, INC.  
P O BOX 51392  
IRVINE, CA 92619  
Dave Buzzard  
949 303-6772  
  
Ownership: Baxter Mante 50%, Zachary Rankin 50%
- 62) Vendor # 17769  
KRISTIN HOVIOUS DBA SEL CHICAGO  
2821 WEST EASTWOOD  
CHICAGO, IL 60625  
Kristin Hovious  
312 852-3249  
  
Ownership: Kristin Hovious
- 63) Vendor # 96861  
LEARNING SCIENCES INTERNATIONAL,  
LLC  
175 Cornell Road Suite 18  
Blairsville, PA 15717  
Michelle Dean  
561 421-1809  
  
Ownership: Michael Toth 25%, Bryan Toth 25%, Eugene Toth 25%, Marie Toth 25%
- 64) Vendor # 93955  
LIFEBUILDERS NFP  
10204 S. FOREST AVE  
CHICAGO, IL 60628  
Eric Arnold  
773 213-9702  
  
Ownership: Not-For-Profit

- 65) Vendor # 14641  
LIONS CLUBS INTERNATIONAL  
FOUNDATION  
300 W 22ND ST.  
OAK BROOK, IL 60523  
Maurice Van Home  
630 571-5466  
  
Ownership: Not-for-Profit
- 66) Vendor # 97156  
LMS INNOVATIONS, INC. DBA PLAY IN A  
BOOK  
5254 N. Lamon Ave.  
Chicago, IL 60630  
Marlon St. John  
312 613-2345  
  
Ownership: Laura St. John, 51%; Marlon St. John, 49%
- 67) Vendor # 24486  
LOGAN SQUARE NEIGHBORHOOD  
ASSOCIATION  
2840 N. MILWAUKEE AVENUE  
CHICAGO, IL 60618  
Wendy Lehman  
773 384-4370  
  
Ownership: Not-For-Profit
- 68) Vendor # 96228  
LOVING GUIDANCE LLC DBA CONSCIOUS  
DISCIPLINE HOLDINGS, LLC  
648 TRESTLE POINT  
SANFORD, FL 32771  
Katelyn Monahan  
407 278-4342  
  
Ownership: Rebecca Bailey - 95%, Katie O'Neal 5%
- 69) Vendor # 97075  
LUSTER LEARNING INSTITUTE, NFP  
1126 HILLCREST AVE.  
HIGHLAND PARK, IL 60035  
Jai Luster  
847 748-7482  
  
Ownership: Not-for-Profit
- 70) Vendor # 35873  
LUTHERAN SOCIAL SERVICES OF ILLINOIS  
1001 E TOUHY, STE 50  
DES PLAINES, IL 60018  
Erica Wyatt  
847 390-1440  
  
Ownership: Not-for-Profit
- 71) Vendor # 35512  
MENTAL HEALTH ASSOCIATION OF  
GREATER CHICAGO  
6323 NORTH AVONDALE  
CHICAGO, IL 60631  
Stella Kalfas  
800 209-8114 X700  
  
Ownership: Not-for-Profit
- 72) Vendor # 46701  
METROPOLITAN FAMILY SERVICES  
101 N. Wacker Drive  
CHICAGO, IL 60602  
Jennifer Michel  
312 986-4000  
  
Ownership: Not-for-Profit



- 73) Vendor # 64915  
MINDFUL PRACTICES, LLC  
204 S. RIDGELAND  
OAK PARK, IL 60302  
Erika Panichelli  
708 997-2179  
  
Ownership: Carla Tortillo Philibert 100%
- 74) Vendor # 40077  
Moving Forward Institute  
1425 Park Ave  
Emeryville, CA 94608  
Lacy Asbill  
510 387-8101  
  
Ownership: Not-for-Profit
- 75) Vendor # 97811  
NATIONAL CURRICULUM & TRAINING  
INSTITUTE, INC. DBA NCTI  
20815 N 25th Place, Ste A103  
PHOENIX, AZ 85050  
Alan Werner  
602 452-5502  
  
Ownership: Gary Buskin 90%, Alan Werner 10%
- 76) Vendor # 1002213  
NAVIGATE360, LLC DBA ALICE TRAINING  
3900 KINROSS LAKES PARKWAY  
RICHFIELD, OH 44286  
Jennifer Westfall  
917 656-2586  
  
Ownership: ATI group Holdings, LLC - 100%
- 77) Vendor # 24684  
NEWROOT LEARNING INSTITUTE  
910 W. VAN BUREN ST. SUITE 200  
CHICAGO, IL 60607  
Elizabeth Kesner  
773 722-8333  
  
Ownership: Not-for-Profit
- 78) Vendor # 47388  
PATHS PROGRAM, LLC  
1755 N. Pebblecreek Pkwy #1136  
Goodyear, AZ 85395  
David Urbonas  
877 717-2847  
  
Ownership: LLC-Anna-Lisa Mackey 100%
- 79) Vendor # 29523  
PEEKAPAK INC.  
5144 Sunrise Court  
Mississauga, CANADA L5R 2T6  
Ami Shah  
415 5136418  
  
Ownership: Ami Shah 62.9%, Angie Chan 23.4%, All other stakeholders hold less than 10%
- 80) Vendor # 96850  
PHALANX FAMILY SERVICES  
837 W. 119TH STREET  
CHICAGO, IL 60643  
Laura Erving-Bailey  
773 291-1086  
  
Ownership: Not-for-Profit

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| 81) | <p>Vendor # 98501<br/>PLAYWORKS EDUCATION ENERGIZED DBA<br/>PLAYWORKS<br/>638 3RD STREET<br/>OAKLAND, CA 94607<br/>Colleen Harvey<br/>312 631-3637</p> <p>Ownership: Not-for-Profit</p>  | 85) | <p>Vendor # 18233<br/>Panorama Education, Inc.<br/>24 SCHOOL STREET 4TH FLR<br/>BOSTON, MA 02108<br/>Chandler Snider<br/>617 746-2786</p> <p>Ownership: Owl Venture 15.025%, Emerson<br/>Collective Investments 12.758%, Aaron Fuer<br/>12.212%, Spark Capital Alex Finkelstein<br/>10.924%</p> |
| 82) | <p>Vendor # 99512<br/>PRETTY BROWN GIRL L.L.C.<br/>19435 James Couzens Fwy<br/>Detroit, MI 48235<br/>Sheri Crawley<br/>312 451-6206</p> <p>Ownership: Sherilyn Crawley 55%; Corey<br/>Crawley 45%</p>  | 86) | <p>Vendor # 97664<br/>Pure Edge, Inc.<br/>P O BOX 2289<br/>SOUTH HAMILTON, MA 01982<br/>Brienne Jablow<br/>910 679-8657</p> <p>Ownership: Not-for-Profit</p>  |
| 83) | <p>Vendor # 98037<br/>PROJECT WAYFINDER, INC.<br/>P.O. BOX #2876<br/>BERKELEY, CA 94702<br/>Matthew Winn<br/>781 976-9976</p> <p>Ownership: Patrick Cook-Deegan 42.782%,<br/>Evolve (BVI) Holdings, LTD 15.468%, all other<br/>stakeholders hold less than 10%</p> | 87) | <p>Vendor # 94752<br/>REFLECTIONS FOUNDATION<br/>10816 S. PARNELL<br/>CHICAGO, IL 60628<br/>Kelly Fair<br/>773 559-2909</p> <p>Ownership: Not-for-Profit</p>  |
| 84) | <p>Vendor # 67105<br/>PUBLIC HEALTH INSTITUTE OF<br/>METROPOLITAN CHICAGO<br/>180 N. MICHIGAN AVE., STE 1200<br/>CHICAGO, IL 60601<br/>Karen Reitan<br/>312 629-2988</p> <p>Ownership: Not-for-Profit</p>  | 88) | <p>Vendor # 80780<br/>RIPPLE EFFECTS, INC.<br/>4020 EAST MADISON ST.<br/>SEATTLE, WA 98112<br/>Lewis Brentano<br/>415 227-1669</p> <p>Category B: Ownership: Alice Ray 31%, All<br/>other stakeholders hold less than 10%</p>   |

89) Vendor # 16467  
Ramapo for Children, Inc.  
49 W. 38TH STREET, 5TH FLOOR  
NEW YORK, NY 10018  
Liza Tazartes  
212 754-7003

Ownership: Lisa Tazartes

90) Vendor # 14970  
SCHOLASTIC INC.  
557 BROADWAY  
NEW YORK, NY 10012  
Pamela Erhart  
203 797-3846

Ownership: Scholastic Corporation - 100%

91) Vendor # 80594  
SCHOOL CONNECT, LLC  
6010 W. SPRING CREEK PKWY  
PLANO, TX 75024  
Donella Reinl  
469 500-6813

Ownership: LLC-Kathy Beland 50%, Julea Douglass 50%

92) Vendor # 34171  
SGA YOUTH & FAMILY SERVICES, NFP  
11 EAST ADAMS SUITE 240  
CHICAGO, IL 60603  
Cristina Ocon  
312 447-4323

Ownership: Not-for-Profit

93) Vendor # 11693  
SUCCESS FOR ALL FOUNDATION, INC.  
300 EAST JOPPA RD., STE 500  
BALTIMORE, MD 21286-3006  
Sharon Fox  
410 616-2320

Ownership: Not-for-Profit

94) Vendor # 18235  
Social Emotional Learning LLC  
1205 ARROWHEAD DRIVE  
BRENTWOOD, TN 37027  
Dorothy Morelli  
615 364-6606

Ownership: Dorothy Morelli 75%, Michael Morelli 25%

95) Vendor # 97699  
THE CYPRESS INITIATIVE, INC.  
913 S. PARSONS AVE.  
BRANDON, FL 33511  
Brooke Wheeldon-Reece  
813 662-6920

Ownership: Not-for-Profit

96) Vendor # 16434  
THE ROSEN PUBLISHING GROUP INC.  
29 E 21ST STREET  
NEW YORK, NY 10010  
Arlene Riley  
800 237-9932

Ownership: Roger Rosen 100%

- 97) Vendor # 96376  
TIDES CENTER  
1012 TORNEY AVE  
SAN FRANCISCO, CA 94129  
Laura Cossey  
415 561-7843  
  
Ownership: Not-for-Profit
- 98) Vendor # 95555  
TNTP, INC.  
500 Seventh Avenue  
New York, NY 10018  
Mya Baker  
972 658-4291  
  
Owbership: Not-for-Profit
- 99) Vendor # 97503  
TRANSFORMING EDUCATION, INC.  
6 LIBERTY SQUARE PMB 397  
BOSTON, MA 02109  
Sara Krachman  
617 453-9750  
  
Ownership: Not-for-Profit
- 100) Vendor # 97757  
Touch of Wholeness Psychological Services  
LLC  
20280 GOVERNORS DRIVE  
OLYMPIA FIELDS, IL 60461  
KeaJuanis Malena  
708 794-6461  
  
Ownership: KeaJuanis Melena 51%, Erica  
Malena 49%
- 101) Vendor # 12392  
UCAN  
3605 W. FILLMORE STREET  
CHICAGO, IL 60624  
David Chappell  
773 588-0180  
  
Ownership: Not-for-Profit
- 102) Vendor # 71709  
UNION LEAGUE BOYS AND GIRLS CLUBS  
65 WEST JACKSON BLVD.  
CHICAGO, IL 60604  
David Leveron  
312 435-5940  
  
Ownership: Not-for-Profit
- 103) Vendor # 11700  
UNIVERSAL FAMILY CONNECTION  
1350 W. 103RD ST.  
CHICAGO, IL 60643  
Char'Lesa Riley  
773 881-1711 X 1142  
  
Ownership: Not-for-Profit
- 104) Vendor # 50134  
URBAN INITIATIVES INC. NFP.  
650 WEST LAKE, #340  
CHICAGO, IL 60661  
Julie Chelovich  
312 715-1763  
  
Ownership: Not-for-Profit

105) Vendor # 18865  
WELLNESS FOR EVERYONE, INC.  
21 N May St #604  
CHICAGO, IL 60607  
Alison Rootberg  
847 209-8116

Ownership: Alison Rootberg 100%

106) Vendor # 89036  
WES CORPORATION  
700 N. SACRAMENTO BLVD  
CHICAGO, IL 60612  
Lynne K. Hopper  
312 566-0700

Ownership: Not-for-Profit

107) Vendor # 19416  
WEST 40 INTERMEDIATE SERVICE  
CENTER#2  
c/o West40  
Maywood, IL 60153  
Trisha Shrode  
708 449-4284

Ownership: Government 100%

108) Vendor # 97696  
WESTCARE ILLINOIS, INC.  
1100 WEST CERMAK RD  
CHICAGO, IL 60608  
Stacy Munroe  
312 568-7051

Ownership: Not-for-Profit

109) Vendor # 94778  
WYMAN CENTER, INC  
600 KIWANIS DRIVE  
EUREKA, MO 63025  
Grace Bramman  
314 369-7578

Ownership: Not-for-Profit

110) Vendor # 10619  
YOUTH ADVOCATE PROGRAMS, INC.  
3899 N Front Street  
Harrisburg, PA 17110  
Carla Powell  
717 232-7580

Ownership: Not-for-Profit

111) Vendor # 11060  
YOUTH GUIDANCE  
1 NORTH LASALLE ST., #900  
CHICAGO, IL 60602  
Theresa Lipo  
312 253-4900

Ownership: Not-for-Profit

112) Vendor # 35681  
YOUTH OUTREACH SERVICES  
2411 W. CONGRESS PKWY  
CHICAGO, IL 60612  
Jamie Noto  
773 205-0474

Ownership: Not-for-Profit

- 113) Vendor # 14841  
YWCA METROPOLITAN CHICAGO  
1 NORTH LASALLE STREET  
CHICAGO, IL 60602  
Mike Hewitt  
312 762-2770
- Ownership: Not-for-Profit
- 114) Vendor # 16589  
  
POWERSCHOOL HOLDINGS LLC DBA  
POWERSCHOOL GROUP LLC  
PO BOX 888408  
LOS ANGELES, CA 90088-8408
- Richard Alcala  
916 5623676
- Ownership: Jennifer Schnidman 85.34%,  
Everyone else has less than 10%

- 115) Vendor # 96795  
ZIA LEARNING, INC.  
223 RODGERS CT  
WILLOWBROOK, IL 60527  
Robin Gonzales  
630 215-7393
- Ownership: Robin Gonzalez 100%

- 116) Vendor # 70057  
  
RETHINK AUTISM, INC.  
49 West 27th Street  
NEW YORK, NY 10001
- Diana Frezza  
646 257-2919
- Ownership: K4 Private Investor, L.P. 85%; All  
other stakeholders hold less than 10%

**24-0425-PR6**

**REPORT ON THE AWARD OF CONSTRUCTION CONTRACTS AND CHANGES TO CONSTRUCTION  
CONTRACTS FOR THE BOARD OF EDUCATION'S CAPITAL IMPROVEMENT PROGRAM**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

This report details the award of Capital Improvement Program construction contracts in the total amount of \$27,735,935.98 the respective lowest responsible bidders for various construction projects, as listed in Appendix A of this report. These construction contracts shall be for projects approved as part of the Board's Capital Improvement Program. Work involves all labor, material and equipment required to construct new schools, additions, and annexes, or to renovate existing facilities, all as called for in the plans and specifications for the respective projects. Proposals, schedules of bids, and other supporting documents are on file in the Department of Operations. These contracts have been awarded in accordance with section 7-2 of the Rules of the Board of Education of the City of Chicago.

This report also details changes to existing Capital Improvement Program construction contracts, in the amount of \$3,007,485.55 as listed in the attached April Change Order Log. These construction contract changes have been processed and are being submitted to the Board for approval in accordance with section 7-13 of the Rules of the Board of Education of the City of Chicago, since they require an increased commitment necessitated by an unforeseen combination of circumstances or conditions calling for immediate action to protect Board property to prevent interference with school sessions.

**LSC REVIEW:** Local School Council approval is not applicable to this report.

**AFFIRMATIVE ACTION:** The General Contracting Services Agreements entered into by each of the pre-qualified general contractors and other miscellaneous construction contracts awarded outside the pre-qualified general contractor program for new construction awards and changes to existing construction contracts shall be subject to the Board's Business Diversity Program for Construction Projects and any revisions or amendments to that policy that may be adopted during the term of any such contract.

**FINANCIAL:** Expenditures involved in the Capital Improvement Program are charged to the Department of Operations, Capital Improvement Program.

Budget classification: Capital Funds will be used for all Change Orders (April Change Order Logs); Funding source for new contracts is so indicated on Appendix A

Funding Source: Capital Funding

**GENERAL CONDITIONS:**

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

GROUPED/PACKAGED	SCHOOL	CONTRACTOR	CONTRACT #	CONTRACT METHOD	CONTRACT AWARD	AWARD DATE	ANTICIPATED COMPLETION DATE (PA)	FISCAL YEAR	AA AFFIRM.	H ACTION	A	WBE	PROJECT SCOPE AND NOTES	REASONS FOR PROJECT
	Jungman	Tyler Lane	4163777	JOC	\$961,466.36	10/24/2023	8/15/2026	2024	0	0	0	29%	Replacement of existing steam boilers with new steam boilers.	5
	Lake View HS	Tyler Lane	4171957	JOC	\$273,653.47	11/3/2023	11/27/2023	2024	0	30%	0	0	Procure triple track boards, remove existing temporary markerboards, and install new triple track boards with required backing.	7
X	Brentano ES, Burley ES, Jahn ES, Schurz HS	Murphy & Jones	4199686, 4199687, 4199688, 4199690	VT	\$275,200.00	1/25/2024	5/31/2024	2024	0	30%	0	0	The scope of work consists of scrape, prime/paint, repairs as indicated on the fire escapes and masonry repairs as indicated around the fire escape.	3
	Goethe	Tyler Lane	4192116	JOC	\$158,657.67	1/18/2024	3/15/2024	2024	0	29%	0	45%	Scope of work includes repairing the freezing pipes in the south light court, replacing the exterior drinking fountain, installing heater in the new north foyer and installing AI phone at door 5 with 2 auto operators.	2
	Funston	AGAE	4199759	JOC	\$180,170.85	1/30/2024	2/12/2024	2024	0	0	0	73%	Patching, painting and associated finishes at Funston ES.	7
X	Clark, Goudy, Jones, Powell, Richardson, Roosevelt, Spry ES	Pace Systems	4203526, 4203527, 4203528, 4199334, 4199333, 4199332, 4199331	VT	\$232,625.00	2/1/2024	5/31/2024	2024	0	0	93%	7%	Scope of work includes new card readers at the designated exterior and interior entries, at the MDF/IDP room doors, intrusion detection keypads at select schools, DVS multi-sensor cameras, upgrade to DVS servers at select schools, necessary to provide a full interface of the Access Control System with Intrusion Detection Alarm System.	1
	North-Grand HS	AGAE	4207638	GC	\$1,105,000.00	2/20/2024	8/26/2025	2024	0	31%	0	35%	Scope of work includes Chiller replacement at North-Grand HS.	5
	Pickard	KR Miller	4206176	GC	\$737,000.00	2/9/2024	8/26/2025	2024	0	6%	61%	5%	Scope of work includes Chiller replacement at Pickard.	5
	Jungman	PMJ	4207860	GC	\$400,000.00	2/12/2024	7/15/2024	2024	0	30%	0	7%	Scope of work includes providing a vertical platform lift, entry door modifications, and interior and exterior path of travel improvements to provide accessible access to the auditorium for the polling place location.	6
	Franklin	Friedler	4206175	GC	\$1,444,800.00	2/9/2024	8/5/2024	2024	0	33%	0	7%	Scope of work includes piping replacement and related architectural work at Franklin.	5
	Armstrong G	Murphy & Jones	4206841	GC	\$492,815.00	2/12/2024	8/14/2024	2024	0	30%	0	3%	Replacement of the existing corridor floors in the main building. Install new SVT per specifications, and other finishes in the corridors.	7
	Bass	All-Bry	4210577	GC	\$2,944,300.00	2/20/2024	8/18/2024	2024	23%	8%	0	6%	The work includes exterior renovations, lower level boys & girls toilet room renovations.	7
X	Bridge, Prussing	Path	4210606, 4210609	GC	\$5,528,000.00	2/20/2024	8/19/2024	2024	0	42%	0	9%	The scope currently involves full renovation of the classroom modulars.	7
	Manierre	Tyler Lane	4208648	GC	\$3,880,773.00	2/22/2024	8/12/2024	2024	14%	11%	0	38%	Scope of work at Manierre includes univents and piping replacement and associated architectural work. Main building roof replacement and addition 1 and 2 fire alarm replacement projects rolled into MEP.	5
	Ruggles	Tyler Lane	4212820	JOC	\$131,890.63	2/22/2024	8/18/2023	2024	0	33%	0	0	Scope of work is to replace flooring at 2nd floor corridor and polish Terrazzo floor at Ruggles.	7
	Rudolph	Tyler Lane	4212831	GC	\$7,712,762.00	2/23/2024	12/31/2025	2024	16%	13%	0	30%	Scope of work includes roof replacement, targeted masonry repairs, and related interior finishes at main building at Rudolph.	4
	Curie	CCC Holdings	4212832	GC	\$1,276,822.00	2/23/2024	8/9/2024	2024	0	60%	0	13%	Scope of work includes piping replacement and related architectural work at Linked Addition-Athletic Building B at Curie HS.	5

Total \$27,735,935.98

Reasons:
1. Safety
2. Code Compliance
3. Fire Code Violations
4. Deteriorated Exterior Conditions
5. Priority Mechanical Needs
6. ADA Compliance
7. Support for Educational Portfolio Strategy
8. Support for other District Initiatives
9. External Funding Provided



April 2024



Capital Improvement Program

These change order approval cycles range from  
02/01/2024 to 02/29/2024

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Albert G Lane Technical High School</b>								
2022 LANE TECH HS SIT (2022-46221-SIT)								
A.G.A.E Contractors, Inc								
			4107384	\$6,002,500.00	18	\$289,762.76	\$6,292,262.76	4.83%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4107384						
10/31/2023	02/20/2024		Contractor to provide labor and material for gate and parking reconfiguration at southwest corner.				Operations	\$4,367.00
10/31/2023	02/21/2024		Contractor to provide labor and material to install bollards and painting of landing.				Operations	\$4,996.35
06/15/2023	02/22/2024		Contractor to provide labor and material for additional scope to add driver's education lot.				Operations	\$73,825.44
<b>Project Total This Period:</b>								<b>\$83,188.79</b>
<b>Alexander Graham Elementary School</b>								
2022 GRAHAM ES ROF (2022-23391-ROF)								
TYLER LANE CONSTRUCTION, INC.								
			3903495	\$2,456,307.00	15	\$146,628.45	\$2,602,935.45	5.97%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3903495						
01/08/2024	02/12/2024		Contractor to provide labor and material to repair annex plumbing vents through roof.				Discovered Condition	\$6,677.00
		4121065						

The following change orders have been approved and are being reported to the Board in arrears.

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These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
	12/15/2023	02/12/2024		Contractor to provide labor and material to install additional fire alarm devices.			E&O AOR/EOR	\$8,302.00
<b>Project Total This Period:</b>								<b>\$14,979.00</b>
<b>Alfred Nobel Elementary School</b>								
<b>2023 NOBEL BRM (2023-24691-BRM)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4047257	\$709,000.00	8	\$43,952.82	\$752,952.82	6.20%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4047257						
01/17/2024	02/21/2024		Contractor to provide labor and material to remove telephone wire.			Discovered Condition	\$610.73	
<b>Project Total This Period:</b>								<b>\$610.73</b>
<b>Amos Alonzo Stagg Elementary School</b>								
<b>2022 STAGG ROF (2022-26521-ROF)</b>								
<b>PATH CONSTRUCTION COMPANY, INC.</b>								
			3876022	\$2,760,362.00	18	\$176,229.14	\$2,936,591.14	6.38%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3876022						
10/21/2022	02/14/2024		Contractor to provide labor and material to install window ac units on window insulated panels.			E&O AOR/EOR	\$7,083.12	
<b>Project Total This Period:</b>								<b>\$7,083.12</b>

The following change orders have been approved and are being reported to the Board in arrears.

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These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Ariel Elementary Community Academy</b>								
2022 ARIEL MEP (2022-23421-MEP)								
CCC HOLDINGS, INC.								
			3885156	\$2,920,754.00	17	\$586,128.05	\$3,506,882.05	20.07%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3885156						
11/13/2023	02/20/2024		Contractor to provide labor and material for additional data drop at security desk.				Operations	\$622.22
08/17/2022	02/20/2024		Contractor to provide labor and material for using chlorinated polyvinyl chloride pipe for domestic water heater flue.				Operations	\$0.00
							<b>Project Total This Period:</b>	<b>\$622.22</b>
<b>Avondale-Logandale Elementary School</b>								
2023 AVONDALE-LOGANDALE ADA (2023-41091-ADA)								
K.R. MILLER CONTRACTORS, INC.								
			4052577	\$549,000.00	3	\$15,528.82	\$564,528.82	2.83%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4052577						
10/16/2023	02/08/2024		Contractor to provide labor and material to install the school's key/fob reader at the entry door.				School Request	\$4,506.92
10/16/2023	02/21/2024		Contractor to provide labor and material for front office casework floor finishes.				E&O AOR/EOR	\$1,891.95
06/19/2023	02/21/2024		Contractor to provide labor and material to remove existing partitions to fully accommodate plumbing work.				Discovered Conditions	\$9,129.95
							<b>Project Total This Period:</b>	<b>\$15,528.82</b>

The following change orders have been approved and are being reported to the Board in arrears.

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These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Bronzeville Scholastic Academy High School</b>								
<b>2023 BRONZEVILLE HS ICR (2023-55191-ICR)</b>								
<b>FRIEDLER CONSTRUCTION COMPANY</b>								
			4041281	\$8,126,800.00	13	\$326,542.87	\$8,453,342.87	4.02%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4041281						
09/20/2023	02/15/2024		Contractor to provide labor and material to route duct accordingly and fire alarm conduit to remain.				Discovered Conditions	\$2,997.96
10/30/2023	02/15/2024		Contractor to provide labor and material for duct cleaning.				Discovered Conditions	\$5,936.00
<b>Project Total This Period:</b>								<b>\$8,933.96</b>
<b>Capital/Operations - City Wide</b>								
<b>2021 Capital/Operations - City Wide - 2720 N Clark St. (610 W Schubert Street) PKC-3 (2021-12150-PKC-3)</b>								
<b>CCC HOLDINGS, INC.</b>								
			3766724	\$2,776,000.00	28	\$180,613.50	\$2,956,613.50	6.51%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4187422						
01/10/2024	02/28/2024		Contractor to provide labor and material to cut an opening in the wall between the closet and the classroom to provide air flow.				E&O AOR/EOR	\$3,046.18
<b>Project Total This Period:</b>								<b>\$3,046.18</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	
<b>Capital/Operations - City Wide</b>									
<b>2021 Capital/Operations - City Wide - Forest Glen PKC-7 (2021-12150-PKC-7)</b>									
PATH CONSTRUCTION COMPANY, INC.									
			3894520	\$6,403,000.00	34	\$1,153,330.66	\$7,556,330.66	18.01%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
10/26/2023	02/08/2024	4135684	Contractor to provide labor and material to install temporary generator until ComEd can install the transformer for permanent power.				Operations	\$34,963.35	
<b>Project Total This Period:</b>							<b>\$34,963.35</b>		
<b>Capital/Operations - City Wide</b>									
<b>2021 Capital/Operations - City Wide - Morgan Park /Beverly PKC-17 (2021-12150-PKC-17)</b>									
FRIEDLER CONSTRUCTION COMPANY									
			3891586	\$9,655,992.00	62	\$2,017,909.69	\$11,673,901.69	20.90%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
		4193977							
01/18/2024	02/27/2024		Contractor to provide labor and material for window seal replacement for 13 windows throughout building.				Operations	\$28,572.12	
01/18/2024	02/27/2024		Contractor to provide labor and material for moving of security card reader from 2nd floor stairway to garden level.				Operations	\$26,241.26	
01/18/2024	02/27/2024		Contractor to provide labor and material to accommodate accelerated schedule.				Operations	\$5,365.79	
01/18/2024	02/27/2024		Contractor to provide labor and material for doors 150A, 152A, and 155B to receive automatic operators with functionality from AiPhone.				E&O AOR/EOR	\$64,361.71	
<b>Project Total This Period:</b>							<b>\$124,540.88</b>		

The following change orders have been approved and are being reported to the Board in arrears.

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Capital Improvement Program

These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Carroll-Rosenwald Specialty Elementary School</b>								
<b>2022 CARROLL ROF (2022-22571-ROF)</b>								
CCC HOLDINGS, INC.								
			3894509	\$1,968,664.00	16	\$121,022.11	\$2,089,686.11	6.15%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/25/2024	02/21/2024	4089215	Contractor to provide labor and material to accommodate clarifications to engineered drawings and calculations for the marquee sign foundation.				E&O AOR/EOR	\$848.00
							<b>Project Total This Period:</b>	<b>\$848.00</b>
<b>Charles Allen Prosser Career Academy High School</b>								
<b>2021 PROSSER HS SIT (2021-53041-SIT)</b>								
FRIEDLER BERITUS JV								
			3872934	\$2,924,810.00	8	\$159,662.00	\$3,084,472.00	5.46%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
12/05/2022	02/22/2024	3872934	Contractor to provide labor and material for fiber data connection from main distribution frame to drivers ed trailer.				Added Scope of Work	\$31,794.00
08/09/2022	02/26/2024		Contractor to provide labor and material for unforeseen electrical repairs.				Discovered Conditions	\$18,114.00
							<b>Project Total This Period:</b>	<b>\$49,908.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

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April 25, 2024

April 2024



These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Charles H Wacker Elementary School</b>								
<b>2023 WACKER ADA (2023-26621-ADA)</b>								
<b>PMJ ENTERPRISES, INC.</b>								
			4061550	\$416,900.00	2	\$4,873.85	\$421,773.85	1.17%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/16/2023	02/20/2024	4061550	Contractor to provide labor and material to add missing stainless-steel access panel in wet wall inside wheelchair toilet stall.				E&O AOR/EOR	\$1,462.41
<b>Project Total This Period:</b>								<b>\$1,462.41</b>
<b>Chicago Military Academy High School</b>								
<b>2023 CHICAGO MILITARY HS ADA (2023-70070-ADA)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4075858	\$372,000.00	4	\$20,356.70	\$392,356.70	5.47%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/13/2023	02/22/2024	4075858	Contractor to provide labor and material to fabricate and install AI phone mounting bracket.				School Request	\$1,322.33
<b>Project Total This Period:</b>								<b>\$1,322.33</b>

The following change orders have been approved and are being reported to the Board in arrears.

April 2024



Capital Improvement Program

These change order approval cycles range from  
02/01/2024 to 02/29/2024

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Claremont Academy Elementary School</b>								
<b>2022 CLAREMONT NPL (2022-31301-NPL)</b>								
<b>CORDOS DEVELOPMENT &amp; ASSOCIATES, LLC</b>								
			4060365	\$1,325,200.00	10	\$65,290.72	\$1,390,490.72	4.93%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/15/2023	02/08/2024	4060365	Contractor to provide labor and material to accommodate additional work due to storm trap redesign.				Added Scope of Work	\$21,000.00
01/22/2024	02/15/2024	4195034	Contractor to provide labor and material for reconnection of irrigation system and adjustment of valves in concrete areas.				Discovered Conditions	\$42,999.00
							<b>Project Total This Period:</b>	<b>\$63,999.00</b>
<b>David G Farragut Career Academy High School</b>								
<b>2022 FARRAGUT HS SIT (2022-53091-SIT)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4107843	\$1,531,000.00	2	\$7,453.14	\$1,538,453.14	0.49%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/02/2023	02/20/2024	4107843	Contractor to provide labor and material for light pole power feed.				Discovered Conditions	\$0.00
10/02/2023	02/21/2024		Contractor to provide labor and material to reroute the existing lighting conduits outside the building foundation footprint.				Discovered Conditions	\$7,453.14
							<b>Project Total This Period:</b>	<b>\$7,453.14</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Durkin Park Elementary School</b>								
2022 DURKIN PARK MEP (2022-26831-MEP)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3887590	\$3,420,000.00	14	\$88,287.36	\$3,508,287.36	2.58%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/16/2023	02/26/2024	3887590	Contractor to provide labor and material to install new boiler room hose bibb.				E&O AOR/EOR	\$6,042.00
<b>Project Total This Period:</b>								<b>\$6,042.00</b>
<b>Eckersall Stadium</b>								
2020 ECKERSALL STADIUM UAF (2020-68010-UAF)								
TYLER LANE CONSTRUCTION, INC.								
			3838527	\$5,844,896.00	60	\$2,075,402.62	\$7,920,298.62	35.51%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
06/15/2023	02/27/2024	4115327	Contractor to provide labor and material to accommodate bathroom partition cost increase due to delay in water tap decision making.				Added Scope of Work	\$7,500.00
02/12/2024	02/26/2024	4206835	Contractor to provide labor and material to install hot box for new water line.				E&O AOR/EOR	\$11,234.00
<b>Project Total This Period:</b>								<b>\$18,734.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Edmond Burke Elementary School</b>								
<b>2023 BURKE BRM (2023-22411-BRM)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4105676	\$28,367.00	1	\$966.49	\$29,333.49	3.41%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/14/2023	02/21/2024	4105676	Contractor to provide labor and material for bathroom light switch relocation.				Discovered Conditions	\$966.49
<b>Project Total This Period:</b>							<b>\$966.49</b>	
<b>Eli Whitney Elementary School</b>								
<b>2023 WHITNEY ADA (2023-25841-ADA)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4053121	\$930,000.00	14	\$57,837.51	\$987,837.51	6.22%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4053121						
08/13/2023	02/01/2024		Contractor to provide labor and material to install exterior handrails at door 2.				E&O AOR/EOR	\$21,258.78
07/24/2023	02/08/2024		Contractor to provide labor and material to remove abandoned plumbing lines/obstructions.				Discovered Conditions	\$2,378.06
07/07/2023	02/08/2024		Contractor to provide labor and material for new wall furring, gypsum board finish and base in girl's restroom vestibule area				Discovered Conditions	\$3,577.87
10/02/2023	02/08/2024		Contractor to provide labor and material to install an access panel at location of existing access panel and install drywall ceiling at the entrance to hide rusted lintels and remaining masonry at boy's vestibule walls.				Discovered Conditions	\$4,078.38
03/23/2023	02/08/2024		Contractor to provide labor and material to accommodate revised preliminary acceptance date.				Operations	\$16,497.41
08/24/2023	02/09/2024		Contractor to provide labor and material to install temporary exterior handrails at location of new handrails.				Operations	\$8,060.31

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
	11/05/2023	02/08/2024	4172580	Contractor to provide labor and material for existing plumbing fixtures emergency repairs.			Discovered Conditions	\$4,664.00
<b>Project Total This Period:</b>								<b>\$60,514.81</b>
<b>Enrico Tonti Elementary School</b>								
2023 TONTI ADA (2023-25631-ADA)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4046474	\$628,000.00	9	\$29,222.42	\$657,222.42	4.65%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
07/07/2023	02/20/2024	4046474	Contractor to provide labor and material for urinal drain relocation.				Discovered Conditions	\$3,277.80
<b>Project Total This Period:</b>								<b>\$3,277.80</b>
<b>EPIC Academy Charter High School</b>								
2023 EPIC HS ADA (2023-63081-ADA)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4073106	\$1,310,000.00	7	\$61,768.90	\$1,371,768.90	4.72%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/22/2024	02/21/2024	4073106	Contractor to provide labor and material for televising of sewer cleanout.				Operations	\$748.28
<b>Project Total This Period:</b>								<b>\$748.28</b>

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Fairfield Elementary Academy</b>								
2023 FAIRFIELD ADA (2023-26701-ADA)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4046475	\$961,000.00	11	\$75,229.86	\$1,036,229.86	7.83%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4046475						
01/02/2024	02/20/2024		Contractor to provide labor and material to repair damaged sidewalk.				Added Scope of Work	\$7,751.31
01/05/2024	02/21/2024	4191385	Contractor to provide labor and material for abatement of basement piping.				Discovered Conditions	\$20,246.00
							<b>Project Total This Period:</b>	<b>\$27,997.31</b>
<b>Fernwood Elementary School</b>								
2022 FERNWOOD ELV (2022-23201-ELV)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3872936	\$2,025,000.00	16	\$247,290.60	\$2,272,290.60	12.21%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3872936						
05/23/2023	02/01/2024		Contractor to provide labor and material to add gypsum board chase as needed for refrigerant line to pass through on first, second, and third floors. also, line has to run above ceiling on basement level and firestop all penetrations.				E&O AOR/EOR	\$16,722.94
							<b>Project Total This Period:</b>	<b>\$16,722.94</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

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<b>Fort Dearborn Elementary School</b>								
<b>2023 FORT DEARBORN ADA (2023-23241-ADA)</b>								
PMJ ENTERPRISES, INC.								
			4061547	\$640,000.00	7	\$17,691.31	\$657,691.31	2.76%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4061547						
07/27/2023	02/20/2024		Contractor to provide credit for drinking fountain.				E&O AOR/EOR	-\$827.93
07/20/2023	02/21/2024		Contractor to provide labor and material to install new floor drain in a location away from the wall.				Discovered Conditions	\$4,339.97
12/18/2023	02/21/2024		Contractor to provide credit for the unused portion of concrete testing services.				Allowance Credit	-\$3,705.28
07/30/2023	02/21/2024		Contractor to provide labor and material to replace existing ceramic tile at the entrance to the boys' bathroom.				Discovered Conditions	\$1,464.05
12/05/2023	02/21/2024		Contractor to provide labor and material to revise/correct the edge of ramp curb to meet ADA standards.				E&O AOR/EOR	\$716.02
							<b>Project Total This Period:</b>	<b>\$1,986.83</b>
<b>Francis M McKay Elementary School</b>								
<b>2023 MCKAY BRM (2023-24451-BRM)</b>								
K.R. MILLER CONTRACTORS, INC.								
			4031595	\$650,000.00	5	\$22,844.77	\$672,844.77	3.51%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4031595						
07/17/2023	02/14/2024		Contractor to provide labor and material to accommodate clarifications to the urinal heights.				E&O AOR/EOR	\$1,742.74
							<b>Project Total This Period:</b>	<b>\$1,742.74</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Frank W Reilly Elementary School</b>								
<b>2023 REILLY TUS (2023-25101-TUS)</b>								
PATH CONSTRUCTION COMPANY, INC.								
			4044108	\$2,142,000.00	22	\$218,132.76	\$2,360,132.76	10.18%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4044108						
10/11/2023	02/26/2024		Contractor to provide labor and material to fix recessed sanitary napkin dispenser conflict.				E&O AOR/EOR	\$2,546.10
07/20/2023	02/26/2024		Contractor to provide labor and material to install temporary panels.				Operations	\$11,994.02
		4171954						
11/29/2023	02/22/2024		Contractor to provide labor and material to accommodate changes to aluminum ramp.				E&O AOR/EOR	\$49,299.36
11/14/2023	02/26/2024		Contractor to provide labor and material for exterior light mounting.				E&O AOR/EOR	\$4,184.14
							<b>Project Total This Period:</b>	<b>\$68,023.62</b>
<b>Franz Peter Schubert Elementary School</b>								
<b>2022 SCHUBERT TUS-1 (2022-25291-TUS-1)</b>								
PMJ ENTERPRISES, INC.								
			4032827	\$1,793,546.00	8	\$86,953.12	\$1,880,499.12	4.85%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4032827						
11/15/2023	02/08/2024		Contractor to provide labor and material to anchor new vertical planter units to existing playground surface.				School Request	\$2,327.61

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	07/21/2023	02/20/2024					E&O AOR/EOR	\$53,420.24
							Project Total This Period:	\$55,747.85
<b>Friedrich W von Steuben Metropolitan Science HS</b>								
2022 VON STEUBEN HS ICR (2022-47081-ICR)								
MURPHY & JONES CO., INC								
			3905112	\$2,731,620.00	10	\$106,952.61	\$2,838,572.61	3.92%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3905112						
07/07/2022	02/21/2024		Contractor to provide labor and material to remove lead-based painted door frames and transom frames.				Discovered Conditions	\$19,425.38
							Project Total This Period:	\$19,425.38
<b>George M Pullman Elementary School</b>								
2022 PULLMAN WIN (2022-25041-WIN)								
ACCEL CONSTRUCTION SERVICES GROUP, LLC								
			3901897	\$5,317,803.00	37	\$574,855.50	\$5,892,658.50	10.81%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4052520						
05/22/2023	02/08/2024		Contractor to provide credit for installing manual shades in lieu of motorized shades in gymnasium.				Added Scope of Work	-\$26,886.00
							Project Total This Period:	-\$26,886.00

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>George W Tilton Elementary School</b>								
<b>2022 TILTON ROF (2022-25621-ROF)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3883002	\$2,954,000.00	14	\$87,140.26	\$3,041,140.26	2.95%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/16/2023	02/20/2024	3883002	Contractor to provide labor and material for roof patching, flashing repair, patching holes and painting.				Added Scope of Work	\$19,088.03
<b>Project Total This Period:</b>								<b>\$19,088.03</b>
<b>George Washington Carver Primary School</b>								
<b>2021 CARVER G DEM (2021-22621-DEM)</b>								
MCDONAGH DEMOLITION INC								
			3783012	\$692,800.00	2	-\$212,726.50	\$480,073.50	-30.71%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/30/2021	02/28/2024	3783012	Contractor to provide credit for remaining portion of project including demolition.				Added Scope of Work	-\$254,449.66
<b>Project Total This Period:</b>								<b>-\$254,449.66</b>

The following change orders have been approved and are being reported to the Board in arrears.



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<b>Grover Cleveland Elementary School</b>								
<b>2022 CLEVELAND WIN (2022-22741-WIN)</b>								
TYLER LANE CONSTRUCTION, INC.								
			3897323	\$3,470,800.00	32	\$418,336.36	\$3,889,136.36	12.05%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3897323						
11/09/2023	02/14/2024		Contractor to provide labor and material to install additional signage.				Discovered Condition	\$5,809.00
01/26/2024	02/15/2024	4199678	Contractor to provide labor and material for cupboards in classrooms that need environmental remediation.				Added Scope of Work	\$103,767.50
							<b>Project Total This Period:</b>	<b>\$109,576.50</b>
<b>Grover Cleveland Elementary School</b>								
<b>2023 CLEVELAND TUS (2023-22741-TUS)</b>								
PATH CONSTRUCTION COMPANY, INC.								
			4044106	\$1,254,000.00	20	\$178,862.16	\$1,432,862.16	14.26%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4178242						
11/21/2023	02/22/2024		Contractor to provide labor and material for fire watchman.				Owner Directed	\$42,438.37
02/08/2024	02/26/2024		Contractor to provide labor and material to accommodate changes to Issue for Construction drawings.				E&O AOR/EOR	\$4,600.40
01/29/2024	02/26/2024		Contractor to provide labor and material for teacher stations outlets.				E&O AOR/EOR	\$8,783.57
11/21/2023	02/26/2024		Contractor to provide labor and material to fix grab bars conflict.				E&O AOR/EOR	\$584.64
							<b>Project Total This Period:</b>	<b>\$56,406.98</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	
<b>Hanson Park Elementary School</b>									
2021 HANSON PARK SIT (2021-24461-SIT)									
FRIEDLER CONSTRUCTION COMPANY									
			3958303	\$4,995,800.00	10	\$299,052.52	\$5,294,852.52	5.99%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
		3958303							
04/03/2023	03/01/2024		Contractor to provide labor and material for daktronics scoreboard.				School Request	\$86,464.00	
							<b>Project Total This Period:</b>	<b>\$86,464.00</b>	
<b>Hanson Park Elementary School</b>									
2021 HANSON PARK UAF (2021-24461-UAF)									
THE GEORGE SOLLITT CONSTRUCTION COMPANY									
			4065178	\$18,395,948.00	15	\$606,444.00	\$19,002,392.00	3.30%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
		4065178							
08/16/2023	02/12/2024		Contractor to provide labor and material to fix new ramp conflict.				E&O AOR/EOR	\$19,990.00	
09/05/2023	02/12/2024		Contractor to provide labor and material to fix existing grade beam and combo sewer conflict.				E&O AOR/EOR	\$18,166.00	
12/06/2023	02/15/2024		Contractor to provide labor and material for removal of athletic and maintenance debris from existing rooms at west and east side buildings.				Operations	\$35,844.00	
08/25/2023	02/22/2024		Contractor to provide labor and material to install new LED fixtures on 12 of the existing poles.				E&O AOR/EOR	\$79,279.00	
							<b>Project Total This Period:</b>	<b>\$153,279.00</b>	

The following change orders have been approved and are being reported to the Board in arrears.

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<b>Harold Washington Elementary School</b>								
2023 WASHINGTON H ES ICR (2023-24921-ICR)								
MURPHY & JONES CO., INC								
			4024310	\$1,086,291.00	8	\$11,495.11	\$1,097,786.11	1.06%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4024310						
03/24/2023	02/08/2024		Contractor to provide credit for less actual seats provided compared with the bid document seat provisions.				Permit / Inspection / Building Code	-\$8,724.97
							<b>Project Total This Period:</b>	<b>-\$8,724.97</b>
<b>Harriet Beecher Stowe Elementary School</b>								
2022 STOWE ELV (2022-25521-ELV)								
K.R. MILLER CONTRACTORS, INC.								
			3923077	\$1,350,000.00	15	\$215,499.10	\$1,565,499.10	15.96%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3995840						
10/18/2023	02/26/2024		Contractor to provide labor and material to remove overhead pipes in elevator machine room 1011.				E&O AOR/EOR	\$16,489.15
		4172008						
01/12/2024	02/21/2024		Contractor to provide labor and material to install grouted solid concrete masonry units at area of sill installation.				E&O AOR/EOR	\$3,022.52
		4206181						
02/08/2024	02/26/2024		Contractor to provide labor and material for required elevator service.				Operations	\$2,322.29

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	01/26/2024	02/21/2024	4211762					
				Contractor to provide labor and material for added oil cooler.			E&O AOR/EOR	\$1,116.92
<b>Project Total This Period:</b>								<b>\$22,950.88</b>
<b>Harriet Beecher Stowe Elementary School</b>								
<b>2023 STOWE BRM (2023-25521-BRM)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4048494	\$835,000.00	16	\$163,729.27	\$998,729.27	19.61%
<u>Date of Change</u>	<u>Date Approved</u>		<u>Oracle PO No.</u>	<u>Change Order Description</u>			<u>Reason Code</u>	<u>Change Amount</u>
01/10/2024	03/01/2024		4187414	Contractor to provide labor and material for adding new electrical panel.			E&O AOR/EOR	\$21,636.31
<b>Project Total This Period:</b>								<b>\$21,636.31</b>
<b>Helen M Hefferan Elementary School</b>								
<b>2023 HEFFERAN MEP (2023-23711-MEP)</b>								
<b>CCC HOLDINGS, INC.</b>								
			4058657	\$976,579.00	2	\$42,606.60	\$1,019,185.60	4.36%
<u>Date of Change</u>	<u>Date Approved</u>		<u>Oracle PO No.</u>	<u>Change Order Description</u>			<u>Reason Code</u>	<u>Change Amount</u>
07/28/2023	02/12/2024		4058657	Contractor to provide labor and material for installing water closet in room 218.			Discovered Conditions	\$3,993.74
<b>Project Total This Period:</b>								<b>\$3,993.74</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Helen Peirce International Studies ES</b>								
2023 PEIRCE NPL (2023-24891-NPL)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4040351	\$787,000.00	4	\$10,622.10	\$797,622.10	1.35%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
12/19/2023	02/09/2024	4040351	Contractor to provide labor and material for replacement panel in playground equipment.				Safety Issue	\$5,977.14
							<b>Project Total This Period:</b>	<b>\$5,977.14</b>
<b>Henry D Lloyd Elementary School</b>								
2023 LLOYD BRM (2023-24221-BRM)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4047256	\$642,000.00	11	\$99,937.00	\$741,937.00	15.57%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/09/2023	02/15/2024	4162060	Contractor to provide labor and material to install additional drywall in room 306 and 102.				Discovered Conditions	\$9,550.47
							<b>Project Total This Period:</b>	<b>\$9,550.47</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Henry H Nash Elementary School</b>								
2022 NASH ICR-1 (2022-24641-ICR-1)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4041278	\$1,342,000.00	11	\$67,525.39	\$1,409,525.39	5.03%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4041278						
10/06/2023	02/09/2024		Contractor to provide labor and material to install markerboards and tack board in room 303.				Discovered Conditions	\$1,772.32
12/12/2023	02/09/2024		Contractor to provide labor and material for new teaching wall in room 303.				E&O AOR/EOR	\$15,411.20
							<b>Project Total This Period:</b>	<b>\$17,183.52</b>
<b>Henry O Tanner Elementary School</b>								
2023 TANNER MEP (2023-26281-MEP)								
PATH CONSTRUCTION COMPANY, INC.								
			4065176	\$5,713,814.00	3	\$22,783.23	\$5,736,597.23	0.40%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4065176						
10/03/2023	02/27/2024		Contractor to provide labor and material to install fan starter.				Operations	\$2,562.41
							<b>Project Total This Period:</b>	<b>\$2,562.41</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Henry R Clissold Elementary School</b>								
<b>2022 CLISSOLD TUS (2022-22761-TUS)</b>								
<b>K.R. MILLER CONTRACTORS, INC.</b>								
			3942607	\$10,209,000.00	33	\$695,181.05	\$10,904,181.05	6.81%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3942607						
11/28/2023	02/20/2024		Contractor to provide labor and material to investigate annex and modular floor drain back-ups and clear plumbing lines.				Operations	\$5,037.60
		4172003						
12/19/2023	02/21/2024		Contractor to provide labor and material to revise newly installed annex drinking fountain to be a non-filtered type.				E&O AOR/EOR	\$3,225.29
11/30/2023	02/22/2024		Contractor to provide labor and material for various emergency work and other changes to scope including but not limited to providing generator for annex power, clean-up and kitchen work.				Operations	\$86,243.73
							<b>Project Total This Period:</b>	<b>\$94,506.62</b>
<b>Horace Greeley Elementary School</b>								
<b>2023 GREELEY NPL (2023-22661-NPL)</b>								
<b>CORDOS DEVELOPMENT &amp; ASSOCIATES, LLC</b>								
			4031474	\$557,475.00	3	\$26,241.00	\$583,716.00	4.71%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4031474						
11/01/2023	02/12/2024		Contractor to provide labor and material to remove protruding old galvanized fence posts in play lot area.				Discovered Conditions	\$2,407.00
							<b>Project Total This Period:</b>	<b>\$2,407.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Hyman G Rickover Naval Academy High School</b>								
<b>2023 RICKOVER MILITARY HS SIT (2023-45221-SIT)</b>								
<b>FRIEDLER CONSTRUCTION COMPANY</b>								
			4024316	\$1,261,800.00	3	\$49,839.00	\$1,311,639.00	3.95%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4024316						
05/25/2023	02/08/2024		Contractor to provide labor and material to accommodate permit landscape changes.				Permit Code Change	\$29,966.00
							<b>Project Total This Period:</b>	<b>\$29,966.00</b>
<b>Ira F Aldridge Elementary School</b>								
<b>2023 ALDRIDGE ADA (2023-22641-ADA)</b>								
<b>PMJ ENTERPRISES, INC.</b>								
			4061546	\$665,000.00	4	\$38,898.16	\$703,898.16	5.85%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4061546						
05/05/2023	02/21/2024		Contractor to provide credit for painting for ceramic block walls in lieu of remove and replace ceramic tile on none wet walls.				Added Scope of Work	-\$5,898.19
09/06/2023	02/26/2024		Contractor to provide labor and material to furnish ceramic floor sealer and apply to newly installed floor in boys, girls and single user bathrooms				Operations	\$2,160.99
06/22/2023	02/27/2024		Contractor to provide labor and material to replace galvanized horizontal water main and shutoff valves.				Discovered Conditions	\$27,247.29
							<b>Project Total This Period:</b>	<b>\$23,510.09</b>

The following change orders have been approved and are being reported to the Board in arrears.



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<b>Irma C Ruiz Elementary School</b>								
<b>2023 RUIZ MEP (2023-24931-MEP)</b>								
<b>THE GEORGE SOLLITT CONSTRUCTION COMPANY</b>								
			4040520	\$5,046,162.00	15	\$25,516.54	\$5,071,678.54	0.51%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4040520						
06/14/2023	02/20/2024		Contractor to provide credit to remove base contract exterior wall fixtures subject to substitution request.				Added Scope of Work	-\$6,636.66
08/11/2023	02/20/2024		Contractor to provide labor and material for additional controls for SF-1 and exhaust fan-10.				Discovered Conditions	\$0.00
10/10/2023	02/21/2024		Contractor to provide labor and material for OA damper for air handling unit-1.				E&O AOR/EOR	\$5,353.95
06/14/2023	02/21/2024		Contractor to provide labor and material to accommodate changes to Issue for Construction drawings.				Owner Directed	\$0.00
<b>Project Total This Period:</b>								<b>-\$1,282.71</b>
<b>Jacob Beidler Elementary School</b>								
<b>2023 BEIDLER ADA (2023-22211-ADA)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4045484	\$555,493.00	2	\$801.99	\$556,294.99	0.14%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4045484						
08/13/2023	02/20/2024		Contractor to provide labor and material to install email specified toilet accessories (soap dispensers, toilet paper holder and paper towel holder) in lieu of toilet accessories specified in CPS specification.				Operations	\$801.99
<b>Project Total This Period:</b>								<b>\$801.99</b>

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Jacqueline B Vaughn Occupational High School</b>								
<b>2022 VAUGHN HS MEP (2022-49081-MEP)</b>								
PATH CONSTRUCTION COMPANY, INC.								
			3894569	\$7,434,961.00	33	\$1,190,172.04	\$8,625,133.04	16.01%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4180028						
11/30/2023	02/22/2024		Contractor to provide labor and material for carpet replacement.				School Request	\$67,309.48
11/30/2023	02/22/2024		Contractor to provide labor and material to repair pot holes and broken asphalt in rear parking lot.				School Request	\$44,270.56
							<b>Project Total This Period:</b>	<b>\$111,580.04</b>
<b>James G Blaine Elementary School</b>								
<b>2023 BLAINE NPL (2023-22261-NPL)</b>								
CORDOS DEVELOPMENT & ASSOCIATES, LLC								
			4037948	\$586,014.00	7	\$146,837.22	\$732,851.22	25.06%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4198148						
01/23/2024	02/27/2024		Contractor to provide labor and material for emergency sewer repair work.				Discovered Condition	\$38,607.00
							<b>Project Total This Period:</b>	<b>\$38,607.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

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<b>James Russell Lowell Elementary School</b>								
<b>2022 LOWELL ELV (2022-24251-ELV)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3890954	\$1,393,000.00	28	\$675,336.66	\$2,068,336.66	48.48%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/25/2024	02/27/2024	4189714	Contractor to provide labor and material to paint east wall in room 218.				Discovered Condition	\$5,345.58
02/01/2024	02/26/2024	4199787	Contractor to provide labor and material to relocate sprinkler.				E&O AOR/EOR	\$1,325.00
01/26/2024	02/26/2024		Contractor to provide labor and material to replace existing electrical panel, conduit and wiring.				Discovered Condition	\$7,970.61
<b>Project Total This Period:</b>								<b>\$14,641.19</b>
<b>James Shields Elementary School</b>								
<b>2022 SHIELDS ADA (2022-25361-ADA)</b>								
PMJ ENTERPRISES, INC.								
			3911596	\$2,879,317.50	14	\$130,227.83	\$3,009,545.33	4.52%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/16/2023	02/15/2024	3911596	Contractor to provide labor and material for additional elevator security camera.				Added Scope of Work	\$9,985.20
03/02/2023	02/26/2024		Contractor to provide labor and material to install asphalt around elevator area.				Discovered Condition	\$5,137.29
<b>Project Total This Period:</b>								<b>\$15,122.49</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>James Shields Elementary School</b>								
<b>2022 SHIELDS TUS (2022-25361-TUS)</b>								
MURPHY & JONES CO., INC								
			4053148	\$1,046,590.00	8	\$25,340.20	\$1,071,930.20	2.42%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/18/2023	02/26/2024	4053148	Contractor to provide credit for decreased depth of concrete foundation piers. Added Scope of Work					-\$19,982.22
<b>Project Total This Period:</b>								<b>-\$19,982.22</b>
<b>Jane Addams Elementary School</b>								
<b>2022 ADDAMS MEP (2022-22021-MEP)</b>								
CCC HOLDINGS, INC.								
			3885206	\$4,336,883.00	16	\$376,092.47	\$4,712,975.47	8.67%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/07/2023	02/12/2024	3885206	Contractor to provide labor and material to install two return ducts from boiler room to gymnasium air handling unit.				Discovered Conditions	\$0.00
12/11/2023	02/12/2024	4069427	Contractor to provide labor and material for univents demolition.				E&O AOR/EOR	\$1,144.27
01/19/2024	02/12/2024		Contractor to provide labor and material to accommodate additional chiller storage.				E&O AOR/EOR	\$4,323.35
<b>Project Total This Period:</b>								<b>\$5,467.62</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Jane Addams Elementary School</b>								
<b>2022 ADDAMS TUS (2022-22021-TUS)</b>								
A.G.A.E Contractors, Inc								
			4019591	\$3,910,867.68	36	\$389,111.46	\$4,299,979.14	9.95%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4178169						
11/27/2023	02/14/2024		Contractor to provide labor and material to install door contacts at all exterior doors.				E&O AOR/EOR	\$1,643.49
01/03/2024	02/15/2024		Contractor to provide labor and material for batt insulation.				Discovered Condition	\$1,725.32
01/03/2024	02/15/2024		Contractor to provide labor and material for mulch installation.				Operations	\$1,647.90
01/03/2024	02/15/2024		Contractor to provide labor and material to install additional push plates.				E&O AOR/EOR	\$3,482.51
11/27/2023	02/15/2024		Contractor to provide labor and material to install standard ADA mirrors in boy's/girl's toilet of both modulars.				E&O AOR/EOR	\$3,893.62
							<b>Project Total This Period:</b>	<b>\$12,392.84</b>
<b>Jean Baptiste Beaubien Elementary School</b>								
<b>2023 BEAUBIEN BRM (2023-22201-BRM)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4032836	\$595,000.00	5	\$31,806.84	\$626,806.84	5.35%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4162008						
10/24/2023	02/21/2024		Contractor to provide labor and material to furr-out walls in order to have electrical conduit recessed in the wall per code.				E&O AOR/EOR	\$3,212.86
							<b>Project Total This Period:</b>	<b>\$3,212.86</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Johann W von Goethe Elementary School</b>								
<b>2022 GOETHE ROF (2022-23341-ROF)</b>								
<b>BURLING BUILDERS, INC</b>								
			3911445	\$6,305,000.00	21	\$618,155.81	\$6,923,155.81	9.80%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/28/2022	02/08/2024	3911445	Contractor to provide labor and material to install lighting work in rooms 101 and 301.				E&O AOR/EOR	\$4,117.93
09/21/2023	02/08/2024	4023761	Contractor to provide labor and material to install additional foundation wall near north vestibule.				Discovered Conditions	\$6,709.80
							<b>Project Total This Period:</b>	<b>\$10,827.73</b>
<b>John A Walsh Elementary School</b>								
<b>2023 WALSH ROF (2023-25731-ROF)</b>								
<b>PATH CONSTRUCTION COMPANY, INC.</b>								
			4032161	\$3,319,000.00	4	\$101,924.68	\$3,420,924.68	3.07%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/09/2024	02/09/2024	4032161	Contractor to provide credit for unused contract allowances.				Allowance Credit	-\$71,100.00
							<b>Project Total This Period:</b>	<b>-\$71,100.00</b>

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<b>John B Drake Elementary School</b>								
<b>2023 DRAKE BRM (2023-23011-BRM)</b>								
<b>CZERVIK CONSTRUCTION CO.</b>								
			4120739	\$414,649.00	4	\$7,339.76	\$421,988.76	1.77%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4120739						
07/17/2023	02/20/2024		Contractor to provide labor and material to accommodate modification of the existing and new door frames.				Discovered Conditions	\$1,527.47
11/08/2023	02/20/2024		Contractor to provide labor and material to furnish and install sanitary napkin dispenser				Operations	\$459.87
							<b>Project Total This Period:</b>	<b>\$1,987.34</b>
<b>John C Burroughs Elementary School</b>								
<b>2023 BURROUGHS ADA (2023-22481-ADA)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4058650	\$937,570.00	5	\$7,436.76	\$945,006.76	0.79%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4058650						
08/18/2023	02/20/2024		Contractor to provide labor and material to supply 8oz bottled waters.				Owner Directed	\$561.80
08/29/2023	02/21/2024		Contractor to provide labor and material to survey partial existing parking lot.				E&O AOR/EOR	\$2,650.00
10/17/2023	02/21/2024		Contractor to provide labor and material to install restroom mirrors.				E&O AOR/EOR	\$1,468.10
							<b>Project Total This Period:</b>	<b>\$4,679.90</b>

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<b>John F Eberhart Elementary School</b>									
2023 EBERHART TUS (2023-23041-TUS)									
PMJ ENTERPRISES, INC.									
			4040373	\$640,000.00	9	\$25,420.34	\$665,420.34	3.97%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
09/28/2023	02/21/2024	4040373	Contractor to provide labor and material to move light sensors closer to the door as needed.				E&O AOR/EOR	\$580.24	
							<b>Project Total This Period:</b>	<b>\$580.24</b>	
<b>John F Kennedy High School</b>									
2022 KENNEDY HS SIT (2022-46201-SIT)									
CORDOS DEVELOPMENT & ASSOCIATES, LLC									
			4091837	\$1,249,742.00	7	\$77,776.00	\$1,327,518.00	6.22%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
10/30/2023	02/14/2024	4091837	Contractor to provide labor and material for additional excavation, haul off, and fill.				Permit Code Change	\$18,619.00	
							<b>Project Total This Period:</b>	<b>\$18,619.00</b>	

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>John Spry Elementary Community School</b>								
<b>2022 SPRY ES ELV (2022-25451-ELV)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3944766	\$1,938,000.00	28	\$544,347.84	\$2,482,347.84	28.09%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/02/2023	02/21/2024	4121048	Contractor to provide labor and material to reroute duct.				Discovered Conditions	\$18,865.67
12/12/2023	02/01/2024	4185084	Contractor to provide labor and material for site work in response to zoning including 8 new parkway streets in iron gate sidewalk openings at S. Boulevard Way and new trash enclosure at northwest corner of the site.				Permit / Inspection / Building Code	\$153,198.13
01/09/2024	02/21/2024		Contractor to provide labor and material to relocate two-way call station.				E&O AOR/EOR	\$16,781.77
12/12/2023	02/22/2024		Contractor to provide labor and material to replace light fixtures at room B6 and match light fixture used at recent classroom renovation.				Discovered Conditions	\$55,223.88
							<b>Project Total This Period:</b>	<b>\$244,069.45</b>
<b>John T Pirie Fine Arts &amp; Academic Center ES</b>								
<b>2022 PIRIE TUS (2022-24971-TUS)</b>								
PMJ ENTERPRISES, INC.								
			4024297	\$1,304,970.00	5	\$61,237.01	\$1,366,207.01	4.69%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/16/2023	02/08/2024	4024297	Contractor to provide credit to remove cost associated with relocation of the conduits.				Discovered Condition	-\$712.32

The following change orders have been approved and are being reported to the Board in arrears.



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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>John Whistler Elementary School</b>								
<b>2022 WHISTLER MEP (2022-25831-MEP)</b>								
<b>K.R. MILLER CONTRACTORS, INC.</b>								
			3884112	\$5,500,000.00	37	\$1,441,504.25	\$6,941,504.25	26.21%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/30/2024	02/21/2024	4023760	Contractor to provide labor and material to upgrade cards for fire alarm panel.				E&O AOR/EOR	\$3,795.00
09/21/2023	02/22/2024	4066807	Contractor to provide labor and material for re-stabilization of the new transformer.				Operations	\$53,531.00
							<b>Project Total This Period:</b>	<b>\$57,326.00</b>
<b>Jonathan Burr Elementary School</b>								
<b>2023 BURR BRM (2023-22471-BRM)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4047254	\$834,000.00	13	\$132,974.89	\$966,974.89	15.94%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
12/21/2023	02/15/2024	4180003	Contractor to provide labor and material to accommodate changes to Issue for Construction drawings.				E&O AOR/EOR	\$37,106.49
							<b>Project Total This Period:</b>	<b>\$37,106.49</b>

The following change orders have been approved and are being reported to the Board in arrears.

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<b>Joseph E Gary Elementary School</b>								
<b>2023 GARY ADA (2023-23311-ADA)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4053125	\$772,000.00	7	\$48,038.07	\$820,038.07	6.22%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4053125						
07/26/2023	02/08/2024		Contractor to provide labor and material for existing tree removal.				Safety Issue	\$3,451.57
08/28/2023	02/08/2024		Contractor to provide labor and material to patch and paint walls as well as repair and install new side wood panel.				Discovered Conditions	\$4,609.43
08/13/2023	02/26/2024		Contractor to provide labor and material to install three new toilets to match existing.				Discovered Conditions	\$3,710.00
03/23/2023	02/26/2024		Contractor to provide labor and material to accommodate revised preliminary acceptance date.				Operations	\$12,437.75
07/24/2023	02/26/2024		Contractor to provide labor and material to patch mud-slab for proper install of new floor finishes and slopes per ADA requirements.				Discovered Conditions	\$22,486.13
							<b>Project Total This Period:</b>	<b>\$46,694.88</b>
<b>Joseph Lovett Elementary School</b>								
<b>2023 LOVETT ADA (2023-24241-ADA)</b>								
K.R. MILLER CONTRACTORS, INC.								
			4052580	\$900,000.00	8	\$15,409.73	\$915,409.73	1.71%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4052580						
10/16/2023	02/26/2024		Contractor to provide labor and material to stain and finish existing wood counter to match cabinets.				E&O AOR/EOR	\$526.82
09/15/2023	02/26/2024		Contractor to provide credit to remove new ornamental fence and sliding gate from scope of work.				Operations	-\$17,218.19

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	11/17/2023	02/26/2024					E&O AOR/EOR	\$2,268.51
							Project Total This Period:	-\$14,422.86
<b>Josiah Pickard Elementary School</b>								
2023 PICKARD ADA (2023-24961-ADA)								
MURPHY & JONES CO., INC								
			4058652	\$656,845.00	1	\$721.05	\$657,566.05	0.11%
	<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>			<u>Reason Code</u>	<u>Change Amount</u>
	08/13/2023	02/20/2024	4058652	Contractor to provide labor and material to install toilet paper and soap dispenser.			Operations	\$721.05
							Project Total This Period:	\$721.05
<b>Laughlin Falconer Elementary School</b>								
2022 FALCONER MEP (2022-23151-MEP)								
A.G.A.E Contractors, Inc								
			3894566	\$9,070,000.00	40	\$494,536.97	\$9,564,536.97	5.45%
	<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>			<u>Reason Code</u>	<u>Change Amount</u>
	11/06/2023	02/15/2024	3894566	Contractor to provide credit for not replacing door D101 and door D105.			Added Scope of Work	-\$3,872.67
	12/15/2023	02/15/2024		Contractor to provide labor and material to install drywall transom at top of existing door frame.			E&O AOR/EOR	\$2,103.99

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	
	12/01/2023	02/22/2024					Operations	\$27,763.52	
								Project Total This Period:	\$25,994.84
<b>Leif Ericson Elementary Scholastic Academy</b>									
2023 ERICSON ADA (2023-29051-ADA)									
MURPHY & JONES CO., INC									
			4046482	\$640,064.00	2	\$0.00	\$640,064.00	0.00%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
		4046482							
06/09/2023	02/21/2024		Contractor to provide labor and material to demolish existing 30" door frame for all gender toilet and widen masonry opening to accept new 36" door frame.				E&O AOR/EOR	\$0.00	
06/05/2023	02/21/2024		Contractor to provide labor and material to accommodate changes to Issue for Construction drawings.				Added Scope of Work	\$0.00	
								Project Total This Period:	\$0.00
<b>Lillian R. Nicholson STEM Academy</b>									
2023 NICHOLSON ADA (2023-22181-ADA)									
PMJ ENTERPRISES, INC.									
			4061549	\$473,000.00	4	\$15,913.98	\$488,913.98	3.36%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
		4061549							
09/22/2023	02/20/2024		Contractor to provide labor and material to replace horizontal vent piping up to the vent stack.				Discovered Conditions	\$12,328.34	
09/06/2023	02/26/2024		Contractor to provide labor and material to furnish ceramic floor sealer and				Operations	\$2,160.99	

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
apply to newly installed floor in boy's and girls' bathrooms.								
<b>Project Total This Period:</b>								<b>\$14,489.33</b>
<b>Louis Pasteur Elementary School</b>								
<b>2023 PASTEUR TUS (2023-24851-TUS)</b>								
<b>PMJ ENTERPRISES, INC.</b>								
			4040372	\$3,490,000.00	12	\$61,357.47	\$3,551,357.47	1.76%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
07/18/2023	02/21/2024	4040372	Contractor to provide labor and material for existing plumbing pipe insulation.				Discovered Conditions	\$7,857.22
11/08/2023	02/20/2024	4173017	Contractor to provide labor and material to accommodate modifications to the HVAC enclosures.				Added Scope of Work	\$2,420.26
<b>Project Total This Period:</b>								<b>\$10,277.48</b>
<b>Maria Saucedo Elementary Scholastic Academy</b>								
<b>2023 SAUCEDO ADA (2023-29151-ADA)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4058654	\$894,770.00	2	\$1,679.62	\$896,449.62	0.19%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/03/2023	02/20/2024	4058654	Contractor to provide labor and material to relocate hot water heater from room 128 to room 132.				Omission - AOR	\$1,191.65
<b>Project Total This Period:</b>								<b>\$1,191.65</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Martha Ruggles Elementary School</b>								
<b>2022 RUGGLES ICR (2022-25181-ICR)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4037950	\$986,000.00	15	\$474,039.91	\$1,460,039.91	48.08%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4037950						
12/20/2023	02/08/2024		Contractor to provide labor and material for gymnasium fixture demolition.				Added Scope of Work	\$2,381.03
12/01/2023	02/08/2024		Contractor to provide labor and material to remove the newly installed cord reels from classroom 211 and repair the existing plaster ceiling, and replace suspended acoustical ceiling tiles.				School Request	\$1,267.46
		4171994						
11/13/2023	02/08/2024		Contractor to provide labor and material for additional painting in room 209, 211, 217 and the lunch room.				School Request	\$30,114.95
							<b>Project Total This Period:</b>	<b>\$33,763.44</b>
<b>Marvin Camras Elementary School</b>								
<b>2023 CAMRAS BRM (2023-22691-BRM)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4032841	\$521,000.00	10	\$68,483.76	\$589,483.76	13.14%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4159208						
11/27/2023	02/08/2024		Contractor to provide labor and material to break concrete around radiators, cap/plug at fittings and patch with concrete.				E&O AOR/EOR	\$2,793.32

The following change orders have been approved and are being reported to the Board in arrears.

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	11/27/2023	02/08/2024					Discovered Conditions	\$8,607.20
							<b>Project Total This Period:</b>	<b>\$11,400.52</b>

**Mary E McDowell Elementary School  
2023 MCDOWELL TUS (2023-26421-TUS)**

TYLER LANE CONSTRUCTION, INC.

4041309      \$2,192,402.00      18      \$454,281.43      \$2,646,683.43      20.72%

<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>	<u>Reason Code</u>	<u>Change Amount</u>	
		4041309				
06/30/2023	02/15/2024	4041309	Contractor to provide labor and material to install an aluminum expansion joint cover with sealant and backer rod at center of building and new plywood underlayment at vestibule and restrooms.	Discovered Conditions	\$8,854.00	
		4120491				
12/20/2023	02/02/2024	4120491	Contractor to provide labor and material to integrate the modular building fire alarm system with the building security system.	Safety Issue	\$2,796.00	
12/20/2023	02/08/2024	4120491	Contractor to provide labor and material to integrate the modular building fire alarm system with the building security system.	Added Scope of Work	\$2,520.00	
		4163773				
12/19/2023	02/01/2024	4163773	Contractor to provide labor and material for improvements to the main building including fire alarm system replacement for full inspection with authority having jurisdiction and new interconnection of city tie to OEMC.	Added Scope of Work	\$150,656.00	
12/15/2023	02/15/2024	4163773	Contractor to provide labor and material to reinsulate pipes at modular crawl space.	Discovered Condition	\$2,507.00	
01/17/2024	02/15/2024	4163773	Contractor to provide labor and material to install shielded intercom wires.	E&O AOR/EOR	\$8,938.00	
					<b>Project Total This Period:</b>	<b>\$176,271.00</b>

The following change orders have been approved and are being reported to the Board in arrears.



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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Mary Gage Peterson Elementary School</b>								
<b>2022 PETERSON PKC (2022-24941-PKC)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4075485	\$483,720.00	5	\$7,074.02	\$490,794.02	1.46%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4075485						
08/01/2023	02/20/2024		Contractor to provide labor and material to install three additional fire alarm devices.				E&O AOR/EOR	\$2,957.98
10/25/2023	02/20/2024		Contractor to provide labor and material to relocate existing lighting control box in room 116.				Operations	\$1,566.23
10/12/2023	02/20/2024		Contractor to provide labor and material to relocate temperature sensor from 114 to 116.				Operations	\$834.10
09/28/2023	02/20/2024		Contractor to provide labor and material to install the solid separator in room 117 for access to perform maintenance.				Added Scope of Work	\$1,005.92
10/24/2023	02/26/2024		Contractor to provide labor and material to add additional power with room 116.				School Request	\$709.79
							<b>Project Total This Period:</b>	<b>\$7,074.02</b>
<b>Mary Gage Peterson Elementary School</b>								
<b>2023 PETERSON NPL (2023-24941-NPL)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4028412	\$678,000.00	9	\$66,591.87	\$744,591.87	9.82%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4028412						
08/18/2023	02/08/2024		Contractor to provide credit for removal of lateral downspout at 2 to 5 playlot and piping.				Discovered Conditions	-\$3,835.74
							<b>Project Total This Period:</b>	<b>-\$3,835.74</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Mary Lyon Elementary School</b>								
<b>2023 LYON BRM (2023-24281-BRM)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4032846	\$482,000.00	7	\$33,527.24	\$515,527.24	6.96%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
02/01/2024	02/21/2024	4162006	Contractor to provide labor and material to relocate conduits feeding circuits in toilet rooms 120, 121 and 220 to new panel.				Discovered Conditions	\$1,555.96
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/26/2024	02/21/2024	4199795	Contractor to provide labor and material to swap out three-phase heater for a single-phase heater.				E&O AOR/EOR	\$1,457.50
							<b>Project Total This Period:</b>	<b>\$3,013.46</b>
<b>Matthew Gallistel Elementary Language Academy</b>								
<b>2023 GALLISTEL ADA (2023-29091-ADA)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4075856	\$497,000.00	6	-\$11,906.09	\$485,093.91	-2.40%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
07/13/2023	02/12/2024	4075856	Contractor to provide labor and material for refinishing wood floor in principal's office.				School Request	\$3,130.83
							<b>Project Total This Period:</b>	<b>\$3,130.83</b>

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<b>Michael M Byrne Elementary School</b>								
<b>2022 BYRNE ROF (2022-22501-ROF)</b>								
<b>BLINDERMAN CONSTRUCTION CO., INC</b>								
			3891435	\$2,231,000.00	17	\$529,314.00	\$2,760,314.00	23.73%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/13/2023	02/20/2024	4115401	Contractor to provide labor and material to install additional acoustic ceiling tiles.				Added Scope of Work	\$3,730.00
							<b>Project Total This Period:</b>	<b>\$3,730.00</b>
<b>Michele Clark Academic Prep Magnet High School</b>								
<b>2020 CLARK HS ICR (2020-41051-ICR)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			3717292	\$62,038.37	3	\$1,594.73	\$63,633.10	2.57%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
02/21/2024	02/21/2024	3954245	Contractor to provide credit to install vinyl composite tile in lieu of solid vinyl tile flooring.				Discovered Condition	-\$4,139.22
							<b>Project Total This Period:</b>	<b>-\$4,139.22</b>

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<b>Michele Clark Academic Prep Magnet High School</b>								
<b>2021 CLARK HS UAF (2021-41051-UAF)</b>								
<b>FRIEDLER CONSTRUCTION COMPANY</b>								
			4073102	\$7,859,032.85	2	\$18,108.00	\$7,877,140.85	0.23%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4073102						
09/15/2023	02/08/2024		Contractor to provide labor and material to provide circulation path to door 2A.				Operations	\$18,108.00
09/26/2023	02/20/2024		Contractor to provide labor and material for installation of logo on sports column pads.				School Request	\$0.00
<b>Project Total This Period:</b>								<b>\$18,108.00</b>
<b>Morton School of Excellence</b>								
<b>2021 MORTON ADA (2021-26091-ADA)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			3804258	\$1,032,000.00	9	\$209,088.30	\$1,241,088.30	20.26%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4187412						
12/15/2023	02/16/2024		Contractor to provide labor and material to accommodate changes to existing slopes at asphalt and concrete path of travel from ADA parking stalls.				Discovered Conditions	\$54,471.73
<b>Project Total This Period:</b>								<b>\$54,471.73</b>

The following change orders have been approved and are being reported to the Board in arrears.

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School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	
<b>Morton School of Excellence</b>									
<b>2022 MORTON MEP (2022-26091-MEP)</b>									
<b>FRIEDLER CONSTRUCTION COMPANY</b>									
			3897271	\$7,063,800.00	29	\$936,931.08	\$8,000,731.08	13.26%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>		<u>Reason Code</u>		<u>Change Amount</u>		
09/11/2023	02/22/2024	4143706	Contractor to provide labor and material for existing 1x1 tile concealed spline ceiling at the existing cafeteria is to be replaced with new 1x1 ceiling tiles in an effort to have a continuous ceiling tile type thru-out the ceiling.		E&O AOR/EOR		\$45,989.90		
12/29/2023	02/21/2024	4187417	Contractor to provide labor and material for replacement of damaged exhaust fan motors for new exhaust fans 1, 2 and 3.		Operations		\$13,426.00		
12/20/2023	02/21/2024		Contractor to provide labor and material for classroom 208 chase wall construction to enclose new HVAC vertical pipes.		Discovered Condition		\$4,360.00		
12/20/2023	02/21/2024		Contractor to provide labor and material for corridor ceiling replacement.		Operations		\$6,352.00		
12/20/2023	02/26/2024		Contractor to provide labor and material for troubleshooting and correcting problems with exhaust fans throughout facility.		Operations		\$1,166.25		
12/29/2023	02/26/2024		Contractor to provide labor and material to install data loggers to determine intermittent electrical power reductions to school.		Operations		\$10,398.00		
<b>Project Total This Period:</b>							<b>\$81,692.15</b>		

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Neal F Simeon Career Academy High School</b>								
<b>2021 SIMEON HS SIT (2021-53061-SIT)</b>								
<b>FRIEDLER CONSTRUCTION COMPANY</b>								
			3867251	\$792,682.00	4	\$196,759.00	\$989,441.00	24.82%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/09/2023	02/22/2024	4174607	Contractor to provide labor and material to accommodate west parcel landscape revisions.				Permit / Inspection / Building Code	\$160,197.00
<b>Project Total This Period:</b>								<b>\$160,197.00</b>
<b>Neal F Simeon Career Academy High School</b>								
<b>2022 SIMEON HS MEP (2022-53061-MEP)</b>								
<b>PATH CONSTRUCTION COMPANY, INC.</b>								
			3894568	\$11,986,000.00	90	\$1,231,575.54	\$13,217,575.54	10.28%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
12/13/2023	02/08/2024	4145258	Contractor to provide credit to remove scope of work indicated in bid documents for the repair and painting of the existing bleachers in the main gymnasium.				Added Scope of Work	-\$110,240.00
<b>Project Total This Period:</b>								<b>-\$110,240.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Ninos Heroes Elementary Academic Center</b>								
<b>2022 NINOS HEROES WIN (2022-31101-WIN)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3888711	\$4,288,000.00	21	\$1,562,270.93	\$5,850,270.93	36.43%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/01/2023	02/12/2024	4007173	Contractor to provide labor and material for additional updated security cameras.				Safety Issue	\$23,011.28
11/01/2023	02/12/2024	4121588	Contractor to provide labor and material for onsite security guard from june 26 <sup>th</sup> until august 22 <sup>nd</sup> .				Safety Issue	\$32,364.97
<b>Project Total This Period:</b>								<b>\$55,376.25</b>
<b>Noble - Chicago Bulls College Prep</b>								
<b>2023 NOBLE - BULLS HS ADA (2023-66572-ADA)</b>								
MURPHY & JONES CO., INC								
			4048497	\$765,341.00	2	\$18,974.00	\$784,315.00	2.48%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
06/10/2023	02/20/2024	4048497	Contractor to provide labor and material to accommodate revisions to Issue for Construction drawings.				Owner Directed	\$0.00
08/25/2023	02/26/2024		Contractor to provide labor and material to accommodate ADA and structural modifications to existing parking lot.				Added Scope of Work	\$18,974.00
<b>Project Total This Period:</b>								<b>\$18,974.00</b>

The following change orders have been approved and are being reported to the Board in arrears.



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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>North-Grand High School</b>								
2021 NORTH-GRAND HS ICR (2021-46431-ICR)								
COURTESY ELECTRIC, INC								
			4032854	\$325,000.00	1	\$11,568.00	\$336,568.00	3.56%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/28/2023	02/26/2024	4032854	Contractor to provide labor and material for retrofitting 8 lamps at entryways with LEDs.				Operations	\$11,568.00
<b>Project Total This Period:</b>								<b>\$11,568.00</b>
<b>Orville T Bright Elementary School</b>								
2022 BRIGHT ICR-1 (2022-22331-ICR-1)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4042404	\$2,296,000.00	16	\$107,706.31	\$2,403,706.31	4.69%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/01/2023	02/09/2024	4042404	Contractor to provide labor and material for room 104 curtain rigging.				Discovered Conditions	-\$617.70
10/30/2023	02/09/2024		Contractor to provide labor and material to accommodate clarifications to auditorium window curtain scope.				School Request	\$2,244.60
<b>Project Total This Period:</b>								<b>\$1,626.90</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Park Manor Elementary School</b>								
2023 PARK MANOR NPL (2023-24841-NPL)								
CORDOS DEVELOPMENT & ASSOCIATES, LLC								
			4024312	\$548,015.00	4	\$24,198.85	\$572,213.85	4.42%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/20/2023	02/20/2024	4024312	Contractor to provide labor and material for the installation of the boulder				Discovered Conditions	\$3,870.00
<b>Project Total This Period:</b>								<b>\$3,870.00</b>
<b>Parkside Elementary Community Academy</b>								
2023 PARKSIDE MEP (2023-31201-MEP)								
PATH CONSTRUCTION COMPANY, INC.								
			4065175	\$5,579,186.00	6	\$62,761.37	\$5,641,947.37	1.12%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/23/2023	02/08/2024	4065175	Contractor to provide labor and material for new grounding wire from switchboard to water main.				Discovered Conditions	\$9,820.83
07/06/2023	02/15/2024		Contractor to provide labor and material to install new door frame for warm air chamber north door.				Discovered Conditions	\$5,945.06
12/13/2023	02/15/2024		Contractor to provide labor and material to fix efflorescence issue in boiler and storage rooms.				Added Scope of Work	\$7,084.51
08/23/2023	02/15/2024		Contractor to provide labor and material to install copper risers in lieu of cast-iron risers in south teachers' restrooms.				Discovered Conditions	\$21,512.07
11/20/2023	02/15/2024		Contractor to provide labor and material for cleanup and removal of pigeon excrement from the attic relief collection plenums.				Discovered Conditions	\$8,692.00
<b>Project Total This Period:</b>								<b>\$53,054.47</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Paul Revere Elementary School</b>								
2023 REVERE NPL (2023-25121-NPL)								
CORDOS DEVELOPMENT & ASSOCIATES, LLC								
			4024313	\$556,843.00	3	\$40,228.07	\$597,071.07	7.22%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/18/2024	02/21/2024	4195033	Contractor to provide labor and material to remove existing broken asphalt and replace at north edge of playlot.				Added Scope of Work	\$5,672.00
							<b>Project Total This Period:</b>	<b>\$5,672.00</b>
<b>Philip Rogers Elementary School</b>								
2023 ROGERS MEP (2023-25141-MEP)								
CCC HOLDINGS, INC.								
			4058658	\$6,307,495.00	2	\$41,234.51	\$6,348,729.51	0.65%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
07/01/2023	03/01/2024	4058658	Contractor to provide labor and material to install temporary insulation on pipe and boiler.				Safety Issue	\$37,842.51
							<b>Project Total This Period:</b>	<b>\$37,842.51</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Pilsen Elementary Community Academy</b>								
<b>2022 PILSEN ELV (2022-31141-ELV)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3944761	\$2,691,000.00	19	\$251,000.55	\$2,942,000.55	9.33%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/20/2023	02/12/2024	3944761	Contractor to provide labor and material to add four additional 1900 boxes for CCTV phone and two wire converters 120-volt circuit outside elevator controller in machine room.				Safety Issue	\$4,608.88
<b>Project Total This Period:</b>								<b>\$4,608.88</b>
<b>Ralph H Metcalfe Elementary Community Academy</b>								
<b>2022 METCALFE TUS (2022-31061-TUS)</b>								
PMJ ENTERPRISES, INC.								
			4024298	\$1,126,775.00	3	-\$17,923.62	\$1,108,851.38	-1.59%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
04/18/2023	02/20/2024	4024298	Contractor to provide credit to change solid vinyl tile flooring to vinyl composite tile flooring.				Added Scope of Work	-\$28,319.81
08/22/2023	02/21/2024		Contractor to provide credit for ADA lavatory omitted scope.				Added Scope of Work	-\$792.57
<b>Project Total This Period:</b>								<b>-\$29,112.38</b>

The following change orders have been approved and are being reported to the Board in arrears.



**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	
<b>Ralph H Metcalfe Elementary Community Academy</b>									
<b>2023 METCALFE FAS (2023-31061-FAS)</b>									
<b>BROADWAY ELECTRIC INC</b>									
			4045514	\$566,000.00	2	\$27,961.07	\$593,961.07	4.94%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
08/22/2023	02/15/2024	4045514	Contractor to provide labor and material for modular building fire watch.				Operations	\$5,787.60	
							<b>Project Total This Period:</b>	<b>\$5,787.60</b>	
<b>Robert L Grimes Elementary School</b>									
<b>2022 GRIMES MCR (2022-23461-MCR)</b>									
<b>BLINDERMAN CONSTRUCTION CO., INC</b>									
			3891433	\$2,500,000.00	16	\$369,691.00	\$2,869,691.00	14.79%	
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>	
03/31/2022	02/26/2024	3891433	Contractor to provide labor and material to accelerate project completion.				Operations	\$7,269.00	
							<b>Project Total This Period:</b>	<b>\$7,269.00</b>	

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Robert Lindblom Math &amp; Science Academy HS</b>								
<b>2022 LINDBLOM HS MEP (2022-46511-MEP)</b>								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			3897941	\$15,478,000.00	32	\$311,586.41	\$15,789,586.41	2.01%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3897941						
09/20/2023	02/12/2024		Contractor to provide labor and material for additional masonry infill.				Discovered Conditions	\$4,684.90
08/01/2023	02/12/2024		Contractor to provide labor and material to install sheet metal to close off all openings between the upper and lower deck airways where the existing heating coils have been removed.				Discovered Conditions	\$22,387.67
10/20/2023	02/12/2024		Contractor to provide labor and material to replace defective heat detection device near air handling unit-5.				Discovered Conditions	\$2,983.84
09/13/2023	02/12/2024		Contractor to provide labor and material for BAS control to the existing exterior lighting.				School Request	\$8,946.44
							<b>Project Total This Period:</b>	<b>\$39,002.85</b>
<b>Rockne Stadium</b>								
<b>2022 ROCKNE STADIUM UAF (2022-68050-UAF)</b>								
FRIEDLER CONSTRUCTION COMPANY								
			3879240	\$8,915,800.00	24	\$1,443,703.49	\$10,359,503.49	16.19%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4172017						
11/09/2023	02/27/2024		Contractor to provide labor and material to install custom sports CPL logo color.				Added Scope of Work	\$37,128.00
							<b>Project Total This Period:</b>	<b>\$37,128.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Roger C Sullivan High School</b>								
<b>2019 Sullivan HS MCR (2019-46301-MCR)</b>								
<b>TYLER LANE CONSTRUCTION, INC.</b>								
			3699320	\$20,149,744.65	97	\$3,615,266.85	\$23,765,011.50	17.94%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4041323						
07/18/2023	02/20/2024		Contractor to provide labor and material to install power for exhaust fan using closest panel.				E&O AOR/EOR	\$999.91
06/22/2023	02/21/2024		Contractor to provide labor and material to keep attic-roof access ladder in place.				Omission - AOR	\$0.00
		4149233						
09/19/2023	02/26/2024		Contractor to provide labor and material to re-route existing conduit.				Discovered Conditions	\$2,585.90
							<b>Project Total This Period:</b>	<b>\$3,585.81</b>
<b>Ruben Salazar Elementary Bilingual Center</b>								
<b>2022 SALAZAR ELV (2022-30101-ELV)</b>								
<b>K.R. MILLER CONTRACTORS, INC.</b>								
			3921427	\$977,000.00	20	\$62,460.88	\$1,042,384.75	6.39%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4178173						
11/30/2023	02/27/2024		Contractor to provide labor and material for conduit pneumatic riser piping in room 106.				Discovered Conditions	\$2,923.87
							<b>Project Total This Period:</b>	<b>\$2,923.87</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Skinner North</b>								
2023 SKINNER NORTH MEP (2023-22591-MEP)								
TYLER LANE CONSTRUCTION, INC.								
			4045480	\$8,341,382.00	14	\$296,348.63	\$8,637,730.63	3.55%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4045480						
09/12/2023	02/20/2024		Contractor to provide labor and material for new knee wall in lunchroom.				School Request	\$4,627.63
07/12/2023	02/21/2024		Contractor to provide labor and material for natural gas piping.				E&O AOR/EOR	\$1,566.00
<b>Project Total This Period:</b>								<b>\$6,193.63</b>
<b>Spencer Technology Academy</b>								
2022 SPENCER MCR (2022-25441-MCR)								
PATH CONSTRUCTION COMPANY, INC.								
			4040371	\$4,765,000.00	13	\$256,237.56	\$5,021,237.56	5.38%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4040371						
08/17/2023	02/26/2024		Contractor to provide credit to eliminate one layer of the 2.6-inch insulation at this location to ensure an adequate surface area to facilitate the proper installation of the counter flashing.				Discovered Conditions	-\$3,376.51
09/07/2023	02/26/2024		Contractor to provide labor and material to remove plumbing clog affecting east wall water fountains.				Discovered Conditions	\$7,659.06
08/08/2023	02/27/2024		Contractor to provide labor and material to replace roof parapet brick that is damaged and repair as required.				Discovered Conditions	\$29,995.14
10/26/2023	02/27/2024		Contractor to provide labor and material for installing the additional wood for the roof curb system and the metal coping.				E&O AOR/EOR	\$49,660.46
<b>Project Total This Period:</b>								<b>\$83,938.15</b>

The following change orders have been approved and are being reported to the Board in arrears.



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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Spry Community Links High School</b>								
2023 SPRY HS ICR (2023-46461-ICR)								
F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES., LLC								
			4136855	\$1,878,000.00	5	\$106,000.04	\$1,984,000.04	5.64%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/07/2023	02/15/2024	4143179	Contractor to provide labor and material to install temporary wood doors to be installed in new metal door frames until the permanent doors are installed.				Operations	\$47,206.04
<b>Project Total This Period:</b>								<b>\$47,206.04</b>
<b>Stephen T Mather High School</b>								
2021 MATHER HS SIT (2021-46241-SIT)								
FRIEDLER BERITUS JV								
			3872933	\$1,399,904.00	3	\$60,756.92	\$1,460,660.92	4.34%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/26/2022	02/26/2024	3872933	Contractor to provide labor and material to install new electric pole fittings.				Discovered Conditions	\$2,717.00
10/26/2022	02/26/2024		Contractor to provide labor and material for relocation of connex boxes to perform the work and placement at schools preferred location.				Operations	\$2,985.00
<b>Project Total This Period:</b>								<b>\$5,702.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

April 2024



These change order approval cycles range from  
02/01/2024 to 02/29/2024

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Uplift Community High School</b>								
2023 UPLIFT HS MEP (2023-26861-MEP)								
IDEAL HEATING COMPANY								
			4012626	\$1,252,111.00	2	\$2,592.24	\$1,254,703.24	0.21%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
08/08/2023	02/08/2024	4012626	Contractor to provide labor and material to install check valve on cold water line to alleviate backflow into hot water.				Discovered Conditions	\$421.38
<b>Project Total This Period:</b>								<b>\$421.38</b>
<b>Walt Disney Magnet Elementary School</b>								
2023 DISNEY NPL (2023-29401-NPL)								
CORDOS DEVELOPMENT & ASSOCIATES, LLC								
			4037949	\$739,696.00	4	\$55,845.39	\$795,541.39	7.55%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
01/25/2024	02/21/2024	4195037	Contractor to provide labor and material for concrete removal at three locations on basketball courts.				Discovered Condition	\$8,936.00
<b>Project Total This Period:</b>								<b>\$8,936.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Walter S Christopher Elementary School</b>								
<b>2023 CHRISTOPHER TUS (2023-30031-TUS)</b>								
TYLER LANE CONSTRUCTION, INC.								
			4041311	\$3,164,380.00	21	\$459,643.47	\$3,624,023.47	14.53%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4041311						
06/07/2023	02/08/2024		Contractor to provide labor and material for area 6 boy's/girl's restroom door replacement.				Discovered Conditions	\$10,097.00
07/14/2023	02/08/2024		Contractor to provide labor and material for area 1 boy's restroom chase for plumbing vent.				E&O AOR/EOR	\$12,228.31
12/06/2023	02/14/2024		Contractor to provide labor and material to accommodate revision to HVAC equipment screens.				Added Scope of Work	-\$37,793.00
		4120780						
09/04/2023	02/14/2024		Contractor to provide labor and material for modular building light fixtures LT2.				Discovered Condition	\$903.00
		4172543						
01/10/2024	02/14/2024		Contractor to provide labor and material to install washer/dryer, plumbing connection, and portable toilet seat				E&O AOR/EOR	\$20,300.00
01/30/2024	02/15/2024		Contractor to provide labor and material to replace existing damaged sewer.				Discovered Conditions	\$25,659.00
01/10/2024	02/15/2024		Contractor to provide labor and material to revise electrical receptacles at changing tables.				School Request	\$13,833.00
<b>Project Total This Period:</b>								<b>\$45,227.31</b>

The following change orders have been approved and are being reported to the Board in arrears.

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Wendell Smith Elementary School</b>								
<b>2022 SMITH MEP (2022-23641-MEP)</b>								
<b>BLACKHAWK HVAC, INC.</b>								
			3868910	\$1,642,000.00	1	\$18,716.26	\$1,660,716.26	1.14%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
02/08/2023	02/21/2024	3868910	Contractor to provide labor and material for emergency heating and cooling repairs to existing equipment due to pre-purchase equipment manufacture delays.				Operations	\$18,716.26
<b>Project Total This Period:</b>								<b>\$18,716.26</b>
<b>West Park Elementary Academy</b>								
<b>2022 WEST PARK ICR (2022-24721-ICR)</b>								
<b>MURPHY &amp; JONES CO., INC</b>								
			4040370	\$482,980.00	4	\$3,345.99	\$486,325.99	0.69%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/19/2023	02/21/2024	4040370	Contractor to provide labor and material for room 210 additional painting.				School Request	\$0.00
<b>Project Total This Period:</b>								<b>\$0.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

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April 2024



These change order approval cycles range from  
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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>Whitney M Young Magnet High School</b>								
<b>2023 YOUNG HS ROF (2023-47101-ROF)</b>								
<b>K.R. MILLER CONTRACTORS, INC.</b>								
			4045483	\$15,317,000.00	11	\$205,528.37	\$15,522,528.37	1.34%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
10/31/2023	02/01/2024	4045483	Contractor to provide labor and material to repair corroded and deteriorated steel column covers.				Discovered Conditions	\$2,432.70
11/28/2023	03/01/2024		Contractor to provide labor and material for steel plates and revised trim at clerestory, sills and thresholds including removal of plates and angles to accommodate steep strap place addition.				Discovered Conditions	\$96,378.51
<b>Project Total This Period:</b>								<b>\$98,811.21</b>
<b>William Bishop Owen Scholastic Academy ES</b>								
<b>2023 OWEN NPL (2023-29241-NPL)</b>								
<b>RELIABLE &amp; ASSOCIATES CONSTRUCTION COMPANY</b>								
			4052593	\$1,546,592.00	6	\$67,424.85	\$1,614,016.85	4.36%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
06/06/2023	02/22/2024	4052593	Contractor to provide labor and material for excavating an additional 8-inches and placing of compacted CA6 stone base, power graded and rolled in the affected area.				Discovered Conditions	\$41,029.42
<b>Project Total This Period:</b>								<b>\$41,029.42</b>

The following change orders have been approved and are being reported to the Board in arrears.

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April 25, 2024

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>William E B Dubois Elementary School</b>								
<b>2023 DUBOIS ROF (2023-26601-ROF)</b>								
FRIEDLER CONSTRUCTION COMPANY								
			4058662	\$3,553,425.00	22	\$185,850.59	\$3,739,275.59	5.23%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4058662						
11/09/2023	02/02/2024		Contractor to provide labor and material to accommodate surface mounted light fixture changes.				Discovered Conditions	\$2,380.71
11/20/2023	02/08/2024		Contractor to provide labor and material for stage conduit relocation.				Discovered Conditions	\$5,367.60
09/14/2023	02/08/2024		Contractor to provide labor and material to accommodate unit ventilator scope changes.				Operations	\$1,327.10
							<b>Project Total This Period:</b>	<b>\$9,075.41</b>
<b>William F Finkl Elementary School</b>								
<b>2023 FINKL NPL (2023-23541-NPL)</b>								
FRIEDLER CONSTRUCTION COMPANY								
			4040364	\$642,416.00	7	\$279,965.00	\$922,381.00	43.58%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4157378						
10/18/2023	03/01/2024		Contractor to provide labor and material to accommodate change in sub-contractor supplying and installing the rubber surface for the new play lot.				Operations	\$65,449.00
							<b>Project Total This Period:</b>	<b>\$65,449.00</b>

The following change orders have been approved and are being reported to the Board in arrears.

April 2024



These change order approval cycles range from  
02/01/2024 to 02/29/2024

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**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
<b>William G Hibbard Elementary School</b>								
<b>2022 HIBBARD ROF (2022-23801-ROF)</b>								
<b>THE GEORGE SOLLITT CONSTRUCTION COMPANY</b>								
			3876986	\$7,418,364.00	23	\$223,196.65	\$7,641,560.65	3.01%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		3876986						
01/04/2024	02/21/2024		Contractor to provide labor and material to install additional bird screens.				Added Scope of Work	\$260.00
12/02/2022	02/21/2024		Contractor to provide labor and material for removal of equipment on the roof.				Discovered Conditions	\$11,949.13
10/10/2023	02/22/2024		Contractor to provide labor and material to accommodate cornice framing detail revisions.				Discovered Conditions	\$28,070.74
04/13/2023	02/26/2024		Contractor to provide labor and material to remove roof hatch, reinstall, and rotate 180 degrees to exit east onto roof A.2 and install steel ladder running from attic to roof hatch at the direction of roof hatch exit.				E&O AOR/EOR	\$3,092.81
10/10/2023	02/26/2024		Contractor to provide labor and material to install additional roof scupper.				E&O AOR/EOR	\$3,314.10
							<b>Project Total This Period:</b>	<b>\$46,686.78</b>
<b>William J Bogan High School</b>								
<b>2023 BOGAN HS PLS (2023-46041-PLS)</b>								
<b>CCC HOLDINGS, INC.</b>								
			4059379	\$4,786,426.00	21	\$264,778.20	\$5,051,204.20	5.53%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
		4059379						
10/26/2023	02/09/2024		Contractor to provide labor and material to remove shower partition at location adjacent to ADA shower and remove 6-inches at end of partition wing wall to meet minimum ADA clearance.				E&O AOR/EOR	\$8,344.35
05/10/2023	02/15/2024		Contractor to provide labor and material to install raised structural platform over roof structure with steel framing, guardrails, grating and access stairs for				E&O AOR/EOR	\$122,569.28

The following change orders have been approved and are being reported to the Board in arrears.

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April 25, 2024

April 2024



Capital Improvement Program

These change order approval cycles range from  
02/01/2024 to 02/29/2024

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Report run on: 3/5/2024

**Change Order Log**

School	Project	Vendor	Oracle PO Number	Original Contract Amount	Number of Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract
			specified dehumidifier unit.					
<b>Project Total This Period:</b>								<b>\$130,913.63</b>
<b>William J Onahan Elementary School</b>								
<b>2022 ONAHAN ROF (2022-24761-ROF)</b>								
<b>THE GEORGE SOLLITT CONSTRUCTION COMPANY</b>								
			3876987	\$3,292,542.00	8	\$39,468.16	\$3,332,010.16	1.20%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
11/21/2023	02/21/2024	3876987	Contractor to provide labor and material to install new roof top unit ductwork and remobilize for exhaust fan.				Discovered Conditions	\$6,302.45
<b>Project Total This Period:</b>								<b>\$6,302.45</b>
<b>Woodlawn Community Elementary School</b>								
<b>2023 WOODLAWN ADA (2023-23631-ADA)</b>								
<b>F.H. PASCHEN, S.N. NIELSEN &amp; ASSOCIATES., LLC</b>								
			4073748	\$991,000.00	12	\$52,963.79	\$1,043,963.79	5.34%
<u>Date of Change</u>	<u>Date Approved</u>	<u>Oracle PO No.</u>	<u>Change Order Description</u>				<u>Reason Code</u>	<u>Change Amount</u>
09/19/2023	02/15/2024	4073748	Contractor to provide labor and material for seal coating existing asphalt in the parking lot to repair existing cracks and damage from construction.				School Request	\$3,892.90
<b>Project Total This Period:</b>								<b>\$3,892.90</b>
				Total Change Orders for This Period: \$3,007,485.55				
				Total Projects for This Period: 124				

The following change orders have been approved and are being reported to the Board in arrears.

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April 25, 2024



24-0425-PR7

**AUTHORIZE THE FIRST AND SECOND (FINAL) RENEWAL AGREEMENT WITH AT&T CORP. FOR CELLULAR SERVICES, APPLICATIONS, EQUIPMENT, ACCESSORIES AND SUPPORT**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the first and second (final) renewal agreement with AT&T Corp. to provide cellular services and related applications, equipment, accessories and support services to departments at an estimated annual cost set forth in the Financial Section of this report. A written document exercising this option is currently being negotiated. No payment shall be made to A T and T Corp. during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 21-350031

Contract Administrator : Munoz, Rigoberto / 773-553-2280

**VENDOR:**

- 1) Vendor # 11912  
AT&T CORP.  
ONE AT AND T WAY  
BEDMINSTER, NJ 07921-0752  
Keneese McNamer  
312 364-2982

Ownership: 100% Publicly Traded Company

**USER INFORMATION :**

Project 12510 - Information & Technology Services  
 Manager: 42 West Madison Street  
 Chicago, IL 60602  
 Zalewski, Kathryn Lucille  
 773-553-1300

**ORIGINAL AGREEMENT:**

The original Agreement (authorized by Board Report 21-0623-PR21) in the amount of \$7,581,213 is for a term commencing July 1, 2021 and ending June 30, 2024 with the Board having two (2) options to renew for one (1) year terms. The Agreement was subsequently amended (authorized by Board Report 23-1025-PR7) to increase the Not To Exceed to \$11,018,213 for the term ending June 30, 2024. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-3.

**OPTION PERIOD:**

Both options to renew the original agreement are being exercised. The term of this renewal agreement is for two (2) years commencing July 1, 2024 and ending June 30, 2026.

**OPTION PERIODS REMAINING:**

There are no options remaining.

**SCOPE OF SERVICES:**

Vendor will continue to provide cellular services and products to the District as well as related applications, equipment, accessories, and support services.

**DELIVERABLES:**

Vendor will continue to provide:

- 1) Cellular services, equipment, accessories, applications and support services for Principals, Network Chiefs, executives and various administrative employees;
- 2) Applications and support services including cellular voice and data services, text messaging, cellular/radi (push to talk), internet access data cards (internal and external), internet access MiFi units and other cellular technology solutions;
- 3) Safe Passage, Crossing Guard, and Custodian Program phones, equipment and support; and
- 5) Mobile device management to manage and track iPads, cell phones and/or other CPS-issued devices distributed for CPS educational initiatives.

**OUTCOMES:**

Vendor's services will result in the District receiving cellular services and products as well as related support services at a heavily discounted rate.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize Chief Information Officer to execute all ancillary documents required to administer or effectuate this option agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) participation in Goods and Services contracts, for this contract is an excluded transaction of the MBE and WBE aspirational goals of 30% MBE and 7% WBE, as the contract is not further divisible.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Fund 115, Unit 12510 - Information & Technology Services,

FY25 - \$4,517,600

FY26 - \$4,622,500

Not to exceed \$9,140,100 for the two (2) year renewal term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

The agreement shall contain general conditions including but not limited to the following: Inspector General provision, in accordance with 105 ILCS 5/34-13.1; Conflicts provision, in accordance with 105 ILCS 5/34-21.3; Indebtedness provision, in accordance with the Board's Indebtedness Policy adopted June 26, 1996 pursuant to Board Report 96-0626-PO3; Ethics provision, in accordance with the Board's Ethics Code as amended; and, Contingent Liability provision.

**24-0425-PR8**

**AUTHORIZE A NEW AGREEMENT WITH CSP TOPCO DBA CLEARSPAN LLC FOR WIRING, CABLING, VOICE NETWORK MAINTENANCE, AND SUPPORT SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize a new agreement with CSP Topco DBA Clearspan LLC to provide wiring, cabling, voice network network maintenance, and related support services to schools and departments at an estimated annual cost set forth in the Financial Section of this report. Vendor was selected on a competitive basis pursuant to Board Rule 7-3. A written agreement for Vendor's services is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Specification Number : 23-505

Contract Administrator : Munoz, Rigoberto / 773-553-2280

**VENDOR:**

- 1) Vendor # 95607  
 CSP TOPCO LLC DBA CLEARSPAN LLC  
 5360 LEGACY DR SUITE 202  
 PLANO, TX 75024

Robin Smith  
469 365-3016

Ownership: Searchlight II MLN, L.P -  
76.21%; ABRY Senior Equity V, L.P -  
22.52%; Remaining ownership is less than  
5%

**USER INFORMATION :**

Project  
Manager: 12510 - Information & Technology Services  
  
42 West Madison Street  
  
Chicago, IL 60602  
  
Zalewski, Kathryn Lucille  
  
773-553-1300

**TERM:**

The term of this agreement shall commence on July 1, 2024 and shall end June 30, 2027. This agreement shall have two (2) options to renew for periods of one (1) year each.

**EARLY TERMINATION RIGHT:**

The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:**

Vendor will provide (1) Ongoing managed services, technical support, recurring maintenance, monitoring, programming support, equipment, licenses, moves, adds and changes (MAC) services, and other administrative/support services of the Clearspan Unified Communications voice solution for current and future Board sites, (2) Technical, customer service, and administrative support services for the Board's telecommunications voice/data circuits, inventory, non-Clearspan systems, applications and components as well as stand-alone systems and components, (3) Wiring, cabling and high voltage (electrical) services for the Board's technology infrastructure, and (4) General support requirements including special projects and/or new technologies for the Board's voice and data environments.

**DELIVERABLES:**

Vendor will provide maintenance, monitoring, technical support, and customer services for the District's voice network and systems, including all related hardware and software, as well as wiring and cabling for our voice and data networks.

**OUTCOMES:**

Vendor's services will result in maintenance, monitoring, and technical support of the Board's voice communications networks, systems, infrastructure, and services, vital to the operations of schools and administrative offices.

**REIMBURSABLE EXPENSES:**

None.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief Information Officer to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Policy for Minority-Owned Business Enterprise (MBE) and Women-Owned Business Enterprise (WBE) policy participation in Goods and Services contracts, with aspirational goals of 30% MBE and 7% WBE. The vendor has committed to 35% MBE and 7% WBE with their strategic plan and subcontractor(s). Congruent with the marketplace for this category of products, services, the MBE and WBE aspirational goals have been adjusted for the addressable spend. The vendor has identified the following firms:

Total MBE - 35%

Quantum Crossings, LLC  
111 East Wacker Drive, Suite 990  
Chicago, Illinois 60601  
Ownership: Roger Martinez

Total WBE - 7%

Thred Corporation dba Thred Partners  
333 S. Wabash Ave., Suite 2700  
Chicago, IL 60604  
Ownership: Gretchen Slusser

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Fund 115, Unit 12510, Information & Technology Services

FY25 - \$8,734,475

FY26 - \$8,734,475

FY27 - \$8,734,475

Not to exceed \$26,203,425 for the three (3) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**24-0425-PR9**

**AMEND BOARD REPORT 23-0322-PR10**

**AUTHORIZE NEW AGREEMENTS WITH VARIOUS VENDORS FOR CHARTER/YELLOW SCHOOL BUSES AND/OR ALTERNATIVE MODELS OF TRANSPORTATION FOR FIELD AND SPORT TRIP SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize new agreements with various vendors to provide charter/yellow school buses and or/alternative models for transportation for field and sport trip services for Student Transportation Services at an estimated annual cost set forth in the ~~Compensation~~ Financial Section of this report. Vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for each respective Vendor's services are currently being negotiated. No services shall be provided by Vendor(s) and no payment shall be made to Vendor(s) prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

This April 2024 amendment is necessary to add six (6) new Vendors to the list of pre-qualified charter/yellow school buses and/or alternative models of transportation pursuant to the First Supplemental Request for Qualifications #23-371 ("Supplemental RFQ").

Specification Number : 22-445, 23-371

Contract Administrator : Burton, Safaya / 773-553-2280

**USER INFORMATION :**

Project 11870 - Student Transportation  
Manager: 42 West Madison Street  
Chicago, IL 60602  
Mathews, Jasmine  
773-553-2860

PM Contact: 11870 - Student Transportation  
42 West Madison Street  
Chicago, IL 60602  
Jones, Kimberly D  
773-553-2860

**TERM:**

The term of this agreement shall commence on April 1, 2023 and shall end June 30, 2026. This agreement shall have two (2) options to renew for periods of one (1) year each. The term of this qualification period for the supplemental vendors being added pursuant to Specification No. 23-371 is May 1, 2024 and ending June 30, 2026.

**EARLY TERMINATION RIGHT:**

The Board shall have the right to terminate this agreement with 30 days written notice.

**SCOPE OF SERVICES:**

Vendors shall provide Charter and/or Yellow School Buses and/or alternative models of transportation to CPS schools for transporting students to and from various after-school and extracurricular activities and field trips. These trips and activities may be within the City of Chicago and/or include nationwide travel.

**DELIVERABLES:**

Vendors will provide Charter and/or Yellow School Buses and/or alternative models of transportation to CPS schools for transporting students to and from various after-school and extracurricular activities and field trips.

**OUTCOMES:**

Vendor's services will result in additional transportation services for extra curricular activities and approved field and sports trips for the district.

**REIMBURSABLE EXPENSES:**

None.

**AUTHORIZATION:**

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Executive Director of Student Transportation to execute all ancillary documents required to administer or effectuate this agreement.

**AFFIRMATIVE ACTION:**

Pursuant to the Remedial Program for Minority and Women-Owned Business Enterprise Participation in Goods and Services contracts, (M/WBE Program), the Business Diversity goals for this pool are 30% MBE and 7% WBE. This vendor pool is comprised of ~~2~~ 8 vendors with 1 MBE. The User group has committed to achieve the Business Diversity goals through the utilization of the certified diverse suppliers and certified diverse subcontractors.

**LSC REVIEW:**

Local School Council approval is not applicable to this report.

**FINANCIAL:**

Various Funds, Various Units

\$250,000, FY23  
\$3,250,000, FY24  
\$3,250,000, FY25  
\$3,250,000, FY26

Not to exceed \$10,000,000 for the three (3) year term. Future year funding is contingent upon budget appropriation and approval.

**CFDA#:** Not Applicable

**GENERAL CONDITIONS:**

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

- 1) Vendor # 97659  
JEAN DESIR DBA FIAT LOGISTICS AND TRANSIT LLC  
1007 ROSLYN RD  
OLYMPIA FIELDS, IL 60461  
Jean Velino Desir  
773 570-4934
- 2) Vendor # 97230  
SAFEWAY TRANSPORTATION SERVICES CORP.  
550 N GREEN BAY RD SUITE 1  
WAUKEGAN, IL 60085  
Sam Singh  
847 525-8675
- 3) Vendor # 97595  
5 STAR FLASH, INC.  
9696 W. FOSTER AVE.  
CHICAGO, IL 60656  
Henry Elizar  
773 561-4444
- 4) Vendor # 97643  
ALLEGREEN GROUP LLC  
P.O. Box 204695  
Dallas, TX 75320-4695  
Margaret Omongbale  
312 298-9124  
Ownership: Limited Liability Company; Michael Omongbale 50%, Margaret Omongbale 50%
- 5) Vendor # 95408  
CHICAGO CLASSIC COACH, LLC  
401 EAST PROSPECT AVE., STE 113  
MOUNT PROSPECT, IL 60056  
Brian Whitaker  
847 222-6133  
Ownership: Limited Liability Company; Scott Iwamoto 100%
- 6) Vendor # 95604  
IDEAL CHARTER LLC  
9982 ANDERSEN AVE UNIT A  
CHICAGO RIDGE, IL 60415  
Katie Lynch  
708 570-4019  
Ownership: Limited Liability Company; Tom Janociak 34%, Jaime Janociak 33%, Katie Lynch 33%
- 7) Vendor # 97488  
INFINITY TRANSPORTATION MANAGEMENT, LLC.  
2400 E DEVON AVE  
DES PLAINES, IL 60018  
Liz Arnold  
847 297-1110 X107  
Ownership: Limited Liability Company; Karla Dogan 51%, Api Dogan 49%
- 8) Vendor # 97578  
DAVID KANE DBA KALAJU TRANS LLC  
6677 N Lincoln Ave  
Lincolnwood, IL 60712  
David Kane  
847 922-9823  
Ownership: Limited Liability Company; David Kane 63%, Addra Investments LLC 30%

**Board Member Fahey-Hughes moved and Board Member Woods seconded the motion to adopt Board Reports 24-0425-RS1, 24-0425-RS2, 24-0425-RS3, 24-0425-PO1 through 24-0425-PO4, 24-0425-EX1, 24-0425-EX2, 24-0425-OP1, 24-0425-PR1 through 24-0425-PR9.**

**The Secretary read to the record that 24-0422-EX3 is Withdrawn**

**The Secretary called the roll and the vote was as follows:**

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods and President Shi- (5)**

**Nays: None**

**President Shi thereupon declared Board Reports 24-0425-RS1, 24-0425-RS2, 24-0425-RS3, 24-0425-PO1 through 24-0425-PO4, 24-0425-EX1, 24-0425-EX2, 24-0425-OP1, 24-0425-PR1 through 24-0425-PR9 adopted.**

**The Secretary presented the following for Public Record:**

**President Shi, I will continue with additional items that do not require a vote:**

24-0425-PR10

**CHIEF PROCUREMENT OFFICER DELEGATION OF AUTHORITY REPORT FOR FEBRUARY 2024 PURSUANT TO BOARD RULE 7-14(c) AND CHIEF FINANCIAL OFFICER REPORT FOR FEBRUARY 2024 PURSUANT TO BOARD RULE 7-13(d)**

Pursuant to 105 ILCS 5/34-19, the Board of Education of the City of Chicago in Board Rule 7-14, delegated certain purchasing and contracting authority to the Chief Executive Officer, Chief Operating Officer, Chief Education Officer, Chief Financial Officer, Chief Procurement Officer, General Counsel, Communications Officer and Chief Administrative Officer. In accordance with that statute and under Board Rule 7-14(c), the Board requires that the Chief Procurement Officer submit a report of the authority exercised pursuant to that delegation (“delegated authority”). The report is to be made to the Board by the last day of each month and must detail the prior month’s delegated authority.

Under Board Rule, 7-13(d), the Chief Financial Officer shall report to the Board on a monthly basis grants, gifts and donations as set forth in the Board Rule all related cost-sharing obligations contained in such grants, gifts or donations, and all refunds of unspent grants, gifts or donations in excess of \$5,000.

On March 31, 2024, the Chief Procurement Officer and the Chief Financial Officer submitted to the Board the attached report for the period from February 1, 2024 to February 29, 2024 which is hereby submitted to the Board for its acceptance.

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Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts

Unit/Dept Number	Unit/Dept Name	Vendor Number	Vendor Name	Type of Contract	Total Cost/NTE	Start Date	End Date	M/WBE Goals
11610	ODLSS	44250-pending app	Beneficient Technology, Inc	Student Data Privacy Agreement	\$0.00	2/28/2024	2/27/2031	N/A
11610	ODLSS	N/A	Hanover College	Educational Agreement	\$0.00	7/1/2023	6/30/2027	N/A
10870	OCCS	44644	Betadac Media, LLC d/b/a StriveScan	No-Cost	\$0.00	1/15/2024	2/15/2029	N/A
10816	CEdO	16097	Anti-Defamation League	No-Cost	\$0.00	1/23/2024	10/31/2026	N/A
10810	Office of Teaching & Learning	29483	Northeastern Illinois University	MOU	\$150,000.00	12/22/2023	12/21/2024	N/A
12610	Budget and Management Office	52501	The State Of Illinois, Department Of Commerce And Economic Opportunity	Grants Over \$50k	\$10,474,975.00	1/1/2024	12/31/2025	N/A
12610	Budget and Management Office	52501	The State Of Illinois, Department Of Commerce And Economic Opportunity	Grants Over \$50k	\$500,000.00	1/1/2024	12/31/2025	N/A
46551	BACK OF THE YARDS IB HS	N/A	Chicago Chinatown Community Foundation	Donations Under \$50k	\$1,000.00	2/29/2024	6/30/2024	N/A
46061	NORTHSIDE COLLEGE PREPARATORY HIGH SCHOOL	N/A	Illinois Masonic Foundation for the Prevention of Drug and	Donations Under \$50k	\$200.00	2/23/2024	6/30/2024	N/A
25291	FRANZ PETER SCHUBERT ELEMENTARY SCHOOL	N/A	Pepino Robles Ltd DBA McDonald's	Donations Under \$50k	\$631.15	1/24/2024	6/30/2024	N/A
46251	MORGAN PARK HIGH SCHOOL	N/A	Chicago Chinatown Community Foundation	Donations Under \$50k	\$1,000.00	2/13/2024	6/30/2024	N/A
46251	MORGAN PARK HIGH SCHOOL	N/A	Pel Industries, Inc	Donations Under \$50k	\$164.77	2/15/2024	6/30/2024	N/A
22601	RACHEL CARSON ELEMENTARY SCHOOL	28845	Ingenuity Incorporated Chicago	Grants Under \$50k	\$300.00	9/1/2023	6/30/2024	N/A
25031	ERNST PRUSSING ELEMENTARY SCHOOL	N/A	Big Green	Grants Under \$50k	\$500.00	3/1/2024	6/30/2024	N/A
22601	RACHEL CARSON ELEMENTARY SCHOOL	N/A	Institute of Education Services - School Pulse Panel	Gifts Under \$50k	\$200.00	9/1/2023	6/30/2024	N/A
49031	SOUTHSIDE OCCUPATIONAL ACADEMY HIGH SCHOOL	97378	Special Children's Charities	Grants Under \$50k	\$2,000.00	1/18/2024	6/30/2024	N/A
49031	SOUTHSIDE OCCUPATIONAL ACADEMY HIGH SCHOOL	97378	Special Children's Charities	Grants Under \$50k	\$2,000.00	10/13/2023	6/30/2024	N/A
29291	STONE ELEMENTARY SCHOLASTIC ACADEMY	N/A	Glory A Margotte	Donations Under \$50k	\$500.00	2/22/2024	6/30/2024	N/A
51071	WELLS COMMUNITY ACADEMY HIGH SCHOOL	71709	Union League Boys and Girls Club	Gifts Under \$50k	\$100.00	2/13/2024	6/30/2024	N/A
53091	DAVID G FARRAGUT CAREER ACADEMY HIGH SCHOOL	37399	Children First Fund	Grants Under \$50k	\$45,000.00	2/1/2024	2/21/2025	N/A
23751	SOUTH LOOP ELEMENTARY SCHOOL	49935	Right At School, LLC	Donations Under \$50k	\$16,860.41	1/29/2024	6/30/2024	N/A
30141	MARY E COURTENAY ELEMENTARY LANGUAGE ARTS CE	N/A	Richard Pittard & Lynn Iverson	Donations Under \$50k	\$654.00	7/1/2023	6/30/2024	N/A
53091	DAVID G FARRAGUT CAREER ACADEMY HIGH SCHOOL	37399	Children First Fund & The Crown Family Philanthropies Fund	Grants Under \$50k	\$1,000.00	2/22/2024	2/21/2025	N/A
23041	JOHN F EBERHART ELEMENTARY SCHOOL	37159	DePaul University	Donations Under \$50k	\$990.00	10/26/2023	6/30/2024	N/A
46281	CARL SCHURZ HIGH SCHOOL	N/A	IT Model Pathways Project - Salesforce Foundation Fund	Grants Under \$50k	\$5,000.00	12/18/2023	5/10/2024	N/A
31181	FRANCIS W PARKER ELEMENTARY COMMUNITY ACAD	33123	The University of Chicago	Donations Under \$50k	\$3,000.00	2/21/2024	6/30/2024	N/A
23801	WILLIAM G HIBBARD ELEMENTARY SCHOOL	N/A	Working in the Schools (WITS)	Grants Under \$50k	\$500.00	8/27/2023	6/30/2024	N/A
23801	WILLIAM G HIBBARD ELEMENTARY SCHOOL	N/A	Working in the Schools (WITS)	Grants Under \$50k	\$500.00	8/30/2023	6/30/2024	N/A
23801	WILLIAM G HIBBARD ELEMENTARY SCHOOL	N/A	Working in the Schools (WITS)	Grants Under \$50k	\$500.00	8/29/2023	6/30/2024	N/A
29071	GERALD DELGADO KANOON ELEMENTARY MAGNET SC	N/A	Charities Aid Foundation America C/O Cybergrants LLC	Donations Under \$50k	\$20.00	2/21/2024	6/30/2024	N/A
25561	ELIZABETH H SUTHERLAND ELEMENTARY SCHOOL	N/A	MacArthur Foundation	Donations Under \$50k	\$1,200.00	2/21/2024	6/30/2024	N/A
63181	HORIZON SCIENCE ACADEMY SOUTHWEST CHICAGO CH	18607	Illinois State Board of Education	Grants Over \$50k	\$220,500.00	7/1/2023	6/30/2024	N/A
25451	JOHN SPRY ELEMENTARY COMMUNITY SCHOOL	45679	Erie Neighborhood House	Donations Under \$50k	\$1,337.76	11/13/2023	6/30/2024	N/A
23801	WILLIAM G HIBBARD ELEMENTARY SCHOOL	19550	The Art Institute of Chicago	Gifts Under \$50k	\$506.25	2/9/2024	6/30/2024	N/A
24281	MARY LYON ELEMENTARY SCHOOL	N/A	Telemundo	Gifts Under \$50k	\$34,837.00	2/8/2024	6/30/2024	N/A
53041	CHARLES ALLEN PROSSER CAREER ACADEMY HIGH SCH	N/A	Sandra M. Shimon	Donations Under \$50k	\$1,000.00	2/6/2024	6/30/2024	N/A
22971	ARTHUR DIXON ELEMENTARY SCHOOL	N/A	Creative Schools Fund c/o Ingenuity Inc. Chicago	Donations Under \$50k	\$2,500.00	9/30/2023	5/31/2024	N/A
23541	WILLIAM F FINKL ELEMENTARY SCHOOL	N/A	Friends of Byron Sigcho-Lopez	Donations Under \$50k	\$350.00	1/10/2024	6/30/2024	N/A
46221	ALBERT G LANE TECHNICAL HIGH SCHOOL	N/A	Ebrahim S. Patel	Donations Under \$50k	\$250.00	2/15/2024	6/30/2024	N/A
22741	GROVER CLEVELAND ELEMENTARY SCHOOL	N/A	American Battlefield Trust	Donations Under \$50k	\$235.00	12/17/2023	6/30/2024	N/A
46631	SOUTH SHORE INTL COLLEGE PREP HIGH SCHOOL	N/A	Chuck Toth - Batavia Football	Gifts Under \$50k	\$300.00	11/1/2023	6/30/2024	N/A
26351	GENEVIEVE MELODY ELEMENTARY SCHOOL	N/A	Strider Education Foundation	Gifts Under \$50k	\$9,000.00	2/8/2024	6/30/2024	N/A
23971	KATE S KELLOGG ELEMENTARY SCHOOL	303063	TP Nitsche, LTD	Donations Under \$50k	\$430.48	8/1/2023	6/30/2024	N/A
46481	CHICAGO ACADEMY HIGH SCHOOL	N/A	Google LLC	Grants Under \$50k	\$30,000.00	1/8/2024	1/22/2024	N/A
46221	ALBERT G LANE TECHNICAL HIGH SCHOOL	N/A	Secondary Schools Writing Centers Association	Grants Under \$50k	\$350.00	2/13/2024	6/30/2024	N/A
47101	WHITNEY M YOUNG MAGNET HIGH SCHOOL	N/A	Society for Science	Grants Under \$50k	\$2,000.00	2/13/2024	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	In His Image Barber Lounge LLC	Donations Under \$50k	\$300.00	2/8/2024	6/30/2024	N/A
47031	EMIL G HIRSCH METROPOLITAN HIGH SCHOOL	N/A	Marjorie Martin & Robert T Starks	Donations Under \$50k	\$110.00	1/24/2024	6/30/2024	N/A
22431	BURNHAM ELEMENTARY INCLUSIVE ACADEMY	N/A	Skyway Concessions Company LLC	Donations Under \$50k	\$1,000.00	1/12/2024	6/30/2024	N/A
24981	AMBROSE PLAMONDON ELEMENTARY SCHOOL	N/A	American Online Giving Foundation	Donations Under \$50k	\$1,600.00	1/25/2024	6/30/2024	N/A



Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts

Unit/Dept Number	Unit/Dept Name	Vendor Number	Vendor Name	Type of Contract	Total Cost/NTE	Start Date	End Date	M/WBE Goals
14050	OFFICE OF STUDENT HEALTH HEALTH & WELLNESS	N/A	Illinois Department of Human Services	Grants Over \$50k	\$433,545.00	7/1/2023	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	43573	LINK Unlimited Scholars	Donations Under \$50k	\$500.00	2/5/2024	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	N/A	North Shore Baptist Church	Donations Under \$50k	\$500.00	12/19/2023	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	97378	Special Children's Charities	Grants Under \$50k	\$750.00	10/23/2023	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	N/A	Luma8	Donations Under \$50k	\$500.00	12/11/2023	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	N/A	Wrightwood Neighbors Conservation	Grants Under \$50k	\$1,600.00	12/8/2023	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	43573	LINK Unlimited Scholars	Donations Under \$50k	\$500.00	11/27/2023	6/30/2024	N/A
24691	ALFRED NOBEL ELEMENTARY SCHOOL	33123	The University Of Chicago	Grants Under \$50k	\$3,000.00	1/5/2024	6/30/2024	N/A
46321	LINCOLN PARK HIGH SCHOOL	N/A	Cless Family Foundation	Donations Under \$50k	\$25,000.00	12/19/2023	6/30/2024	N/A
47051	GWENDOLYN BROOKS COLLEGE PREPARATORY ACADEMY	N/A	Resurrection Property Service 12/07 DBA RPS Heating and A	Donations Under \$50k	\$150.00	2/9/2024	6/30/2024	N/A
47051	GWENDOLYN BROOKS COLLEGE PREPARATORY ACADEMY	N/A	Lewis Heating and A/C LLC	Donations Under \$50k	\$500.00	2/9/2024	6/30/2024	N/A
53071	GEORGE WESTINGHOUSE COLLEGE PREP	N/A	Friends Of George Westinghouse College Prep Inc Co	Donations Under \$50k	\$3,191.29	1/31/2024	6/30/2024	N/A
46111	CHRISTIAN FENGER ACADEMY HIGH SCHOOL	N/A	Endeleo Upward Bound	Donations Under \$50k	\$300.00	2/8/2024	6/30/2024	N/A
46111	CHRISTIAN FENGER ACADEMY HIGH SCHOOL	N/A	Endeleo Upward Bound	Donations Under \$50k	\$300.00	2/8/2024	6/30/2024	N/A
46061	NORTHSIDE COLLEGE PREPARATORY HIGH SCHOOL	N/A	Clark Construction Group, LLC	Donations Under \$50k	\$117.00	1/31/2024	6/30/2024	N/A
46061	NORTHSIDE COLLEGE PREPARATORY HIGH SCHOOL	N/A	Charities Aid Foundation America C/O Cybergrants LLC	Donations Under \$50k	\$600.00	2/1/2024	6/30/2024	N/A
14050	OFFICE OF STUDENT HEALTH HEALTH & WELLNESS	32571	University of Illinois	Grants Under \$50k	\$29,417.67	7/1/2023	6/30/2024	N/A
46421	BENITO JUAREZ COMMUNITY ACADEMY HIGH SCHOOL	N/A	United Neighborhood Organization of Chicago	Donations Under \$50k	\$2,045.00	2/7/2024	6/30/2024	N/A
23801	WILLIAM G HIBBARD ELEMENTARY SCHOOL	N/A	North Park Covenant Church	Donations Under \$50k	\$500.00	12/21/2023	6/30/2024	N/A
31281	OROZCO FINE ARTS & SCIENCES ELEMENTARY SCHOOL	10674	Chicago Fire	Donations Under \$50k	\$270.00	11/3/2023	6/30/2024	N/A
31251	THOMAS J HIGGINS ELEMENTARY COMMUNITY ACADEMY	N/A	Steevy Owens	Donations Under \$50k	\$1,031.50	2/1/2024	6/30/2024	N/A
46221	ALBERT G LANE TECHNICAL HIGH SCHOOL	N/A	Lane Tech Alumni Association	Gifts Under \$50k	\$450.00	2/7/2024	6/30/2024	N/A
31261	JOSE DE DIEGO ELEMENTARY COMMUNITY ACADEMY	N/A	Friends of Jose de Diego Comm Academy	Donations Under \$50k	\$2,000.00	2/7/2024	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	Commonwealth Ventures, LLC dba The Green Post	Grants Under \$50k	\$228.00	1/27/2024	6/30/2024	N/A
46481	CHICAGO ACADEMY HIGH SCHOOL	N/A	The Figgs Foundation	Gifts Under \$50k	\$625.00	2/1/2024	6/30/2024	N/A
12620	GRANT FUNDED PROGRAMS OFFICE	18607	Illinois State Board of Education	Grants Over \$50k	\$1,635,000.00	1/10/2023	8/31/2024	N/A
12620	GRANT FUNDED PROGRAMS OFFICE	18607	Illinois State Board of Education	Grants Over \$50k	\$1,320,000.00	1/10/2023	8/31/2024	N/A
12620	GRANT FUNDED PROGRAMS OFFICE	18607	Illinois State Board of Education	Grants Over \$50k	\$1,665,000.00	1/10/2023	8/31/2024	N/A
12620	GRANT FUNDED PROGRAMS OFFICE	18607	Illinois State Board of Education	Grants Over \$50k	\$1,730,000.00	1/10/2023	8/31/2024	N/A
25021	WILLIAM H PRESCOTT ELEMENTARY SCHOOL	N/A	Lakeview Roscoe Village	Donations Under \$50k	\$5.80	7/1/2023	6/30/2024	N/A
11010	TALENT OFFICE	N/A	United States Department of Education	Grants Over \$50k	\$756,131.00	10/1/2023	9/30/2024	N/A
46221	ALBERT G LANE TECHNICAL HIGH SCHOOL	N/A	James Bauman/Anan Bauman	Gifts Under \$50k	\$43.00	2/6/2024	6/30/2024	N/A
25951	RICHARD J DALEY ELEMENTARY ACADEMY	N/A	American Income Life Insurance Company	Gifts Under \$50k	\$50.00	2/5/2024	6/30/2024	N/A
10760	OFFICE OF STUDENT PROTECTIONS & TITLE IX	N/A	Department of Health and Human Services	Grants Over \$50k	\$124,089.00	9/30/2023	9/29/2024	N/A
22031	HARRIET TUBMAN ELEMENTARY	N/A	Wrightwood Neighbors Conservation	Grants Under \$50k	\$1,600.00	12/4/2023	6/30/2024	N/A
70070	CHICAGO MILITARY ACADEMY HIGH SCHOOL	N/A	Chicago Event Management, Inc-Chicago Marathon	Donations Under \$50k	\$540.00	2/4/2024	6/30/2024	N/A
25951	RICHARD J DALEY ELEMENTARY ACADEMY	N/A	American Income Life Insurance Company	Donations Under \$50k	\$57.00	2/5/2024	6/30/2024	N/A
22811	JORDAN ELEMENTARY COMMUNITY SCHOOL	N/A	Max Weinberg	Donations Under \$50k	\$20.00	12/3/2023	6/30/2024	N/A
22811	JORDAN ELEMENTARY COMMUNITY SCHOOL	N/A	Adam Case	Donations Under \$50k	\$250.00	12/3/2023	6/30/2024	N/A
22811	JORDAN ELEMENTARY COMMUNITY SCHOOL	N/A	Amy Vondra	Donations Under \$50k	\$250.00	12/3/2023	6/30/2024	N/A
22811	JORDAN ELEMENTARY COMMUNITY SCHOOL	N/A	Jill Graves	Donations Under \$50k	\$500.00	12/3/2023	6/30/2024	N/A
29401	WALT DISNEY MAGNET ELEMENTARY SCHOOL	N/A	Walt Disney School PTA	Donations Over \$50k	\$600.00	2/1/2024	6/30/2024	N/A
70241	ALCOTT COLLEGE PREPARATORY HIGH SCHOOL	34005	First Illinois Robotics	Grants Under \$50k	\$1,500.00	1/1/2024	6/30/2024	N/A
10855	COUNSELING AND POSTSECONDARY ADVISING - CITY W	N/A	United States Department of Education	Grants Over \$50k	\$288,470.00	9/1/2023	8/31/2024	N/A
10898	SOCIAL AND EMOTIONAL LEARNING - CITY WIDE	N/A	United States Department of Education	Grants Over \$50k	\$726,076.00	10/1/2023	9/30/2024	N/A
14050	OFFICE OF STUDENT HEALTH HEALTH & WELLNESS	N/A	United States Department of Education	Grants Over \$50k	\$483,796.00	10/1/2023	9/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	Hangry's Restaurant Inc	Donations Under \$50k	\$200.00	1/17/2024	6/30/2024	N/A
22371	EDWARD A BOUCHET MATH & SCIENCE ACADEMY ES	N/A	Skyway Concessions Company LLC	Donations Under \$50k	\$1,000.00	12/20/2023	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	The Dog Stop Inc	Donations Under \$50k	\$250.00	2/1/2024	6/30/2024	N/A
24461	HANSON PARK ELEMENTARY SCHOOL	N/A	Shelley Eckerman	Donations Under \$50k	\$70.00	9/29/2023	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	Friends of Foreman	Donations Under \$50k	\$200.00	1/9/2024	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	Roque's Pizza LLC	Donations Under \$50k	\$50.00	2/17/2024	6/30/2024	N/A

**Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts**

Unit/Dept Number	Unit/Dept Name	Vendor Number	Vendor Name	Type of Contract	Total Cost/NTE	Start Date	End Date	M/WBE Goals
29231	WALTER L NEWBERRY MATH & SCIENCE ACADEMY ES	N/A	HOB Neighbors Association NFP	Donations Under \$50k	\$2,481.17	2/1/2024	6/30/2024	N/A
46131	EDWIN G. FOREMAN COLLEGE AND CAREER ACADEMY	N/A	Community Savings Bank	Donations Under \$50k	\$200.00	1/16/2024	6/30/2024	N/A
22741	GROVER CLEVELAND ELEMENTARY SCHOOL	N/A	Friends of Cleveland	Donations Under \$50k	\$150.00	1/15/2024	6/30/2024	N/A
46061	NORTHSIDE COLLEGE PREPARATORY HIGH SCHOOL	N/A	William Blair	Donations Under \$50k	\$3,465.00	2/24/2024	6/30/2024	N/A
25111	PETER A REINBERG ELEMENTARY SCHOOL	N/A	Charities Aid Foundation America C/O Cybergrants LLC	Donations Under \$50k	\$750.00	12/18/2023	6/30/2024	N/A
25871	A.N. PRITZKER SCHOOL	N/A	Pritzker Pucker Youth Foundation	Gifts Over \$50k	\$147,514.00	7/1/2023	6/30/2024	N/A
29151	MARIA SAUCEDO ELEMENTARY SCHOLASTIC ACADEMY	N/A	Etech Simulation Corp.	Donations Under \$50k	\$1,372.00	12/28/2023	6/30/2024	N/A
10510	Law Department	43425	Granicus, LLC	Single/Sole Source	\$85,000.00	3/1/2023	2/28/2026	Exempt
11540	Language & Cultural Education	94781	Avant Assessment, LLC	CPOR	\$225,000.00	1/1/2024	12/31/2024	30% MBE and 7% WBE
11860	Facility Ops & Maint	13480, 96290, 19985, 94768, 22634, 31929	ACCURATE GROUP INC, Atlas Engineering Group, LTD, Gasperec Elberts Consulting, LLC, Mackie Consultants, LLC., Tecma Associates Inc, Terra Engineering, Ltd.	RFQ	\$1,000,000.00	1/1/2024	12/31/2028	30% MBE and 7% WBE
11010	Talent Office	41029	Outmatch, Inc	CPOR	\$87,500.00	1/1/2024	12/31/2024	Exempt
10810	Office of Teaching & Learning	24529	Education Development Center, Inc	No-Cost	\$0.00	10/1/2023	9/30/2025	Exempt
11860	Facilities - Capital & Construction	37899	Midway Moving & Storage, Inc.	RFQ	\$1,500,000.00	10/1/2023	9/30/2026	30% MBE and 7% WBE
11860	Facility Ops & Maint	24961	Jones Lang LaSalle Americas, Inc	No Cost Amendment	\$0.00	7/1/2021	6/30/2024	Exempt
11220	Policy	19045	WorldStrides	Tour and Travel Services	\$0.00	2/7/2024	6/30/2026	Exempt
10560	Marketing	89939	Creative Circle, LLC	CPOR	\$150,000.00	6/1/2022	5/31/2023	30% MBE and 7% WBE
11220	Policy	35956	American Council for International Studies, Inc. (ACIS, Inc.)	Tour and Travel Services	\$0.00	1/1/2024	8/31/2026	Exempt
11860	Facility Ops & Maint	98541	Lionheart Critical Power Specialists, Inc.	Bid	\$976,006.80	10/1/2023	9/30/2026	30% MBE and 7% WBE
10210	Law Office	N/A	Avery, Cedric	Settlement	\$12,500.00	N/A	3/8/2024	N/A
10210	Law Office	N/A	Cleveland, Daniel	Settlement	\$20,000.00	N/A	2/14/2024	N/A
10210	Law Office	N/A	Daniels, Edward	Settlement	\$50,000.00	N/A	3/7/2024	N/A
10210	Law Office	N/A	Gosche, Mary	Settlement	\$8,902.54	N/A	3/1/2024	N/A
10210	Law Office	N/A	Hall, Dorothy	Settlement	\$22,312.10	N/A	3/1/2024	N/A
10210	Law Office	N/A	Hinkle Niven	Settlement	\$4,940.20	N/A	2/22/2024	N/A
10210	Law Office	N/A	Hodzic, Jasmina	Settlement	\$46,430.52	N/A	3/6/2024	N/A
10210	Law Office	N/A	Huerta, Naomi	Settlement	\$3,250.00	N/A	3/7/2024	N/A
10210	Law Office	N/A	Jaroszek, Stanislaw	Settlement	\$25,184.83	N/A	2/15/2024	N/A
10210	Law Office	N/A	Lind, Maria	Settlement	\$36,083.37	N/A	3/4/2024	N/A
10210	Law Office	N/A	Lindsey, Richard	Settlement	\$20,000.00	N/A	3/4/2024	N/A
10210	Law Office	N/A	McDonald, Zelda	Settlement	\$41,222.60	N/A	2/20/2024	N/A
10210	Law Office	N/A	Mercado, Lidymar	Settlement	\$12,929.04	N/A	2/21/2024	N/A
10210	Law Office	N/A	Sandoval, Ana	Settlement	\$10,200.00	N/A	3/11/2024	N/A
10210	Law Office	N/A	Williams, Sandra	Settlement	\$32,439.25	N/A	2/26/2024	N/A
10210	Law Office	N/A	Young, Lakeisha	Settlement	\$52,397.71	N/A	3/8/2024	N/A
10210	Law Office	N/A	Wilcox, Jocelyn	Settlement	\$47,500.00	N/A	2/6/2024	N/A
10210	Law Office	N/A	Bhimani, Miriam	Settlement	\$5,500.00	N/A	2/12/2024	N/A
10210	Law Office	N/A	McNeal, Shalon	Settlement	\$5,000.00	N/A	2/29/2024	N/A
10210	Law Office	N/A	C.A. and R.A., parents of K.A., a student	Settlement	\$57,000.00	N/A	2/26/2024	N/A

**Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts**

Unit/Dept Number	Unit/Dept Name	Vendor Number	Vendor Name	Type of Contract	Total Cost/NTE	Start Date	End Date	M/WBE Goals
10210	Law Office	N/A	H.M. and W.E., parents of N.E., a student	Settlement	\$23,000.00	N/A	2/23/2024	N/A
10210	Law Office	N/A	J.L., grandparent and guardian of M.G., a student	Settlement	\$2,640.00	N/A	2/16/2024	N/A
10210	Law Office	N/A	M.M. and D.M., parents of G.M., a student	Settlement	\$1,911.00	N/A	2/28/2024	N/A
10210	Law Office	N/A	D.M. and E.S., parents of L.M., a student	Settlement	\$25,000.00	N/A	2/6/2024	N/A
10210	Law Office	N/A	B.R., parent of C.R., a student	Settlement	\$30,000.00	N/A	2/14/2024	N/A
10210	Law Office	N/A	W.E., Foster parent of V.S., a student	Settlement	\$6,000.00	N/A	2/14/2024	N/A
10210	Law Office	N/A	M.N., parent of D.T., a student	Settlement	\$21,000.00	N/A	2/26/2024	N/A
10210	Law Office	N/A	Metropolitan Condo Assoc.	Settlement	\$27,104.00	N/A	3/7/2024	N/A
10210	Law Office	N/A	Symphony South Shore, LLC	Settlement	\$19,202.00	N/A	2/20/2024	N/A
10210	Law Office	N/A	Symphony South Shore, LLC	Settlement	\$19,605.00	N/A	2/20/2024	N/A
10210	Law Office	N/A	THR Ontario LLC	Settlement	\$10,379.00	N/A	3/4/2024	N/A
10210	Law Office	N/A	Xavier Laurens	Settlement	\$78,496.00	N/A	3/4/2024	N/A
10210	Law Office	N/A	Stuart Bernstein Representation for Artists	License of Intellectual Property	\$798.00	12/1/2023	12/1/2028	N/A
10210	Law Office	N/A	Stuart Bernstein Representation for Artists	License of Intellectual Property	\$192.00	12/31/2023	12/31/2028	N/A
2541	Principal Quality	18607	Illinois State Board of Education	Grants Over \$50k	\$174,797.00	N/A	2/9/2024	N/A
11385	Early Childhood Development - City Wide	18607	Illinois State Board of Education	Grants Over \$50k	\$1,530,362.00	N/A	2/9/2024	N/A
13727	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Over \$50k	\$247,493.00	N/A	2/9/2024	N/A
13727	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Over \$50k	\$142,550.00	N/A	2/9/2024	N/A
13727	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Over \$50k	\$31,770.00	N/A	2/9/2024	N/A
49101	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Under \$50k	\$3,091.00	N/A	2/9/2024	N/A
47041	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Under \$50k	\$1,200.00	N/A	2/9/2024	N/A
53011	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Under \$50k	\$1,598.00	N/A	2/9/2024	N/A
49031	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Under \$50k	\$74.00	N/A	2/9/2024	N/A
13727	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Under \$50k	\$14,009.00	N/A	2/9/2024	N/A
10845	Advanced Learning and Specialty Programs	18607	Illinois State Board of Education	Grants Under \$50k	\$16,161.00	N/A	2/9/2024	N/A
41051	Michele Clark Academy Prep Magnet High School	18607	Illinois State Board of Education	Grants Over \$50k	\$30,981.00	N/A	2/9/2024	N/A
31111	John Hay Elementary Community Academy	18607	Illinois State Board of Education	Grants Over \$50k	\$32,857.00	N/A	2/9/2024	N/A
13727	Early College and Career - City Wide	18607	Illinois State Board of Education	Grants Over \$50k	\$16,905.00	N/A	2/9/2024	N/A
12510	Information & Technology Services	18607	Illinois State Board of Education	Grants Over \$50k	\$722,845.00	N/A	2/9/2024	N/A
47021	Jones College Prep High School	No Vendor # - Only have IAMS #318703	Oswego East High School	Approve to Pay	\$250.00	N/A	9/16/2023	N/A
46481	Chicago Academy High School	97023	FP Mailing Solutions	Approve to Pay	\$81.15	N/A	2/1/2024	N/A
10210	Law	97544	Hogan Marren Babbo & Rose, Ltd.	Approve to Pay	\$450,000.00	N/A	2/20/2024	N/A
46131	Foreman High School	N/A	Sonny Acres Farm	Approve to Pay	\$403.00	N/A	10/18/2023	N/A
11880	Facilities	97878_R	TEE JAY SERVICE COMPANY	Approve to Pay	\$330.00	N/A	7/31/2023	N/A
10816	Chief Education Office	17110	City of Chicago	Real Estate	\$4,693.00	2/2/2024	2/2/2024	N/A
11210	Office of Teaching & Learning	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$539.00	2/6/2024	2/6/2024	N/A

**Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts**

Unit/Dept Number	Unit/Dept Name	Vendor Number	Vendor Name	Type of Contract	Total Cost/NTE	Start Date	End Date	M/WBE Goals
10850	School Counseling and Postsecondary Advising	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	2/15/2024	2/15/2024	N/A
10850	School Counseling and Postsecondary Advising	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$1,143.00	2/15/2024	2/15/2024	N/A
02441	Network 4	29483	Northeastern Illinois University	Real Estate	\$650.00	2/15/2024	2/15/2024	N/A
10850	School Counseling and Postsecondary Advising	29483	Northeastern Illinois University	Real Estate	\$550.00	2/26/2024	2/26/2024	N/A
29121	Gunsaulus Scholastic Academic Academy	44909	Keystone Science School	Real Estate	\$12,000.00	2/27/2024	3/1/2024	N/A
10810	Office of Teaching and Learning	17110	City of Chicago	Real Estate	\$6,407.00	2/27/2024	2/27/2024	N/A
11010	Office of Student Teaching	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$1,822.00	2/27/2024	2/27/2024	N/A
14050	Office of Student Health & Wellness	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$3,472.00	3/2/2024	3/2/2024	N/A
02441	Network 4	29483	Northeastern Illinois University	Real Estate	\$100.00	3/5/2024	3/5/2024	N/A
10810	Office of Teaching & Learning	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	3/5/2024	3/7/2024	N/A
14050	Office of Student Health and Wellness	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	3/7/2024	3/7/2024	N/A
13700	Department of Literacy	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$1,896.00	3/7/2024	3/7/2024	N/A
11540	Office of Language and Cultural Education	29483	Northeastern Illinois University	Real Estate	\$300.00	3/8/2024	3/8/24	N/A
13700	Department of Literacy	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	3/11/2024	3/11/2024	N/A
11540	Office of Language and Cultural Education	29483	Northeastern Illinois University	Real Estate	\$300.00	3/13/2024	3/13/2024	N/A
46311	William Howard Taft High School	18620	Village of Rosemont	Real Estate	\$11,200.00	3/15/2024	3/15/2024	N/A
13700	Department of Literacy	33453	Chicago Center for Arts and Technology	Real Estate	\$2,237.00	3/15/2024	3/19/2024	N/A
02441	Network 4	29483	Northeastern Illinois University	Real Estate	\$100.00	3/15/2024	3/15/2024	N/A
46041	William J. Bogan High School	12338	J R L ENTERPRISES DBA MARTINIQUE BANQUETS	Real Estate	\$6,050.00	3/21/2024	3/21/2024	N/A
14050	Student Health and Wellness	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	3/21/2024	3/21/2024	N/A
46511	Lindblom Math & Science Academy	17152	Chateau Del Mar, Inc.	Real Estate	\$12,850.00	3/23/2024	3/23/2024	N/A
11545	Department of Student Voice and Engagement	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$0.00	4/4/2024	4/4/2024	N/A
24531	James Monroe Elementary School	29483	Northeastern Illinois University	Real Estate	\$100.00	4/11/2024	4/11/2024	N/A
24531	James Monroe Elementary		YOUNG MEN'S CHRISTIAN ASSOCIATION OF CHICAGO DBA Y	Real Estate	\$3,840.00	4/11/2024	4/12/2024	N/A
13610	Innovation & Incubation	12687	Board of Trustees of Community College District No 508 dba	Real Estate	\$2,496.00	4/18/2024	4/18/2024	N/A
49021	Northside Learning Center	46612	Mr. B's Stuffed Pizza INC DBA Suparossa	Real Estate	\$12,000.00	4/19/2024	4/19/2024	N/A
46361	Kenwood Academy High School	35182	LM Catering LLC DBA LM Catering and Events	Real Estate	\$17,173.00	4/20/2024	4/20/2024	N/A
02441	Network 4	29483	Northeastern Illinois University	Real Estate	\$650.00	4/25/2024	4/25/2024	N/A
22261	James G. Blaine Elementary	17378	YMCA Camp Tecumseh, Inc	Real Estate	\$6,000.00	4/29/2024	4/30/2024	N/A
10710	Chief Executive Office	43756	The Chicago Teachers Union Foundation	Real Estate	\$0.00	4/30/2024	4/30/2024	N/A
02441	Network 4	29483	Northeastern Illinois University	Real Estate	\$100.00	5/9/2024	5/9/2024	N/A
46221	Lane Tech College Prep High School	24984	SCH&T CORP OF ILLINOIS DBA SHERATON GRAND CHICAGO	Real Estate	\$75,000.00	5/18/2024	5/18/2024	N/A
47081	Von Steubon High School	18620	VILLAGE OF ROSEMONT DBA ROSEMONT THEATRE	Real Estate	\$30,000.00	5/28/2024	5/28/2024	N/A
46101	Solorio Academy High School	22395	Chicago Symphony Orchestra	Real Estate	\$23,000.00	5/31/2024	5/31/2024	N/A
29201	Mark Sheridan Academy	21716	De La Salle Institute	Real Estate	\$1,000.00	5/31/2024	5/31/2024	N/A
46041	William J. Bogan High School	28386	CHICAGO STATE UNIVERSITY	Real Estate	\$10,554.00	6/6/2024	6/6/2024	N/A
46271	Theodore Roosevelt High School	N/A	N/A	Real Estate	\$4,636.80	2/6/2024	3/28/2024	N/A
45211	Chicago Academy High School	N/A	N/A	Real Estate	\$2,150.00	2/23/2024	2/25/2024	N/A
45211	Chicago Academy High School	N/A	N/A	Real Estate	\$2,150.00	2/16/2024	2/18/2024	N/A
22311	Lorenz Brentano Math & Science Academy Elementary	N/A	N/A	Real Estate	\$3,622.50	2/21/2024	4/3/2024	N/A
24661	Louis Nettelhorst Elementary School	N/A	N/A	Real Estate	\$4,140.00	2/11/2024	3/3/2024	N/A
24661	Louis Nettelhorst Elementary School	N/A	N/A	Real Estate	\$491.63	2/14/2024	2/14/2024	N/A
53041	Charles Allen Prosser Career Academy High School	N/A	N/A	Real Estate	\$2,380.09	2/24/2024	2/25/2024	N/A
53041	Charles Allen Prosser Career Academy High School	N/A	N/A	Real Estate	\$2,628.49	2/3/2024	2/4/2024	N/A
45211	Chicago Academy High School	N/A	N/A	Real Estate	\$662.40	2/18/2024	2/18/2024	N/A
46261	Wendell Phillips Academy High School	N/A	N/A	Real Estate	\$720.95	2/17/2024	2/17/2024	N/A
46371	Dr. Martin Luther King Jr College Prep High School	N/A	N/A	Real Estate	\$993.60	2/24/2024	2/24/2024	N/A
46361	Kenwood Academy High School	N/A	N/A	Real Estate	\$5,265.00	2/24/2024	6/22/2024	N/A
45211	Chicago Academy High School	N/A	N/A	Real Estate	\$2,150.00	2/9/2024	2/11/2024	N/A
46361	Kenwood Academy High School	N/A	N/A	Real Estate	\$941.86	2/24/2024	2/24/2024	N/A
46261	Wendell Phillips Academy High School	N/A	N/A	Real Estate	\$0.00	3/16/2024	3/1/1624	N/A
46101	Solorio Academy High School	N/A	N/A	Real Estate	\$0.00	2/4/2024	4/14/2024	N/A

**Board Rule 7-13(i) and 7-13(d) - February 2024 Contracts**

<b>Unit/Dept Number</b>	<b>Unit/Dept Name</b>	<b>Vendor Number</b>	<b>Vendor Name</b>	<b>Type of Contract</b>	<b>Total Cost/NTE</b>	<b>Start Date</b>	<b>End Date</b>	<b>M/WBE Goals</b>
29081	Franklin Fine Arts Center	N/A	N/A	Real Estate	\$869.40	3/16/2024	3/16/2024	N/A
53061	Neal F. Simeon Career Academy High School	N/A	N/A	Real Estate	\$3,540.00	3/10/2024	12/8/2024	N/A
46201	John F. Kennedy High School	N/A	N/A	Real Estate	\$985.84	3/24/2024	3/24/2024	N/A
41051	Michele Clark Academic Prep Magnet High School	N/A	N/A	Real Estate	\$599.10	3/24/2024	3/24/2024	N/A
23501	Alexander Hamilton Elementary School	N/A	N/A	Real Estate	\$4,575.00	3/18/2024	6/7/2024	N/A
29101	LaSalle II Magnet Elementary School	N/A	N/A	Real Estate	\$5,000.00	3/25/2024	3/29/2024	N/A
47101	Whitney M Young Magnet High School	N/A	N/A	Real Estate	\$3,586.28	3/10/2024	4/28/2024	N/A
51071	Wells Community Academy High School	N/A	N/A	Real Estate	\$56,963.45	3/11/2024	8/29/2024	N/A
45211	Chicago Academy High School	N/A	N/A	Real Estate	\$1,900.00	3/1/2024	3/1/2024	N/A
51071	Wells Community Academy High School	N/A	N/A	Real Estate	\$25,380.95	4/12/2024	6/9/2024	N/A
29231	Walter L Newberry Math & Science Academy Elementary	N/A	N/A	Real Estate	\$1,552.50	4/3/2024	6/5/2024	N/A
29161	LaSalle Language Academy	N/A	N/A	Real Estate	\$5,670.95	4/13/2024	6/1/2024	N/A
24661	Louis Nettelhorst Elementary School	N/A	N/A	Real Estate	\$1,676.70	4/2/2024	5/28/2024	N/A
23501	Alexander Hamilton Elementary School	N/A	N/A	Real Estate	\$15,000.00	4/15/2024	6/28/2024	N/A
46631	South Shore International School	N/A	N/A	Real Estate	\$1,520.78	4/20/2024	4/20/2024	N/A
24661	Louis Nettelhorst Elementary School	N/A	N/A	Real Estate	\$3,688.90	4/3/2024	6/5/2024	N/A
29231	Walter L Newberry Math & Science Academy Elementary	N/A	N/A	Real Estate	\$2,790.00	4/5/2024	5/1/3124	N/A
47021	William Jones College Preparatory High School	N/A	N/A	Real Estate	\$2,307.11	5/19/2024	5/19/2024	N/A
46421	Benito Juarez Community Academy High School	N/A	N/A	Real Estate	\$3,350.55	5/15/2024	5/18/2024	N/A
47101	Whitney M Young Magnet High School	N/A	N/A	Real Estate	\$5,350.00	5/25/2024	5/26/2024	N/A
47101	Whitney M Young Magnet High School	N/A	N/A	Real Estate	\$5,920.00	5/5/2024	6/9/2024	N/A
23821	Holden Elementary School	N/A	N/A	Real Estate	\$0.00	2/5/2024	8/1/2024	N/A
23071	Edgebrook Elementary School	N/A	N/A	Real Estate	\$0.00	3/9/2024	3/9/2024	N/A

24-0425-EX4

**REPORT ON PRINCIPAL CONTRACTS (NEW)**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING:**

Accept and file copies of the contracts with the principals listed below who were selected by the Local School Councils pursuant to the Illinois School Code and the Uniform Principal's Performance Contract #14-0625-EX12.

**DESCRIPTION:** Recognize the selection by the local school councils of the individuals listed below to the position of principal subject to the Principal Eligibility Policy, #21-0428-PO1, and approval of any additional criteria by the General Counsel for the purpose of determining consistency with the Uniform Principal's Performance Contract, Board Rules, and Law.

The Department of Principal Quality has verified that the following individuals have met the requirements for CPS Principal Eligibility.

<b>NAME</b>	<b>FROM</b>	<b>TO</b>	<b>CONTRACT TERM</b>
Jennifer Bollinger	Interim Principal SOUTHSIDE HS	Contract Principal SOUTHSIDE HS Network 16 P.N.394457	Commencing: 02-15-2024 Ending: 02-14-2028 Budget Year: SY2024
Jennifer Madden	Interim Principal SCAMMON	Contract Principal SCAMMON Network 1 P.N.112622	Commencing: 03-04-2024 Ending: 03-03-2028 Budget Year: SY2024
Joshua Marburger	AP NETTELHORST	Contract Principal NETTELHORST Network 4 P.N.113048	Commencing: 03-05-2024 Ending: 03-04-2028 Budget Year: SY2024
Christopher Shelton	Contract Principal NEW BRONZEVILLE/ENGLEW OOD HS	Contract Principal ENGLEWOOD STEM HS Network 16 P.N.562267	Commencing: 03-06-2024 Ending: 03-05-2028 Budget Year: SY2024
Arthurine Beaugard	AP CULLEN	Contract Principal CULLEN Network 13 P.N.128658	Commencing: 03-25-2024 Ending: 03-24-2028 Budget Year: SY2024
Virag Nanavati	Acting FARRAGUT HS	Contract Principal FARRAGUT HS Network 16 P.N.118886	Commencing: 03-18-2024 Ending: 03-17-2028 Budget Year: SY2024

**LSC REVIEW:** The respective Local School Councils have executed the Uniform Principal's Performance Contracts with the individuals named above.

**FINANCIAL:** The salary of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

**PERSONNEL IMPLICATIONS:** The position(s) to be affected by approval of this action are contained in the school budget(s) referenced above.

24-0425-EX5

**REPORT ON PRINCIPAL CONTRACTS (RENEWALS)**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING:**

Accept and file copies of the contracts with the principals listed below whose contracts were renewed by the Local School Councils pursuant to the Illinois School Code and the Uniform Principal's Performance Contract #14-0625-EX12.

**DESCRIPTION:** Recognize the renewal by Local School Councils of the individuals listed below in the position of principal subject to the Principal Eligibility Policy, #21-0428-PO1, and approval of any additional criteria by the General Counsel for the purpose of determining consistency with the Uniform Principal's Performance Contract, Board Rules, and Law.

The Department of Principal Quality has verified that the following individuals have met the requirements for Eligibility. The **RENEWAL** contracts commence and terminate on the date specified in the contracts.

<b>NAME</b>	<b>FROM</b>	<b>TO</b>	<b>CONTRACT TERM</b>
Israel Perez	Contract Principal YATES	Contract Principal YATES Network 5 P.N.135789	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024
Kia Banks	Contract Principal VANDERPOEL	Contract Principal VANDERPOEL Network 10 P.N.130346	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024
Naomi Nakayama	Contract Principal BUDLONG	Contract Principal BUDLONG ISP P.N.122258	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024
Maureen Delgado	Contract Principal CLINTON	Contract Principal CLINTON ISP P.N.119217	Commencing: 09-27-2024 Ending: 09-26-2028 Budget Year: SY2024
Lindsi Lara	Contract Principal HITCH	Contract Principal HITCH Network 1 P.N.112749	Commencing: 07-03-2024 Ending: 07-02-2028 Budget Year: SY2024
Diana Racasi	Contract Principal PULASKI	Contract Principal PULASKI Network 6 P.N.146545	Commencing: 07-11-2024 Ending: 07-10-2028 Budget Year: SY2024
Gerardo Trujillo	Contract Principal PASTEUR	Contract Principal PASTEUR Network 8 P.N.113626	Commencing: 11-01-2024 Ending: 10-31-2028 Budget Year: SY2024
George Szkapiak	Contract Principal KENNEDY HS	Contract Principal KENNEDY HS Network 16 P.N.124344	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024
Sylvia Orozco-Garcia	Contract Principal CALMECA	Contract Principal CALMECA Network 8 P.N.140230	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024

Elwanda Butler	Contract Principal FULTON	Contract Principal FULTON Network 8 P.N.302865	Commencing: 05-18-2024 Ending: 05-17-2028 Budget Year: SY2024
Katherine Gallagher	Contract Principal CHRISTOPHER	Contract Principal CHRISTOPHER Network 8 P.N.116822	Commencing: 07-01-2024 Ending: 06-30-2028 Budget Year: SY2024
Gayle Harris-Neely	Contract Principal RAY	Contract Principal RAY Network 9 P.N.117880	Commencing: 07-27-2024 Ending: 07-26-2028 Budget Year: SY2024

**LSC REVIEW:** The respective Local School Councils have executed the Uniform Principal’s Performance Contracts with the individuals named above.

**FINANCIAL:** The salary of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

**PERSONNEL IMPLICATIONS:** The position(s) to be affected by approval of this action are contained in the school budget(s) referenced above.

**24-0425-EX6**



**Report of the Chief Executive Officer pursuant to Board Rule 5-4**

Board Rule 5-4 sets forth the requirements for financial reporting and forecasting.

Board Rule 5-4 recognizes the importance of forecasting revenues, other resources, and expenditures in order to understand the level of funding available for District operations. As trustees of the community, the Board believes that long-term financial planning is a key fiduciary duty and important to the process of being fiscally responsible stewards of public monies.

Board Rule 5-4 states that on a quarterly basis in a fiscal year, the CEO shall submit to the Board a Current Fiscal Year Revenues and Expenditures Report, which shall include current fiscal year revenues and expenditures by fund, the appropriation for each fund for the current fiscal year, and a forecast of revenues and expenditures by fund for the remainder of the fiscal year.

Reports pursuant to this Rule shall be filed with the Board on its public agenda at the first regular board meeting following the date of submission to the Board.

**Table 1: FY2024 Q2 Budget to 6-month Actuals/6-Month Forecast: Overview**

(\$ in millions)	FY2024 Budget	Actuals through 12/31/23	Q3+Q4 Projected	FY2024 Projected Year End	Projected Variance to Budget
Revenues over/(under)	\$ 8,489.5	\$ 3,919.7	\$ 4,489.0	\$ 8,408.7	\$ (80.8)
Expenditures over/(under)	\$ 8,489.5	\$ 3,757.3	\$ 4,651.5	\$ 8,408.8	\$ (80.7)
Revenues and reserves over/(under) expenditures	-	\$ 162.4	\$ (162.5)	\$ (0.0)	\$ (0.0)



Table 2: FY2024 Q2 Budget to 6-month Actuals/6-Month Forecast: Revenue

(\$ in millions)	FY2024 Budget	Actuals through 12/31/23	Q3+Q4 Projected	FY2024 Projected Year End	Projected Variance to Budget over/(under)	Variance Explanation
Property taxes	\$ 3,640.9	\$ 1,767.1	\$ 1,827.1	\$ 3,594.2	\$ (46.8)	Lower than projected EAV in final 2022 tax agency report
Replacement taxes	\$ 538.7	\$ 125.2	\$ 271.6	\$ 396.8	\$ (141.9)	State reconciliation of tax payments, decrease in collections, reduced transfer from Income Tax Refund fund
State aid	\$ 1,971.3	\$ 966.0	\$ 1,000.1	\$ 1,966.1	\$ (5.2)	Tier II classification; lower than projected tier funding due to increased calculated percent adequacy
Federal aid	\$ 1,670.6	\$ 898.6	\$ 871.3	\$ 1,770.0	\$ 99.3	\$(1.8M) lunchroom revenues below budget; \$51M additional grant reimbursement; \$100M in projected FEMA funding; \$(50M) grant contingency underspend
Interest and investment earnings	\$ 7.0	\$ 7.5	\$ 3.1	\$ 10.6	\$ 3.6	
TIF surplus	\$ 96.9	\$ 38.3	\$ 187.7	\$ 226.0	\$ 129.1	Final surplus included in City's FY24 budget
Other	\$ 564.1	\$ 117.0	\$ 328.2	\$ 445.2	\$ (118.9)	\$(105M) reduced City MEABF contribution offset by additional TIF surplus
<b>Total</b>	<b>\$ 8,489.5</b>	<b>\$ 3,919.7</b>	<b>\$ 4,489.0</b>	<b>\$ 8,408.7</b>	<b>\$ (80.8)</b>	

Table 3: FY2024 Q2 Budget to 6-month Actuals/6-Month Forecast: Expenditures

(\$ in millions)	FY2024 Budget	Actuals through 12/31/23	Q3+Q4 Projected	FY2024 Projected Year End	Projected Variance to Budget over/(under)	Variance Explanation
Salaries	\$ 3,566.2	\$ 1,714.3	\$ 1,831.8	\$ 3,546.2	\$ (20.0)	\$36M increased spending on special ed teachers and paraprofessionals; \$(56M) underspend due to vacancies above budget
Benefits	\$ 635.3	\$ 276.1	\$ 354.2	\$ 630.3	\$ (5.0)	\$9M increased spending on special ed teachers and paraprofessionals; \$(14M) underspend due to vacancies above budget
Pension	\$ 1,486.2	\$ 603.0	\$ 883.2	\$ 1,486.2	-	
Commodities	\$ 384.6	\$ 210.1	\$ 182.5	\$ 392.6	\$ 8.0	Utility costs projected \$8M over budget
Services	\$ 1,776.3	\$ 814.7	\$ 1,020.6	\$ 1,835.3	\$ 59.0	\$52M additional spending on facility service and maintenance; \$17M additional spending on student transportation; \$(10M) underspend on Early Childhood services
Equipment	\$ 99.4	\$ 84.6	\$ 14.8	\$ 99.4	-	
Rent	\$ 23.7	\$ 10.9	\$ 12.8	\$ 23.7	-	
Debt service	\$ 19.5	\$ 21.9	\$ 4.9	\$ 26.8	\$ 7.3	\$7M CTPF FY23 contribution interest payment
Other	\$ 498.3	\$ 21.6	\$ 346.8	\$ 368.3	\$ (130.0)	\$(50M) projected underspend of ESSER-funded programming; \$(50M) projected grant contingency underspend; \$(30M) department and school-based underspend
<b>Total</b>	<b>\$ 8,489.5</b>	<b>\$ 3,757.3</b>	<b>\$ 4,651.5</b>	<b>\$ 8,408.8</b>	<b>\$ (80.7)</b>	

\*Totals may not foot due to rounding

This report is filed with the Secretary of the Board this 21st day of March, 2024.

**24-0425-AR1**

**REPORT ON BOARD REPORT RESCISSIONS**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING:**

- i. Extend the rescission dates contained in the following Board Reports to June 27, 2024 because the parties remain involved in good faith negotiations which are likely to result in an agreement and the user group(s) concurs with this extension:**
  - 1. 20-0122-OP4: Approve Renewal Lease Agreement with the Noble Network of Charters for a Portion of Revere School, 1010 E. 72nd Street.  
Services: Lease Renewal Agreement  
User Group: Real Estate  
Status: In negotiations
  - 2. 21-0224-OP1: Approve Renewal Lease Agreement with Lawndale Educational Regional Network ("L.E.A.R.N.") Charter School for a Portion of the Thorp School Building at 8914 South Buffalo Avenue  
User Group: Real Estate  
Status: In negotiations

3. 21-0526-PR6: Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Professional Learning Services  
User Group: Teaching and Learning Office  
Status: 23 of 25 vendors fully executed; the remainder are in negotiations
4. 21-0922-PR4: Amend Board Report 21-0623-PR10, Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services  
User Group: Teaching and Learning Office  
Status: 32 of 53 fully executed. the remainder are in negotiations
5. 21-1117-PR2: Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Out of School Time and Student Health and Wellness Products and Services  
User Group: College and Career Success  
Status: 83 of 91 vendors fully executed; the remainder are in negotiations
6. 21-1117-PR3: Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0425-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services  
User Group: College and Career Success  
Status: 13 of 27 vendors fully executed; the remainder are in negotiations
7. 22-0126-OP2: Approve Renewal Lease Agreement with Polaris Charter Academy for Sole Occupancy of the Morse School Building at 620 N. Sawyer Avenue  
User Group: Real Estate  
Status: In negotiations
8. 22-0323-PR1: Amend Board Report 21-1027-PR1 Amend Board Report 21-0825-PR2 Authorize New Agreements with Various Vendors for Social and Emotional Learning Products and Services  
User Group: College and Career Success  
Status: 6 of 32 vendors fully executed; the remainder are in negotiations
9. 22-0427-EX2: Amend Board Report 20-0122-EX12 Authorize Renewal of the Youth Connection Charter School Agreement with Conditions  
User Group: Office of Innovation & Incubation  
Status: In negotiation
10. 22-0427-OP1: Amend Board Report 19-0626-OP3 Authorize Agreement with Little Angels Family Daycare II, Inc. to Provide Funding for Construction of Early Learning Childhood Facility to Provide Early Childhood Services  
User Group: Real Estate  
Status: In negotiation
11. 22-0525-PR11: Amend Board Report 19-0925-PR15 Approve Entering Into an Intergovernmental Agreement with the City of Chicago Department of Fleet and Facility Management for the Purchase of Fuel and Ancillary Liquids  
User Group: Capital and Operations  
Status: In negotiation
12. 22-0727-PR1: Amend Board Report 22-0323-PR1 Amend Board Report 21-1027-PR1 Amend Board Report 21-0825-PR2 Authorize New Agreements with Various Vendors for Social and Emotional Learning Products and Services and Ratify Agreement with Youth Advocate Programs  
User Group: College and Career Success  
Status: In negotiations
13. 23-0125-OP1: Approve Renewal Lease Agreement with North Lawndale College Preparatory Charter High School for a Portion of the Collins High School Building, 1313 S. Sacramento Drive  
User Group: Real Estate  
Status: In negotiations
14. 23-0125-OP2: Approve Renewal Lease Agreement with University of Chicago Charter School Corporation for Donoghue School, 707 E. 37th Street  
User Group: Real Estate  
Status: In negotiations
15. 23-0125-PR1: Amend Board Report 22-0824-PR2 Amend Board Report 22-0427-PR4 Amend Board Report 21-1215-PR2 Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services  
User Group: Teaching and Learning Office  
Status: 15 of 26 vendors fully executed; the remainder are in negotiations

16. 23-0322-PR1: Authorize the First Renewal of Pre-Qualification Status of Various Organizations to Provide In-School Arts Education Services  
User Group: Teaching & Learning Office  
Status: 39 of 41 vendors fully executed; the remainder are in negotiations
17. 23-0322-PR2: Amend Board Report 22-1026-PR2 Authorize the First Renewal Agreement with Various Vendors to Provide College Career Readiness Services to All Schools and Departments  
User Group: College & Career Success  
Status: 7 of 13 vendors fully executed; the remainder are in negotiations
18. 23-0426-EX2: Amend Board Report 22-0525-EX3 Approve the Second Option to Renew the Intergovernmental Agreement with the Department of Family & Support Services (DFSS) -The City of Chicago  
User Group: Office of Early Childhood Education  
Status: In negotiations
19. 23-0524-PR1: Authorize the Second and Third (Final) Renewal Agreements with Various Vendors for PreK-12 Curriculum Content and Student Assessment Platform Services  
User Group: Teaching and Learning Office  
Status: 4 of 5 fully executed, remainder in negotiations
20. 23-0524-PR2: Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide PreK-12 Curriculum Development, Revision, Translation and Evaluation Services  
User Group: Teaching and Learning Office  
Status: In negotiations
21. 23-0524-PR14: Authorize a New Agreement with Youth Advocate Programs, Inc. for Youth Therapy Services  
User Group: School Safety and Security Office  
Status: In negotiation
22. 23-0628-EX2: Amend Board Report 20-1118-EX2 Amend Board Report 19-0724-EX3 Amend Board Report 18-0425-EX7 Amend Board Report 17-0828-EX10 Amend Board Report 16-1207-EX6 Authorize Renewal of the Chicago International Charter School Agreement with Conditions  
User Group: Office of Innovation and Incubation  
Status: In negotiation
23. 23-0726-PR3: Amend Board Report 22-0824-PR1 Amend Board Report 21-0922-PR5 Amend Board Report 21-0623-PR11 Amend Board Report 21-0526-PR6 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Professional Learning Services  
User Group: Teaching and Learning Office  
Status: 1 of 6 fully executed, remainder in negotiations
24. 23-0726-PR10: Authorize the First Renewal Agreement with LineV Systems US, Inc for the Purchase of Portable X-Ray Machines and Related Installation, Maintenance and Training Services  
User Group: School Safety and Security Office  
Status: In negotiation
25. 23-0726-PR12: Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Temporary Staffing Services  
User Group: Talent Office  
Status: In negotiation
26. 23-0928-PR1: Authorize the Second (Final) Renewal Agreement with Various Vendors to Provide College Career Readiness Services to All Schools and Departments  
User Group: College and Career Success Office  
Status: 10 of 23 fully executed, remainder in negotiations
27. 23-0928-PR5: Authorize the Pre-Qualification Status of and Entering Into New Agreements with Various Technical Service Consultants  
User Group: Information and Technology Services  
Status: 72 of 76 fully executed, remainder in negotiations
28. 23-0928-PR6: Amend Board Report 22-0126-PR13 Amend Board Report 21-0428-PR8 Authorize the Pre-Qualification Status of and Entering Into Agreements with Various Vendors to Provide Custom Print Services  
User Group: Procurement and Contracts Office  
Status: In negotiations
29. 23-1214-PR1: Authorize a New Agreement with Various Vendors for Nursing Services  
User Group: Office of Student Health & Wellness  
Status: In negotiation

30. 23-1214-PR5: Amend Board Report 23-0824-PR8 Authorize the First Renewal Agreement with Various Vendors for Groundskeeping Products and Services  
User Group: Facility Operations & Maintenance-City Wide  
Status: In negotiation

31. 24-0125-PR1: Amend Board Report 22-0223-PR2 Authorize the Second, Third and Final Renewal Agreement with A Moon Jump 4U, Inc. to Provide Rental Equipment and Related Services for School Based Events  
User Group: Family & Community Engagement Office  
Status: In negotiation

32. 24-0125-PR3: Authorize a New Agreement with Various Vendors to Provide ISBE-Approved School and District Improvement Grant Learning Partners and Services  
User Group: Network Support  
Status: 7 of 23 fully executed, remainder in negotiations

33. 24-0125-PR4: Authorize a New Agreement with Henricksen & Company, Inc. to Provide Systems Furniture, Accessories and Related Services  
User Group: Facility Operations & Maintenance-City Wide  
Status: In negotiation

34. 24-0125-PR5: Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Specialty Professional Consulting Services  
User Group: Facility Operations & Maintenance-City Wide  
Status: In negotiation

II. **Rescind the following Board Reports in part or in full for failure to enter into an agreement with the Board, after repeated attempts, and the user groups have been advised of such rescission:**

None.

**President Shi thereupon declared Board Reports 24-0425-PR10, 24-0425-EX4, 24-0425-EX5, 24-0425-EX6, 24-0425-AR1 accepted.**

**The Secretary presented the following for Public Record:**

**President Shi, I will continue with items that do not require a vote:**

**24-0425-AR2**

**APPOINT ASSISTANT GENERAL COUNSEL  
DEPARTMENT OF LAW  
(Michael Phelps)**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING RECOMMENDATION:**

Appoint the following named individual to the position listed below effective April 29, 2024.

**DESCRIPTION:**

<b>NAME:</b>	<b>FROM:</b>	<b>TO:</b>
Michael Phelps	New Employee	External Title: Assistant General Counsel Functional Title: Assistant General Counsel Department of Law Position No. 260416 Basic Salary: \$100,000.00 Salary Grade: S09

**LSC REVIEW:** LSC approval is not applicable to this report.

**AFFIRMATIVE ACTION STATUS:** Not applicable.

**FINANCIAL:** The expenditure involved in this report is not in excess of the regular budget appropriation.

**PERSONNEL IMPLICATIONS:** The position to be affected by approval of this action is contained in the FY24 School budget.

24-0425-AR3

**WORKERS' COMPENSATION  
PAYMENT FOR LUMP SUM SETTLEMENT FOR  
LINDA BALLAS - CASE NO. 10 WC 048405**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:**

Authorize settlement of the Workers' Compensation claim of Linda Ballas, Case No. 10 WC 048405 subject to the approval of the Illinois Workers' Compensation Commission, in the amount of **\$258,249.00**.

**DESCRIPTION:** In accordance with the provisions of the Workers' Compensation Act, the General Counsel has determined that this settlement is in the Board's best interests.

**LSC REVIEW:** Local school council approval is not applicable to this report.

**AFFIRMATIVE ACTION STATUS:** Not applicable.

**FINANCIAL:** Charge to Workers' Compensation Fund - General Fixed Charges  
Account #12470-210-57605-119004-000000 FY 2024.....\$258,249.00

**PERSONNEL IMPLICATIONS:** None

**GENERAL CONDITIONS:**

**Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.**

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26,1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

24-0425-AR4

**WORKERS' COMPENSATION  
PAYMENT FOR LUMP SUM SETTLEMENT FOR  
DEBORAH BORRERO - CASE NO. 07 WC 002679**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:**

Authorize settlement of the Workers' Compensation claim of Deborah Borrero, Case No. 07 WC 007679 subject to the approval of the Illinois Workers' Compensation Commission, in the amount of **\$251,000.00**.

**DESCRIPTION:** In accordance with the provisions of the Workers' Compensation Act, the General Counsel has determined that this settlement is in the Board's best interests.

**LSC REVIEW:** Local school council approval is not applicable to this report.

**AFFIRMATIVE ACTION STATUS:** Not applicable.

**FINANCIAL:** Charge to Workers' Compensation Fund - General Fixed Charges  
Account #12470-210-57605-119004-000000 FY 2024.....\$251,000.00

**PERSONNEL IMPLICATIONS:** None

**GENERAL CONDITIONS:**

**Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.**

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26,1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**24-0425-AR5**

**WORKERS' COMPENSATION  
PAYMENT FOR LUMP SUM SETTLEMENT FOR  
MARY CASEY - CASE NOS. 07 WC 044753; 08 WC 019807; 14 WC 017919 AND 14 WC 017980**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:**

Authorize settlement of the Workers' Compensation claims of Mary Casey, Case Nos. 07 WC 044753; 08 WC 019807; 14 WC 017919 and 14 WC 017980 subject to the approval of the Illinois Workers' Compensation Commission, in the amount of **\$300,000.00**.

**DESCRIPTION:** In accordance with the provisions of the Workers' Compensation Act, the General Counsel has determined that this settlement is in the Board's best interests.

**LSC REVIEW:** Local school council approval is not applicable to this report.

**AFFIRMATIVE ACTION STATUS:** Not applicable.

**FINANCIAL:** Charge to Workers' Compensation Fund - General Fixed Charges  
Account #12470-210-57605-119004-000000 FY 2024.....\$300,000.00

**PERSONNEL IMPLICATIONS:** None

**GENERAL CONDITIONS:**

**Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.**

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26,1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

24-0425-AR6

APPROVE PAYMENT OF PROPOSED SETTLEMENT REGARDING FIDA ABUHATTAB, INDIVIDUALLY AND AS MOTHER AND NEXT FRIEND OF O.S., A MINOR, D.S., A MINOR, AND L.S., A MINOR V. BOARD, ET AL. CASE NO. 19 L 1066

THE GENERAL COUNSEL REPORTS THE FOLLOWING SETTLEMENT:

DESCRIPTION: Subject to Board approval, the Board and Plaintiff, Fida Abuhattab, acting on behalf of three minors, O.S., D.S. and L.S., have reached a settlement disposing of all claims against the Board in Case No. 19 L 1066, filed on about November 12, 2015, and refiled on about June 12, 2019, in the Circuit Court of Cook County. The General Counsel recommends approval of the settlement, which includes the payment of two hundred and twenty five thousand dollars (\$225,000.00) to Fida Abuhattab and her attorney, Nolan Law Group, to resolve all of Abuhattab's claims against the Board for alleged damages, attorneys' fees and costs arising out of an alleged carbon monoxide exposure at Prussing E.S. in October 2015. The Board's total payout will not exceed \$225,000.00.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: Charge a total of \$225,000.00 as described above to the Law Department. Budget Classification Fiscal year 2024.....12460-210

AUTHORIZATION: Authorize the General Counsel to execute the Settlement Agreement and all ancillary documents related thereto.

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

24-0425-AR7

APPROVE PAYMENT OF PROPOSED SETTLEMENT REGARDING ISRAEL MIRANDA, INDIVIDUALLY AND AS FATHER AND NEXT FRIEND OF KA. A., A MINOR, KR. A., A MINOR, AND K.M., A MINOR V. BOARD, ET AL. CASE NO. 20 L 2189

THE GENERAL COUNSEL REPORTS THE FOLLOWING SETTLEMENT:

DESCRIPTION: Subject to Board approval, the Board and Plaintiff, Israel Miranda, Individually and as father and next friend of minors, K. A., K.M. and K.A., have reached a settlement disposing of all claims against the Board in Case No. 20 L 2189, filed on about November 12, 2015, and refiled on about June 12, 2019, in the Circuit Court of Cook County. The General Counsel recommends approval of the settlement, which includes the payment of two hundred and sixty thousand dollars (\$260,000.00) to Miranda and his attorney, Nolan Law Group, to resolve all of Miranda's claims against the Board for alleged damages, attorneys' fees and costs arising out of the minors' alleged exposure to carbon monoxide at Prussing E.S. in October 2015. The Board's total payout will not exceed \$260,000.00.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: None.



**FINANCIAL:** Charge a total of \$260,000.00 as described above to the Law Department.  
Budget Classification Fiscal year 2024.....12460-210

**AUTHORIZATION:** Authorize the General Counsel to execute the Settlement Agreement and all ancillary documents related thereto.

**GENERAL CONDITIONS:**

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board’s Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time shall be incorporated into and made a part of the agreement.

Ethics – The Board’s Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**24-0425-AR8**

**APPROVE PAYMENT OF PROPOSED SETTLEMENT REGARDING  
NICOLE MUNOZ, INDIVIDUALLY AND AS MOTHER AND  
NEXT FRIEND OF J.O., A MINOR v. BOARD, ET AL.  
CASE NO. 20 L 1067**

**THE GENERAL COUNSEL REPORTS THE FOLLOWING SETTLEMENT:**

**DESCRIPTION:** Subject to Board approval, the Board and Plaintiff, Nicole Munoz, Individually and as mother and next friend of minor, J.O., have reached a settlement disposing of all claims against the Board in Case No. 20 L 1067, filed on about November 12, 2015, and refiled on about June 12, 2019, in the Circuit Court of Cook County. The General Counsel recommends approval of the settlement, which includes the payment of \$500,000 hundred thousand dollars (\$500,000.00) to Ms. Munoz and her attorney, Nolan Law Group, to resolve all of Munoz’ claims for alleged damages, attorneys’ fees and costs against the Board sustained as a result of J.O.’s alleged carbon monoxide exposure at Prussing E.S. in October 2015. The Board’s total payout will not exceed \$500,000.00.

**LSC REVIEW:** LSC approval is not applicable to this report.

**AFFIRMATIVE ACTION STATUS:** None.

**FINANCIAL:** Charge a total of \$500,000.00 as described above to the Law Department.  
Budget Classification Fiscal year 2024.....12460-210

**AUTHORIZATION:** Authorize the General Counsel to execute the Settlement Agreement and all ancillary documents related thereto.

**GENERAL CONDITIONS:**

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board’s Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time shall be incorporated into and made a part of the agreement.

Ethics – The Board’s Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

**Vice President Todd-Breland moved and Board Member Lozano seconded the motion to adopt Board Reports 24-0425-AR1 through 24-0425-AR8**

The Secretary called the roll and the vote was as follows:

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods and President Shi- (5)**

**Nays: None**

President Shi thereupon declared Board Reports 24-0425-AR2 through 24-0425-AR8 adopted.

The Secretary presented the following for Public Record:

President Shi, I will continue with items from the Chief Executive Office that does require a vote.

**24-0425-EX7**

**WARNING RESOLUTION – TROY PATTERSON, TENURED TEACHER, ASSIGNED TO SIMEON CAREER ACADEMY**

**TO THE CHICAGO BOARD OF EDUCATION**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

That the Chicago Board of Education adopts a Warning Resolution for Troy Patterson and that a copy of this Board Report and Warning Resolution be served upon Troy Patterson.

**DESCRIPTION:** Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, and the Rules of the Board of Education of the City of Chicago, a Warning Resolution be adopted and issued to Troy Patterson, Tenured Teacher, to inform him that he has engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Troy Patterson, pursuant to the Statute if said conduct is not corrected immediately and maintained thereafter in a satisfactory fashion following receipt of the Warning Resolution. Directives for improvement of this conduct are contained in the Warning Resolution.

**LSC REVIEW:** LSC review is not applicable to this report.

**AFFIRMATIVE**

**ACTION REVIEW:** None.

**FINANCIAL:** This action is of no cost to the Board.

**PERSONNEL**

**IMPLICATIONS:** None.

**Board Member Woods moved and Board Member Lozano Jr. seconded the motion to adopt Board Report 24-0425-EX7**

The Secretary called the roll and the vote was as follows:

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods and President Shi- (5)**

**Nays: None**

President Shi thereupon declared Board Report 24-0425-EX7 adopted.

**The Secretary presented the following for Public Record:**

**President Shi, I will continue with items from the Board that do require a vote.**

**24-0425-RS4**

**RESOLUTION APPROVING CHIEF EXECUTIVE OFFICER'S RECOMMENDATION TO DISMISS EDUCATIONAL SUPPORT PERSONNEL**

WHEREAS, on April 22, 2024, the Chief Executive Officer submitted a written recommendation, including the reason for the recommendation, to the Board to dismiss the following educational support personnel pursuant to Board Rule 4-1:

Name	School	Effective Date
Latisha Morris	School Transportation CW	April 25, 2024

WHEREAS, the Chief Executive Officer followed the established procedures prior to making the recommendation;

WHEREAS, the Board has reviewed the reason for the Chief Executive Officer's recommendation;

WHEREAS, the Chief Executive Officer or his designee has previously notified the affected educational support personnel of their pending dismissal;

NOW, THEREFORE, BE IT RESOLVED:

1. That pursuant to Board Rule 4-1, the above-referenced educational support personnel is dismissed from Board employment effective on the date set opposite their name.
2. The Board hereby approves all actions taken by the Chief Executive Officer or his designee to effectuate the dismissal of the above-named educational support personnel.
3. The Chief Executive Officer or his designee shall notify the above-named educational support personnel of their dismissal.

**24-0425-RS5**

**RESOLUTION APPROVING CHIEF EXECUTIVE OFFICER'S RECOMMENDATION TO DISMISS PROBATIONARY APPOINTED TEACHERS**

WHEREAS, on April 22, 2024, the Chief Executive Officer submitted written recommendations, including the reasons for the recommendation, to the Board to dismiss the following probationary appointed teachers pursuant to Board Rule 4-1 and 105 ILCS 5/34-84:

Name	School	Effective Date
Ashley Grady	Crown Comm Acad Fine Arts Ct	April 25, 2024
Connie Hymer	George Rogers Clark School	April 25, 2024

WHEREAS, the Chief Executive Officer followed the established procedures prior to making the recommendation;

WHEREAS, the Board has reviewed the reason for the Chief Executive Officer's recommendation;

WHEREAS, the Chief Executive Officer or his designee has previously notified the affected probationary appointed teacher of their pending dismissal;

NOW, THEREFORE, BE IT RESOLVED:

1. That pursuant to Board Rule 4-1 and 105 ILCS 5/34-84, the above-referenced probationary appointed teachers are dismissed from Board employment effective on the date set opposite their name.
2. The Board hereby approves all actions taken by the Chief Executive Officer or his designee to effectuate the dismissal of the above-named probationary appointed teachers.
3. The Chief Executive Officer or his designee shall notify the above-named probationary appointed teachers of their dismissal.

**Board Member Lozano Jr., moved and Board Member Fahey-Hughes seconded the motion to adopt Board Reports 24-0425-RS4 and 24-0425-RS5.**

The Secretary called the roll and the vote was as follows:

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods and President Shi- (5)**

**Nays: None**

**President Shi thereupon declared Board Reports 24-0425-RS4 and 24-0425-RS5 adopted.**

**Board Member Woods presented the following Motion:**

**24-0425-MO2**

**MOTION RE: ADOPT AND MAINTAIN AS CONFIDENTIAL  
CLOSED SESSION MINUTES FROM MARCH 13, 2024**

**MOTION ADOPTED** that the Board adopt the minutes of the closed session meeting of March 13, 2024 pursuant to Section 2.06 of the Open Meetings Act. Board Members reviewed these minutes and determined that the need for confidentiality exists. Therefore, the minutes of the closed session meeting held on March 13, 2024 shall be maintained as confidential and not available for public inspection.

**Board Member Lozano Jr. seconded the motion to adopt Motion 24-0425-MO2**

The Secretary called the roll and the vote was as follows:

**Yeas: Board Member Fahey Hughes, Board Member Lozano Jr., Vice President Todd-Breland, Board Member Woods and President Shi- (5)**

**Nays: None**

**President Shi thereupon declared Board Report 24-0425-MO2 adopted.**

**President Shi thereupon opened the floor to the Public Participation segment of the Board Meeting.**

#### **ADJOURNMENT**

**Vice President Todd-Breland moved to adjourn the meeting and Board Member Woods seconded, it was so ordered by a voice vote, all members present voting therefore.**

**President Shi thereupon declared the Board Meeting adjourned.**

**I, Susan J. Narrajos, Secretary of the Board of Education and Keeper of the records thereof, do hereby certify that the foregoing is a true and correct record of certain proceedings of said Board of Education of the City of Chicago at its Board Meeting held on April 25, 2024 held as a hybrid of in-person for Board Members, Senior Cabinet Members, and electronically via Zoom and Live Stream at cpsboe.org.**

**Susan J. Narrajos  
Secretary**

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