



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

Regular Meeting-Wednesday, June 27, 2012
10:30 A.M.
(125 South Clark Street)

Published by the Authority of the Chicago Board of Education

David J. Vitale
President

Estela G. Beltran
Secretary

ATTEST:


Secretary of the Board of Education
of the City of Chicago

President Vitale took the Chair and the meeting being called to order there were then:

PRESENT: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

ABSENT: Dr. Bienen – 1

ALSO PRESENT: Mr. Jean Claude Brizard, Chief Executive Officer, Mr. Patrick J. Rocks, General Counsel and Ms. Jessenia Martinez, Honorary Student Board Member.

ABSENT: None

President Vitale thereupon opened the floor to the Honoring Excellence segment of the Board Meeting.

President Vitale thereupon opened the floor to the CEO Report segment of the Board Meeting. Mr. Jean Claude Brizard, Chief Executive Officer proceeded with the following presentations: Jadine Chou, Chief Safety & Security Officer, Safety & Security, and Jennifer Louden, Director, Youth Development and Positive Behavior Supports, gave a presentation on Improving Climates for Learning, which included the Student Code of Conduct for Chicago Public Schools for the 2012-2013 School Year [12-0627-PO1]. Patrick Rocks gave a presentation on the Internet Safety Policy [12-0627-PO2].

President Vitale thereupon opened the floor to the Public Participation segment of the Board Meeting.

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

President Vitale proceeded to entertain a Motion to go into Closed Session.

Dr. Hines presented the following Motion:

12-0627-MO1

MOTION TO HOLD A CLOSED SESSION

MOTION ADOPTED that the Board hold a closed session to consider the following subjects:

- (1) information, regarding appointment, employment, compensation discipline, performance, or dismissal of employees pursuant to Section 2(c)(1) of the Open Meetings Act;
- (2) collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees pursuant to Section 2(c)(2) of the Open Meetings Act;
- (3) the purchase or lease of real property for the use of the Board pursuant to Section 2(c)(5) of the Open Meetings Act;

- (4) the setting of a price for the sale or lease of real property owned by the Board pursuant to Section 2(c)(6) of the Open Meetings Act;
- (5) security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property pursuant to Section 2(c)(8) of the Open Meetings Act;
- (6) matters relating to individual students pursuant to Section 2(c)(10) of the Open Meetings Act;
- (7) pending litigation and litigation which is probable or imminent involving the Board pursuant to Section 2(c)(11) of the Open Meetings Act; and
- (8) discussion of closed session minutes pursuant to Section 2(c)(21) of the Open Meetings Act, including audio tapes created pursuant to Section 2.06 of the Open Meetings Act.

Board Member Zopp moved to adopt Motion 12-0627-MO1.

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

Yeas: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

Nays: None

President Vitale thereupon declared Motion 12-0627-MO1 adopted.

**CLOSED SESSION
RECORD OF CLOSED SESSION**

The following is a record of the Board's Closed Session:

- (1) **The Closed Meeting was held on June 27, 2012, beginning at 2:09 p.m. at the Central Service Center, 125 South Clark Street, and President's Conference Room 6th Floor, and Chicago Illinois 60603.**
- (2) **PRESENT: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp*, and President Vitale – 6**

***Note: Board Member Zopp was not present when roll called, arrived at approximately 2:55 p.m.**

- (3) **ABSENT: Dr. Bienen - 1**

- A. **Other Reports**
- B. **Warning Resolutions**
- C. **Terminations**
- D. **Personnel**
- E. **Collective Bargaining**
- F. **Real Estate**
- G. **Security**
- H. **Closed Session Minutes**
- I. **Individual Student Matters**

No votes were taken in Closed Session.

After Closed Session the Board reconvened.

Members present after Closed Session: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

Members absent after Closed Session: Dr. Bienen - 1

President Vitale thereupon proceeded with Agenda Items.

12-0627-AR3

**AUTHORIZE CONTINUED RETENTION OF THE LAW FIRM
FRANCZEK RADELET P.C.**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Continued retention of the law firm Franczek Radelet P.C.

DESCRIPTION: The General Counsel has continued retention of the law firm Franczek Radelet P.C. The firm provides legal services to the Board for general litigation, labor negotiations, consultation and strategy developments. Additional authorization for the firm's services is requested in the amount of \$600,000. As invoices are received, they will be reviewed by the General Counsel and, if satisfactory, processed for payment.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: Charge \$600,000.00 to Law Department- Legal and Supportive Service - Professional Services.
Budget Classification Fiscal Year 2013..... 10455-115-54125-231101-000000

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 member 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).

12-0627-AR4

**AUTHORIZE CONTINUED RETENTION OF
THE LAW OFFICE OF SABRINA L. HAAKE**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Continued retention of The Law Office of Sabrina L. Haake

DESCRIPTION: The General Counsel has continued retention of The Law Office of Sabrina L. Haake. The firm provides legal advice to the Board relating to litigation matters including *Jacobson et al. v. Board of Education*, 94L5360 and other matters. Additional authorization is requested for the firm's services in the amount of \$90,000. As invoices are received, they will be reviewed by the General Counsel and, if satisfactory, processed for payment.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: Charge \$90,000.00 to Law Department - Professional Services:
Budget Classification Fiscal Year 2013..... 10455-115-54125-231101-000000

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 member 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).

12-0627-AR5

**AUTHORIZE CONTINUED RETENTION OF THE LAW FIRM
PUGH JONES JOHNSON & QUANDT, P.C.**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Continued retention of the law firm Pugh Jones Johnson & Quandt, P.C.

DESCRIPTION: The General Counsel has continued retention of the law firm Pugh Jones Johnson & Quandt, P.C. The firm will provide legal services to the Board and the CEO in the area of property tax assessment appeals filed before the Property Tax Appeal Board (PTAB). Authorization for the firm's services is requested in the amount of \$75,000. As invoices are received, they will be reviewed by the General Counsel and, if satisfactory, processed for payment.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: This firm is a MBE.

FINANCIAL: Charge \$75,000.00 to Law Department- Legal and Supportive Service – Professional Services.
Budget Classification Fiscal Year 2013..... 10455-115-54125-231101-000000

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 member 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).

12-0627-AR6

**AUTHORIZE CONTINUED RETENTION OF THE LAW FIRM
SHEFSKY & FROELICH, LTD.**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Continue retention of the law firm Shesky & Froelich, Ltd.

DESCRIPTION: The General Counsel has continued retention of the law firm Shesky & Froelich, Ltd. to represent the Board in the Corey H. matter and to provide counseling and representation in other matters including affirmative action and student assignment. Additional authorization is requested in the amount of \$250,000 to compensate the firm for expenses related to the retention of experts and consultant services. As invoices are received, they will be reviewed by the General Counsel and, if satisfactory, processed for payment.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: Charge \$250,000.00 to Law Department- Legal and Supportive Service - Professional Services.
Budget Classification Fiscal Year 2012..... 10455-115-54125-231101-000000

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 member 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).

President Vitale thereupon declared Board Report 12-0627-AR3 through 12-0627-AR6 accepted.

12-0627-AR7

WORKERS' COMPENSATION - PAYMENT FOR LUMP SUM SETTLEMENT FOR LILIA CANO – CASE NO. 09 WC 638

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Authorized settlement of the Workers' Compensation claim of Lilia Cano, Case No. 09 WC 638 and subject to the approval of the Illinois Commission, in the amount of **\$97,564.25**.

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 2012.....\$97,564.25

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 member 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).

12-0627-AR8

**PERSONAL INJURY - AUTHORIZE PAYMENT OF SETTLEMENT FOR
NANCY CANTU - CASE NO. 10 L 008292**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Authorize settlement of the personal injury suit of Nancy Cantu v. Board of Education City of Chicago and Chicago Park District, Case No. 10 L 008292 for **\$200,000.00**.

DESCRIPTION: 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 Litigated Tort Claims: Account #12470-210-54530-231112-000000 FY 2012....
..... **\$200,000.00**

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 member 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).

12-0627-AR9

**WORKERS' COMPENSATION - PAYMENT FOR LUMP SUM SETTLEMENT FOR
CHARLENE REED – CASE NO. 03 WC 19336**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Authorized settlement of the Workers' Compensation claim of Charlene Reed, Case No. 03 WC 19336 and subject to the approval of the Illinois Commission, in the amount of **\$400,000.00**.

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 2012.....
..... **\$400,000.00**

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 member 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).

12-0627-AR10

PROPOSED SETTLEMENT OF ILLINOIS DEPARTMENT OF PUBLIC HEALTH’S CODE-VIOLATION CHARGES

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

DESCRIPTION: The Illinois Department of Public Health (“IDPH”) has charged the Board with various historical and current regulatory violations relating to asbestos handling, recordkeeping, and records retention. IDPH agrees to a global settlement for all matters, known and unknown, to date in consideration of the Board’s payment to IDPH of \$160,000.00 and the execution of a settlement agreement.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: Affirmative Action review is not applicable to this report.

FINANCIAL: Charge \$160,000.00 to Operations
Budget Classification FY 2012.....12470-115-54530-231122-000000

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 member 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).

12-0627-AR11

APPROVE PAYMENT OF PROPOSED SETTLEMENT WITH GAIL KAY AND CHICAGO TEACHERS PENSION FUND

THE GENERAL COUNSEL REPORTS THE FOLLOWING PROPOSED SETTLEMENT:

DESCRIPTION: Pursuant to the settlement agreement tentatively reached in Case No. 2009 L 12590, *Gail Kay v. Chicago Board of Education, et. al.* involving Gail Kay’s claims for back pay, attorneys’ fees and costs, and the Chicago Teachers Pension Fund’s (“Fund”) claims for pension contributions and pension reimbursement, the parties have reached a settlement, subject to Board approval, disposing of all claims brought by Gail Kay and the Fund associated with the underlying proceedings. The General Counsel recommends approval of the settlement, which calls for the payment of three hundred twenty nine thousand dollars (\$329,000.00) to Gail Kay and her attorney, and one hundred forty six thousand dollars (\$146,000.00) to the Fund.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: Affirmative Action review is not applicable to this report.

FINANCIAL: Charge \$135,417.30 as described above to Law Department
Budget Classification Fiscal Year 2012.....12470-115-54530-231122-000000

Charge \$339,582.70 as described above to Law Department
Budget Classification Fiscal Year 2012.....12470-115-51130-119004-000000
(Bucket #100079)

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 member 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).

12-0627-AR12

APPROVE PAYMENT OF PROPOSED SETTLEMENT REGARDING JOHN WHITFIELD

THE GENERAL COUNSEL REPORTS THE FOLLOWING PROPOSED SETTLEMENT:

DESCRIPTION: Pursuant to the settlement agreement tentatively reached in Case Nos. 10-02-104, 11-02-085, 11-02-086, 11-02-087, 11-06-197, 11-10-066, 11-10-068, 2011-CA-0045-C and 44-0-2012-02715, and the Illinois State Board of Education dismissal proceedings for tenured teacher, John Whitfield, the Board, the Chicago Teachers Union and Mr. Whitfield have reached a settlement, subject to Board approval, disposing of all of the above-referenced matters. The General Counsel recommends approval of the settlement, which calls for the payment of Seventy-Nine Thousand Five Hundred Sixty-Five and 77/100 Dollars (\$79,565.77) for all of Mr. Whitfield’s pending legal matters.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: Affirmative Action review is not applicable to this report.

FINANCIAL: Charge \$79,565.77, as described above, to Law Department
Budget Classification Fiscal Year 2012.....12470-115-54530-231122-000000

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 member 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).

12-0627-AR13

**APPROVE SETTLEMENT OF JOSEPH WASHINGTON ET AL.
GRIEVANCE NUMBERS: 4823/11-08-007 AND 4831/11-08-148**

THE GENERAL COUNSEL REPORTS THE FOLLOWING PROPOSED SETTLEMENT:

DESCRIPTION: The Chicago Teachers Union and Chicago Board of Education, Joseph Washington, Barbara McCoy, Annette Elmore, Charles Lucky and Ronald Daniels, Grievance Numbers 4823/11-08-007 and 4831/11-08-148 have reached an agreement to resolve all disputed issues in grievances 4823/11-08-007 and 4831/11-08-148, subject to Board approval. In exchange for the retroactive placement in the reassigned teacher pool and back pay, the Chicago Teachers Union and each individual grievant will release all claims concerning their honorable terminations. The settlement will require pre-set-off payments of up to one year of retroactive pay and pension pick-up per teacher in amounts not to exceed \$94,877.48 to/for Joseph Washington, \$107,829.03 to/for Barbara McCoy, \$91,133.55 to/for Annette Elmore, \$104,621.13 to/for Charles Lucky, \$104,621.13 to/for Ronald Daniels, respectively. This Board report authorizes the General Counsel to include other terms and conditions as agreed to by the parties in the Settlement Agreement. Each party will bear their own attorneys' fees and costs.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: Affirmative Action review is not applicable to this report.

FINANCIAL: Charge an amount not to exceed \$398,471.20 in back pay and pension pick-up to 12470-115-51130-119004-000000 (Bucket # 100079).

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 member 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).

12-0627-AR14

**PERSONAL INJURY - AUTHORIZE PAYMENT OF SETTLEMENT FOR
MICHAEL CARLSON, JR., INDIVIDUALLY, AND AS SPECIAL ADMINISTRATOR OF THE ESTATE
OF KATELYN CARLSON, DECEASED, AND MARIA IGNACIO-CARLSON - CASE NO. 11 L 2914**

THE GENERAL COUNSEL REPORTS THE FOLLOWING DECISION:

Authorize settlement of the personal injury suit of Michael Carlson, Jr., individually, and as Special Administrator of the Estate of Katelyn Carlson, Deceased, and Maria Ignacio v. Ziang Zhong Mei d/b/a Chinese Inn Restaurant, Jack Matsumoto, Board of Education City of Chicago, Case No. 11 L 2914 for **\$3,000,000.00**.

DESCRIPTION: 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 Litigated Tort Claims: Account #12470-210-54530-231113-000000 FY 2012
..... **\$3,000,000.00**

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 member 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).

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

Yeas: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

Nays: None

President Vitale indicated that if there were no objections, Board Reports 12-0627-AR7 through 12-0627-AR14 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-AR7 through 12-0627-AR14 adopted.

12-0627-AR15

**DEBARMENT OF DR. GEORGE E. SMITH; MPI, INC., d/b/a
MANAGEMENT PLANNING INSTITUTE; DIVERSIFIED BEHAVIORAL
SERVICES, INC.; THE INSTITUTE FOR POSITIVE CHILD AND FAMILY
DEVELOPMENT, INC.; ED'S INVESTMENT MANAGEMENT –
REAL ESTATE, INC., and DBCC ORGANIZATION**

THE CHIEF ADMINISTRATIVE OFFICER REPORTS THE FOLLOWING RECOMMENDATION:

That the Board of Education of the City of Chicago ("Board") fully and permanently debar DR. GEORGE E. SMITH; MPI, INC., d/b/a MANAGEMENT PLANNING INSTITUTE; DIVERSIFIED BEHAVIORAL SERVICES, INC.; THE INSTITUTE FOR POSITIVE CHILD AND FAMILY DEVELOPMENT, INC.; ED'S INVESTMENT MANAGEMENT – REAL ESTATE, INC., and DBCC ORGANIZATION (collectively, "Respondents") from doing any business with the Board.

On April 12, 2011, the Board's Chief Purchasing Officer filed and served on Respondents a Notice of Proposed Debarment ("Notice"), initiating interim constraints and a debarment proceeding against them, based upon Respondents' (1) failure to cooperate with an investigation of the Office of the Inspector General ("OIG"), in violation of 105 ILCS 5/34-13.1(d) and section 2(f) of the Board's Debarment Policy, (2) improper conduct relating to bills, invoices, claims and applications for grants submitted to numerous State entities and agencies, in violation of sections 2(i)(1) – (3), (6) & (7) of the Debarment Policy, and (3) debarment, suspension or interim constraints imposed by another governmental entity or agency, which support debarment under section 2(i)(16) of the Debarment Policy. Respondents received the Notice of Debarment by certified mail on April 17, 2012, and under section 4.5(d) of the Debarment Policy, Respondents were required to file a verified, written answer to the Notice on or before May 15, 2012. Section 4.5(d) of the Debarment Policy further provides that a failure to respond "to any allegation in the Notice shall be deemed an admission of that allegation," and that if "Respondent[s] fail to file a timely Answer to the Notice . . . all of the allegations . . . shall be deemed to be admitted."

None of the Respondents filed an answer to the Notice, and thus all allegations are deemed admitted. The alleged conduct of Respondents was so egregious that the Notice sought to fully and permanently debar them.

Based on the facts set forth in the Notice, the Chief Administrative Officer, Tim Cawley, recommends that the Board fully and permanently debar all Respondents from doing any business with the Board, effective immediately.

LSC REVIEW: LSC approval is not applicable to this report.

AFFIRMATIVE ACTION STATUS: Affirmative Action review is not applicable to this report.

FINANCIAL: None.

GENERAL CONDITIONS: None.

President Vitale indicated that if there were no objections, Board Report 12-0627-AR15 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Report 12-0627-AR15 adopted.

12-0627-EX11

RATIFY TENTATIVE AGREEMENTS FOR JULY 1, 2012 TO JUNE 30, 2015 COLLECTIVE BARGAINING AGREEMENT BETWEEN THE BOARD OF EDUCATION OF THE CITY OF CHICAGO AND SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL NO. 73

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Board approve and ratify a tentative agreement for a collective bargaining agreement between the Board of Education of the City of Chicago and Service Employees International Union, Local 73, covering the period of July 1, 2012 to June 30, 2015.

DESCRIPTION: On May 16, 2012, representatives of the Chief Executive Officer reached a tentative agreement with representatives of Service Employees International Union, Local 73, with respect to the terms and conditions of employment of employees in the Service Employees International Union, Local 73, bargaining unit. The Chief Executive Officer and his representatives have fully briefed the Board on the terms of the tentative agreement. Representatives of Service Employees International Union, Local 73, have advised the Chief Executive Officer's representatives that employees in the bargaining unit have ratified the tentative agreement. The Chief Executive Officer recommends that the Board ratify that agreement. A copy of the fully executed agreement will be placed on file in the Board's offices.

LSC REVIEW: Not applicable.

FINANCIAL: Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, the expenditures are deemed to be contingent liabilities only, subject to appropriations in the FY13, FY14, and FY15 Budgets.

President Vitale indicated that if there were no objections, Board Report 12-0627-EX11 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Report 12-0627-EX11 adopted.

12-0627-EX12

WARNING RESOLUTION – DOUGLAS BARTLETT

TENURED TEACHER, WASHINGTON IRVING ELEMENTARY SCHOOL

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Douglas Bartlett and that a copy of this Board Report and Warning Resolution be served upon Douglas Bartlett.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Douglas Bartlett, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Douglas Bartlett 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.

12-0627-EX13

WARNING RESOLUTION – BRENT BRADISH

TENURED TEACHER, ALBERT G. LANE TECHNICAL HIGH SCHOOL

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Brent Bradish and that a copy of this Board Report and Warning Resolution be served upon Brent Bradish.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Brent Bradish, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Brent Bradish 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.

12-0627-EX14

WARNING RESOLUTION – CHARLES BROWN

TENURED TEACHER, IRA F. ALDRIDGE ELEMENTARY SCHOOL

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Charles Brown and that a copy of this Board Report and Warning Resolution be served upon Charles Brown.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Charles Brown, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Charles Brown 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.

12-0627-EX15

**WARNING RESOLUTION – ANTHONY CABLE
TENURED TEACHER, FOREMAN HIGH SCHOOL**

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Anthony Cable and that a copy of this Board Report and Warning Resolution be served upon Anthony Cable.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Anthony Cable, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Anthony Cable 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.

12-0627-EX16

**WARNING RESOLUTION – BERNADINE HARRIS
TENURED TEACHER, CHICAGO VOCATIONAL CAREER ACADEMY**

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Bernadine Harris and that a copy of this Board Report and Warning Resolution be served upon Bernadine Harris.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Bernadine Harris, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Bernadine Harris 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.

12-0627-EX17

**WARNING RESOLUTION – DONNA KURZYNSKI
TENURED TEACHER, LAKE VIEW HIGH SCHOOL**

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Donna Kurzynski and that a copy of this Board Report and Warning Resolution be served upon Donna Kurzynski.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Donna Kurzynski, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Donna Kurzynski 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.

12-0627-EX18

**WARNING RESOLUTION – MARQUITTA SWANIGAN-MCGOWAN
TENURED TEACHER, VIRGIL GRISSOM ELEMENTARY SCHOOL**

TO THE CHICAGO BOARD OF EDUCATION:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education adopts the Warning Resolution for Lincoln Brown and that a copy of this Board Report and Warning Resolution be served upon Marquitta Swanigan-McGowan.

DESCRIPTION: Pursuant to the provisions of 105 ILCS 5/34-85, the applicable statute of the State of Illinois, the Rules of the Board of Education of the City of Chicago, and Board Report 04-0728-P01, a Warning Resolution must be adopted and issued to Marquitta Swanigan-McGowan, to inform you that you have engaged in unsatisfactory conduct.

The conduct outlined in the Warning Resolution will result in the preferring of dismissal charges against Marquitta Swanigan-McGowan 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.

President Vitale indicated that if there were no objections, Board Reports 12-0627-EX12 through 12-0627-EX18 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-EX12 through 12-0627-EX18 adopted.

12-0627-EX19

**ADOPT FINDING THAT PUPILS ARE NON-RESIDENTS
OF THE CITY OF CHICAGO INDEBTED TO THE
CHICAGO PUBLIC SCHOOLS FOR NON-RESIDENT TUITION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

That the Chicago Board of Education: (i) find that the custodial parents of former CPS pupils (ID # 40368477 and ID # 42666939) were non-resident of the City of Chicago from the time they enrolled the pupils through June 2011, for the time that the identified students attended CPS schools; (ii) hold the pupils' custodial parents accountable as indebted to the Board for non-resident tuition for the pupils' attendance in the Chicago Public Schools for the respective time of enrollment, which occurred between September, 1999 through June 2011, in the total amount of \$125,226.79; (iii) reject any objections by the parents to the Board's findings; and (iv) bar the pupil from continued and/or future attendance in the Chicago Public Schools unless and until all non-resident tuition owed is paid in full.

DESCRIPTION:

Sections 10-20.12a and 10-20.12b (105 ILCS 5/10-20.12a and 10-20.12b) of the Illinois School Code and Board Rule 5-12 authorize and empower the Board to charge tuition, not exceeding 110% of the per capita cost of maintaining its schools during the preceding school year, to pupils enrolled in the Chicago Public Schools determined to be non-residents of the City of Chicago. Further, section 10-20.12b provides that a hearing be held, when requested by the person who enrolled the pupils, to determine whether or not a pupil who is believed to be a non-resident resides within the City of Chicago. If after notice of the initial determination of non-residency, the person who enrolled the pupil does not request a hearing or, if requested, the hearing results in a finding that the pupil does not reside in the district, the person who enrolled the pupil shall be charged tuition for the period of non-resident school attendance and the pupil shall be barred from attending school in the district unless the required tuition is paid for the pupil.

LSC REVIEW: LSC review is not applicable to this report.

AFFIRMATIVE ACTION REVIEW: Affirmative action review is not applicable to this report.

FINANCIAL: If the pupil is found to have been a non-resident during any time the pupil attended the Chicago Public Schools, the person(s) who enrolled the pupil shall be charged tuition for that time.

PERSONNEL IMPLICATIONS: None.

President Vitale indicated that if there were no objections, Board Report 12-0627-EX19 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-EX19 adopted.

12-0627-BD1

TRANSFER AND APPOINT GENERAL COUNSEL
(James Bebley)

THE BOARD PRESIDENT RECOMMENDS THAT THE BOARD:

Transfer and appoint James Bebley to the position of General Counsel, effective July 1, 2012 at the salary set forth below:

DESCRIPTION:

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
James Bebley	External Title: First Deputy General Counsel Functional Title: Officer Position No.: 245053 Basic Salary: \$150,966.79 Pay Band: A09	External Title: General Counsel Functional Title: Executive Officer Position No.: 245044 Basic Salary: \$175,000(15.92% increase) Pay Band: A10 Budget Classification: 10210 115 52100 232102 000000

LSC REVIEW: Local School Council review 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 FY12 department budget.

12-0627-RS15

RESOLUTION BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO REGARDING THE DISMISSAL OF DARLYN PRUITT, TENURED TEACHER, ASSIGNED TO LEWIS ELEMENTARY SCHOOL

WHEREAS, pursuant to Section 34-85 of the Illinois School Code, 105 ICS 5/34-85, a hearing was conducted before an impartial hearing officer, Jeanne Charles Wood, appointed by the Illinois State Board of Education; and

WHEREAS, after the conclusion of the dismissal hearing that was afforded to Darlyn Pruitt, the Hearing Officer made written findings of fact and conclusions of law, and recommended dismissal of the charges against Darlyn Pruitt; and

WHEREAS, the Board of Education of the City of Chicago has reviewed the post-hearing briefs and hearing transcript and exhibits ("record"), along with the findings of fact, conclusions of law, and recommendation of Hearing Officer Wood regarding the dismissal charges preferred against Darlyn Pruitt; and

WHEREAS, the parties were given an opportunity to submit exceptions and a memorandum of law in support of or in opposition to the Board's adoption of Hearing Officer Wood's recommendation; and

WHEREAS, it is the opinion of the Board of Education of the City of Chicago Darlyn Pruitt should be terminated from the Board effective June 27, 2012;

NOW THEREFORE, be it resolved by the Board of Education of the City of Chicago, as follows:

Section 1: After considering (a) the Hearing Officer's findings of fact, conclusions of law and recommendation, (b) the record of the dismissal hearing, and (c) any exceptions and memoranda of law submitted by the parties, the Board of Education of the City of Chicago accepts in part and rejects in part the findings and conclusions of the Hearing Officer, with the exceptions noted in the Appendix to this Resolution, and it rejects her recommendation;

Section 2: Darlyn Pruitt is hereby dismissed from her employment with the Board of Education of the City of Chicago effective June 27, 2012, for the reasons stated here and in a separate Opinion and Order adopted as part of this Resolution.

Section 3: This Resolution shall take full force and effect upon its adoption.

THEREFORE, this Resolution is hereby adopted by the members of the Board of Education of the City of Chicago on June 27, 2012.

The Secretary presented the following Statement for the Public Record:

I would like to note for the record that the Board of Education of the City of Chicago accepts in part and rejects in part the findings and conclusions of the hearing officer, with the exceptions noted in the appendix to the Resolution, and it rejects hearing officer's recommendation. Darlyn Pruitt is hereby dismissed.

12-0627-RS16

RESOLUTION APPROVING CHIEF EXECUTIVE OFFICER'S RECOMMENDATION TO DISMISS EDUCATIONAL SUPPORT PERSONNEL

WHEREAS, on June 12, 2012 the Chief Executive Officer submitted a written recommendation, including the reasons for the recommendation, to the Board to dismiss the following educational support personnel pursuant to Board Policy 04-0728-PO1:

Name	School	Effective Date
Khalifa Dawson	James B Farnsworth School	June 27, 2012

WHEREAS, the Chief Executive Officer followed the procedures established by him prior to making the recommendation;

WHEREAS, the Board has reviewed the reasons 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 Policy 04-0728-PO1, the above-referenced educational support personnel are dismissed from Board employment effective on the date set opposite their names.
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 designee shall notify the above-named educational support personnel of their dismissal.

12-0627-RS17

**RESOLUTION APPROVING CHIEF EXECUTIVE OFFICER'S RECOMMENDATION
TO DISMISS PROBATIONARY APPOINTED TEACHERS**

WHEREAS, June 12, 2012 , the Chief Executive Officer submitted written recommendations, including the reasons for the recommendations, to the Board to dismiss the following probationary appointed teachers pursuant to Board Rule 4-7b.2(b) and 105 ILCS 5/34-84:

<u>Name</u>	<u>School</u>	<u>Effective Date</u>
Gary Dotson	Carroll-Rosenwald Annex	June 27, 2012
Lindsay Jones	Enrico Fermi School	June 27, 2012
Jerry Wynter	George W Tilton School	June 27, 2012

WHEREAS, the Chief Executive Officer followed the procedures established by him prior to making the recommendation;

WHEREAS, the Board has reviewed the reasons for the Chief Executive Officer's recommendation;

WHEREAS, the Chief Executive Officer or his designee has previously notified the affected probationary appointed teachers of their pending dismissal;

NOW, THEREFORE, BE IT RESOLVED:

1. That pursuant to Board Rule 4-7b.2(b) and 105 ILCS 5/34-84, the above-referenced probationary appointed teachers are dismissed from Board employment effective on the date set opposite their names.
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 designee shall notify the above-named probationary appointed teachers of their dismissal.

The Secretary presented the following Statement for the Public Record:

I would like to note for the record that on June 12, 2012 the Board Members and the Office of the Board received the CEO'S Recommendation to Dismiss a Probationary Appointed Teacher Pursuant to Board Rule 4-7b.2(b) and 105 ILCS 5/34-84. His recommendation included the name of the Teacher affected and the reason. He also noted that the Teacher affected will be notified of their dismissal after adoption of this resolution.

12-0627-RS18

**RESOLUTION AUTHORIZING THE HONORABLE TERMINATION OF REGULARLY CERTIFIED AND
APPOINTED TEACHERS**

WHEREAS, the Chicago Board of Education ("Board") has the power under Sections 34-8.1, 34-16 and 34-84 of the Illinois School Code (105 ILCS 5/34-1, *et. seq.*) to lay off employees; and

WHEREAS, the Board has the power under Section 34-18(31) of the Illinois School Code to promulgate rules establishing procedures governing the layoff or reduction in force of employees; and

WHEREAS, the Board has the power under Section 34-19 of the Illinois School Code to delegate to the Chief Executive Officer ("CEO") the authorities granted to the Board provided that such delegation and appropriate oversight procedures are made pursuant to Board by-laws, rules, regulations, adopted pursuant to Section 34-19 of the Illinois School Code; and

WHEREAS, the Board, pursuant to the above articulated powers, promulgated its Policy Regarding Reassignment and Layoff of Regularly Appointed and Certified Teachers ("Reassignment Policy") on July 23, 1997 and amended from time to time thereafter, including in Board Report 07-1219-PO-1; and

WHEREAS, the Board has delegated its power to layoff tenured teachers in accordance with the Reassignment Policy to the CEO under Board Rules 2-27(c) and 4-6; and

WHEREAS, the Reassignment Policy provides that teachers honorably terminated under its provisions, who are rehired in a permanent teaching position within two school years after their honorable termination, shall have their tenure and prior seniority restored as of the date of rehire, and

WHEREAS, the employee(s) identified on Attachment A were removed from the attendance center to which they were assigned pursuant to Section 2 of the Reassignment Policy, and the Chief Executive Officer directed that each employee receive a notice of removal and each employee did receive said notice; and

WHEREAS, all of the identified employees failed to secure a permanent appointment within at least 10 school months after they received their notice of removal and the Chief Executive Officer directed that each of the identified employees receive at least 14 days' notice that they would be honorably terminated from service and each employee has received said notice.

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

That the employee(s) listed on Attachment A are honorably terminated from service effective on the date of honorable termination indicated on Attachment A, pursuant to the Board's Reassignment Policy.

That those employee(s) listed on Attachment A, who were tenured at the time of their honorable termination, shall have their tenure and full seniority restored without further formal Board action, if they are rehired by the Board to a permanent teaching position within two (2) years of the date of their honorable termination.

That this Resolution shall be effective upon adoption, and shall replace all prior resolutions or other Board actions that are in conflict herewith.

ATTACHMENT A

REASSIGNED TEACHER(S) SCHEDULED FOR HONORABLE TERMINATION

First Name	Last Name	Termination Date
Barbara	McCauley	June 16, 2012
Joseph	Washington	June 30, 2012

President Vitale indicated that if there were no objections, Board Reports 12-0627-BD1, and 12-0627-RS15 through 12-0627-RS18 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-BD1, and 12-0627-RS15 through 12-0627-RS18 adopted.

Board Member Ruiz presented the following Motion:

12-0627-MO2

**MOTION RE: ADOPT AND MAINTAIN AS CONFIDENTIAL
CLOSED SESSION MINUTES FROM MAY 23, 2012**

MOTION ADOPTED that the Board adopt the minutes of the closed session meeting of May 23, 2012 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 May 23, 2012 shall be maintained as confidential and not available for public inspection.

Board Member Zopp moved to adopt Motion 12-0627-MO2.

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

Yeas: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

Nays: None

President Vitale thereupon declared Motion 12-0627-MO2 adopted.

Board Member Zopp presented the following Motion:

12-0627-MO3

**MOTION RE: APPROVAL OF RECORD OF PROCEEDINGS OF
MEETING OPEN TO THE PUBLIC MAY 23, 2012**

MOTION ADOPTED that the record of proceedings of the Regular Board Meeting of May 23, 2012 prepared by the Board Secretary be approved and such record of proceedings be posted on the District's website in accordance with Section 2.06(b) of the Open Meetings Act.

Board Member Sierra moved to adopt Motion 12-0627-MO3

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

Yeas: Dr. Hines, Mr. Ruiz, Ms. Pritzker, Mr. Sierra, Ms. Zopp, and President Vitale – 6

Nays: None

President Vitale thereupon declared Motion 12-0627-MO3 adopted.

12-0627-RS1

**RESOLUTION HONORING RACHEL GARZA RESNICK,
CHIEF LABOR RELATIONS OFFICER**

WHEREAS, Rachel Garza Resnick was a Chicago Public Schools' classroom teacher from September 1979 to October 1996 during which time she provided distinguished service as an early childhood and bilingual teacher at Joseph Stockton, William Goudy and Eugene Field Elementary Schools.

WHEREAS, Rachel Garza Resnick became principal of Eugene M. Field Elementary School in 1996 and served in that role with distinction until 2002 by creating a safe and productive learning environment for Field students and a collaborative working environment for Field teachers and staff.

WHEREAS, Rachel Garza Resnick became Deputy Budget Director in October 2002 and assisted school principals in resolving budgetary and staffing challenges at their schools.

WHEREAS, in 2004, Chief Executive Officer Arne Duncan appointed Rachel Resnick as the Board's Deputy Director of Early Childhood Education where she oversaw the Board's early childhood programs, including its Kindergarten, Child-Parent Centers, Community Partnerships, Head Start, Preschool-for-All and Tuition Based preschool programs.

WHEREAS, on July 1, 2005 Chief Executive Officer Arne Duncan appointed Rachel Garza Resnick as the Chief Labor Relations Officer and she has served with distinction in that role since that time.

WHEREAS, as Chief Labor Relations Officer, among many other achievements,

- Rachel Garza Resnick negotiated, implemented and led the administration of the Board's first series of five-year collective bargaining agreements with the Board's six labor organizations.
- Rachel Garza Resnick led the development of a pilot peer-assistance program for teachers.
- Rachel Garza Resnick led the development of the CPS Framework for Teaching and laid the groundwork for implementing the CPS Excellence in Teaching Pilot Project, which has become a model for observation-based teacher support and feedback throughout the State of Illinois.

WHEREAS, in addition to her responsibilities as Chief Labor Relations Officer:

- Rachel Garza Resnick helped craft the 2010 Performance Evaluation Reform Act and the Education Reform Act of 2011.
- Rachel Garza Resnick served on the Performance Evaluation Advisory Council, which developed the initial rules on teacher support and evaluation systems for the State of Illinois
- Rachel Garza Resnick served as the Board's representative on the State of Illinois Teacher Certification Board, which establishes the standards for issuance of teacher certificates.

WHEREAS, during her distinguished career, Rachel Garza Resnick developed a unique combination of expertise in educational policy, school budgeting, and labor relations that has made her a trusted advisor to CPS' senior leadership and school principals and to school leaders throughout Illinois.

NOW, THEREFORE, BE IT RESOLVED, that we, the President and Members of the Chicago Board of Education, assembled here this 27th day of June, 2012, on behalf of the Board, the district and its leadership team, extend to Rachel Garza Resnick our thanks for her remarkable service and achievements and express our gratitude for and admiration of her dedication to the children of the City of Chicago; and

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Rachel Garza Resnick.

12-0627-RS2

**RESOLUTION HONORING DR. RICHARD G. SMITH
CHIEF OFFICER, SPECIAL EDUCATION AND SUPPORTS**

WHEREAS, Dr. Richard G. Smith was appointed Chief Officer for Office of Special Education and Supports of the Chicago Public Schools in 2010 by the Chief Executive Officer, Ron Huberman and has continued in that role for the past two years;

WHEREAS, Dr. Richard G. Smith has led the District's special education and related services programs which annually serve approximately 50,000 children, aged birth to age 22, each school year;

WHEREAS, Dr. Richard G. Smith received a Bachelor's Degree from Northern Illinois University, a Master's Degree in Education from National Lewis University and a Doctorate of Education Degree from Northern Illinois University;

WHEREAS, Dr. Richard G. Smith has addressed the educational needs of Chicago's children for 33 years and children with special needs for over 40 years. Since 1979, he has been a strong advocate for the equal access and educational rights of students with disabilities beginning his career with the Chicago Public Schools as a school psychologist, then as a Principal of the Fredrick Stock School for 19 years, and a Chief Area Officer for one year;

WHEREAS, Dr. Richard G. Smith was the first Principal in the Chicago Public Schools to implement a state funded preschool to fully include students with disabilities which forever changed the landscape of early learning and instructional programming for students with disabilities in the city of Chicago;

WHEREAS, as the lead special education strategist for the third largest school district in the nation, Dr. Richard G. Smith has led efforts to: (1) guide schools in the selection, implementation and evaluation of high-yield literacy interventions for students with disabilities (2) improve communication and quality collaborations with parents and community agencies (3) launch an integrated trans-disciplinary team model of related service delivery (4) redesign transition supports and services for students with disabilities resulting in increased funding;

WHEREAS, under Dr. Richard G. Smith's leadership the district has garnered over 70 million dollars in revenue to support health related services for students with disabilities;

WHEREAS, Dr. Richard G. Smith has served as an Assistant Professor (adjunct) in the Department of Special Education at Northern Illinois University, served as a lead trainer for Systemic Change in Special Education for School Principals at Indiana University, and served as a consultant/trainer for special education programs in the Bermuda Islands.

WHEREAS, Dr. Richard G. Smith has received awards for his life-long commitment to special education including: The Outstanding Principal Leadership Award;

WHEREAS, Dr. Richard G. Smith has served on numerous boards that further special education including: the Illinois Alliance of Administrators of Special Education – Executive Board, The Mayors Early Childhood Task Force, The Attorney Generals' Task Force on Special Education, The Illinois Special Education Funding Task Force, The Kohl-McCormick Early Childhood Teaching Awards Selection Committee, The Advisory Committee of the Department of Special Education and Northeastern Illinois; and

NOW, THEREFORE, BE IT RESOLVED, that we, the President and Members of the Chicago Board of Education, gathered here this 27th day of June, 2012, do hereby extend to Dr. Richard G. Smith our thanks for his remarkable service and offer our most sincere gratitude for his contributions to the Chicago Public Schools and the children of the City of Chicago; and

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Dr. Richard G. Smith.

12-0627-RS3

**RESOLUTION HONORING DR. ISABEL MESA-COLLINS
CHIEF OF SCHOOLS, O'HARE ELEMENTARY NETWORK**

WHEREAS, after 32 years of faithful and dedicated service to the public school children of the City of Chicago, Dr. Isabel Mesa-Collins will retire June 30, 2012; and

WHEREAS, Dr. Isabel Mesa-Collins began her career with the Chicago Public Schools in the spring of 1981 as a Bilingual Teacher at James Russell Lowell Elementary School and has continued to serve students, administrators, and communities in the following roles: Assistant Principal at Sharon Christa McAuliffe Elementary School from 1991 to 1995, Principal at Thomas Drummond Elementary School, later named Drummond Montessori Magnet School from 1995 to 2007 and Area Instruction Officer and Chief Instruction Officer of Area 10 Elementary Schools 2007 to 2011;

WHEREAS, Dr. Isabel Mesa-Collins was appointed Chief of Schools for the O'Hare Elementary Network of the Chicago Public Schools in 2011 by the Chief Executive Officer, Jean-Claude Brizard;

WHEREAS, Dr. Isabel Mesa-Collins received a Bachelor's Degree from DePaul University and a Master's Degree in Education from Governor's State University;

WHEREAS, Dr. Isabel Mesa-Collins received a Doctorate's Degree in Education from DePaul University in 2011 with distinguished research in "Personalismo" and its impact on Latino Student Academic Achievement;

WHEREAS, Dr. Isabel Mesa-Collins commitment and tireless efforts provided leadership for Chicago Public Schools that contributed to growth in student achievement, improvements in attendance and the reduction of behavior problems and will leave a lasting impact on the schools that she has supported

WHEREAS, Dr. Isabel Mesa-Collins is recognized as an education leader, an advocate for administrators, teachers, and public school students, and as a friend and mentor to many throughout the Chicago Public Schools;

NOW, THEREFORE, BE IT RESOLVED, that we, the President and Members of the Chicago Board of Education, gathered here this 27th day of June, 2012, do hereby extend to Dr. Isabel Mesa-Collins our thanks for her remarkable service and offer our most sincere gratitude for her contributions to the Chicago Public Schools and the children of the City of Chicago; and

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Dr. Isabel Mesa-Collins.

12-0627-RS4

**RESOLUTION HONORING DARYL J. OKRZESIK,
CONTROLLER**

WHEREAS, Daryl J. Okrzesik was appointed Controller of the Chicago Public Schools in 1998 by the Chief Executive Officer, Paul Vallas and has continued in that role for the past fifteen years of his thirty years of municipal service to citizens of the City of Chicago;

WHEREAS, prior to joining the Chicago Public Schools, Daryl J. Okrzesik started civil service as an auditor for the City of Chicago Department of Revenue in 1983. He held various positions of increasing responsibility with the Audit Department before becoming the Manager of Tax Administration where he oversaw the operation of the City's Municipal Tax Division including master account audit control sections, tax discovery, and customer service. He was directly responsible for the implementation of many key tax ordinances. In 1995, he became the Acting Deputy Director of the Tax Administration Division and was responsible for the planning the future direction of the department and all tax policies. He was responsible for the implementation of electronic tax payments leading the Department of Revenue's efforts in utilizing electronic submission;

WHEREAS, under Daryl J. Okrzesik's personal leadership, he has developed a team of effective professionals who manage the General Accounting Division, Children and Family Benefits Unit, Accounts Payable, School Business Services, Financial Systems Subject Matter Experts, Student Records and Compliance and the Division of Revenue. Each of these units has been mentored to professionally and accurately serve other departments and ultimately the students of the Chicago Public Schools as the intended beneficiaries. He also lends his financial expertise on a regular basis to many other areas of the Board related to financial operations such as the Treasury Department, Benefits, Risk Management and Payroll, and has been crucial to improving those departmental practices as well as those under his direct purview;

WHEREAS, Daryl J. Okrzesik has reengineered the Medicaid data collection process from a paper based system to a fully electronic process, facilitated legislative changes, expanded the classification of billable services and increased the billing rate, which generated over \$700 million of additional revenue for the district;

WHEREAS, Daryl J. Okresik has facilitated and improved banking services at over six hundred and fifty schools by developing automated bookkeeping activities and oversaw authorship of the Internal Accounts Manual which details polices and best practices for every business transaction that a school encounters;

WHEREAS, Daryl J. Okrzesik has consistently demonstrated his visionary leadership as he partnered with the Chicago Public Schools Enterprise Team in implementing cutting-edge financial accounting software;

WHEREAS, Daryl J. Okrzesik has guided the Chicago Public Schools in achieving numerous annual awards in governmental accounting from the Government Finance Officers Association for each year since 1998 in timely producing the Comprehensive Annual Financial Report while simultaneously guiding the Chicago Public Schools through fourteen annual external audits of all the books and records of the Chicago Public Schools. This award is a prestigious national award, recognizing conformance with the highest standards of preparation of state and local government financial reports;

WHEREAS, Daryl J. Okrzesik has earned the Certificate of Excellence for Financial Reporting from the Association of School Business Officials International for thirteen consecutive years. This award is in recognition of the importance of Daryl J. Okrzesik's fiscal policies that have been upgraded annually to strengthen the internal controls throughout the district and its ability to undertake new financial initiatives each year. His contribution to the financial management team and enhanced financial reporting were also instrumental in the Board's improvement in credit rating over the past decade.

NOW, THEREFORE, BE IT RESOLVED, that we, the President and Members of the Chicago Board of Education, gathered here this 27th day of June, 2012, do hereby extend to Daryl J. Okrzesik our thanks for his remarkable and exemplary service and offer our most sincere gratitude for his contributions to the Chicago Public Schools and the children of the City of Chicago; and

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Daryl J. Okrzesik.

12-0627-RS5

**RESOLUTION HONORING PATRICK J. ROCKS
GENERAL COUNSEL TO THE BOARD OF EDUCATION OF THE CITY OF CHICAGO**

WHEREAS, after more than seven years of distinguished service as General Counsel to the Chicago Board of Education and eighteen years of faithful service as an attorney for the Corporation Counsel of the City of Chicago, Patrick J. Rocks is retiring;

WHEREAS, as General Counsel, Patrick Rocks has provided trusted legal stewardship through his unwavering adherence to the highest principles of ethics, professionalism and hard work;

WHEREAS, Patrick Rocks has given the Board valued legal counsel on a large range of issues including litigation, labor relations, education law, contracts, governance, compliance, land acquisitions and construction, and has supervised approximately 45 attorneys as well as several units incorporated into the Law Department – enterprise records management, investigations, risk management and FOIA;

WHEREAS, under Patrick Rocks' leadership, the 1980 desegregation consent decree was substantially modified in 2007 and vacated in 2009, and he then guided the District in developing its own admissions criteria for magnet and selective enrollment schools based on socio-economic factors;

WHEREAS, Patrick Rocks shepherded the District through the *Corey H.* consent decree litigation and began the process to terminate the consent decree and return control of special education to the Chicago Public Schools;

WHEREAS, during his tenure, Patrick Rocks collaborated with the Illinois State Board of Education and the U.S. Department of Education and other state and federal agencies in support of new District programming and implementation, legislative initiatives and to ensure and protect District funding;

WHEREAS, Patrick Rocks negotiated with the U.S. Department of Education Office of Civil Rights on several issues to ensure that Chicago Public School students are educated in an environment free of discrimination on the basis of disability, gender, race, national origin, sexual orientation, and religion;

WHEREAS, Patrick Rocks provided invaluable legal guidance to the District throughout the Renaissance 2010 initiative which resulted in the opening of more than 100 new schools;

WHEREAS, Patrick Rocks assisted the Board in developing various policies and initiatives that improved the educational services provided to students with disabilities, students who are homeless and students who are English language learners in the Chicago Public Schools;

WHEREAS, Patrick Rocks favorably resolved a number of long-standing legal actions and disputes saving the Board millions of dollars;

WHEREAS, under Patrick Rocks' leadership, the Law Department has aggressively investigated complaints by parents and children of abusive behavior by CPS employees and worked to ensure appropriate discipline or discharge;

WHEREAS, Patrick Rocks has been a stabilizing force for the Board and District administration during three leadership transitions; and

WHEREAS, Patrick Rocks has exhibited the highest standards of integrity, dedication, respectful collaboration, and intellectual prowess throughout his impressive career of public service.

NOW, THEREFORE, BE IT RESOLVED, that we, the President and Members of the Chicago Board of Education, gathered here this 27th day of June, 2012, do hereby extend to Patrick J. Rocks our thanks for his steadfast service and offer our most sincere gratitude for his contributions to the Chicago Public Schools and the children of the City of Chicago; and

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Patrick J. Rocks.

12-0627-RS6

**RESOLUTION RE: JESSENIA MARTINEZ, HONORARY STUDENT BOARD MEMBER,
CHICAGO BOARD OF EDUCATION OCTOBER 26, 2011 TO JUNE 27, 2012**

WHEREAS, Jessenia Martinez served as the Honorary Student Board Member of the Chicago Board of Education for the 2011-2012 school year;

WHEREAS, Jessenia Martinez, as the student representative, was seated as an Honorary Student Board Member of the Chicago Board of Education on October 26, 2011;

WHEREAS, Jessenia Martinez also served as the Student Representative on the Juarez Local School Council and as a committee member for the Juarez school newspaper, News from the Nest;

WHEREAS, Jessenia Martinez conscientiously and effectively discharged her responsibilities on behalf of those she served – the Chicago Public School student body -- in order that their best interests might be served;

WHEREAS, Jessenia Martinez, as an Honorary Student Board Member, attended and observed the Board Meetings, and also represented her student body at the 12th World Summit of Nobel Laureates held in April 2012;

WHEREAS, Jessenia Martinez, graduated with Honors from Juarez Community Academy on June 5, 2012; and will attend DePaul University;

WHEREAS, Jessenia Martinez's tenure reflects one of dedication and commitment to her peers, the students attending Chicago Public Schools; and, she can take great pride in the fact that she served the Board with honor and distinction.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO: that we, the President and Members of the Board of Education of the City of Chicago gathered here this 27th day of June 2012, do commend Jessenia Martinez for her dedication and perseverance as demonstrated in her role as Honorary Student Board Member and also extend to her our best wishes for her future endeavors and for the realization of all her goals.

BE IT FURTHER RESOLVED, that a suitable copy of this resolution be made available to Jessenia Martinez.

President Vitale thereupon declared Board Reports 12-0627-RS1 through 12-0627-RS6 accepted.

12-0627-RS7

**RESOLUTION AUTHORIZING PAYMENT FOR EDUCATION SERVICES TO VARIOUS
DRUG TREATMENT AND OTHER RESIDENTIAL FACILITIES FOR STUDENT PLACEMENTS MADE
BY AN ILLINOIS COURT OR ILLINOIS PUBLIC STATE AGENCY**

WHEREAS, for any student in a drug treatment or other residential facility where placement is made or paid for by an Illinois court or Illinois public State agency, the Illinois School Code requires the Chicago Public Schools (CPS), as the student's district of residence, to provide education services during the student's stay at the facility, subject to certain eligibility criteria (105 ILCS 5/10-20.12a(b) and 105 ILCS 5/14-7.05);

WHEREAS, the Illinois court or Illinois public State agency making the residential placement (primarily at a drug treatment facility or mental health facility) is responsible for funding the residential portion of the placement and for notifying the District prior to placement in order for the District to fund the educational portion of the placement;

WHEREAS, tuition rates for education services provided during a student's stay in such a residential facility are established by the Illinois Purchase Care Review Board in accordance with 105 ILCS 5/10-20.12a(b) and 105 ILCS 5/14-7.05; and

WHEREAS, the Board wishes to authorize payments to various drug treatment or other residential facilities or other Public School District providing education services at the residential facility for the provision of education services to eligible Chicago students when the placement is made under 105 ILCS 5/10-20.12a(b) or 105 ILCS 5/14-7.05.

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

1. The Chief Education Officer and the Chief Administrative Officer, or their designees, shall ensure, subject to appropriations, the payment of costs related to the provision of education services to eligible Chicago students when the placement in a residential facility is made or paid for by an Illinois court or Illinois public State agency under 105 ILCS 5/10-20.12a(b) or 105 ILCS 5/14-7.05.
2. After approval by the Chief Education Officer and the Chief Administrative Officer, or their designees, the Officer of Special Education and Supports or designee is authorized to make payments to various residential facilities and other Public School Districts for costs associated with the provision of education services to Chicago students when the placement in the residential facility is made or paid for by an Illinois court or Illinois public State agency under 105 ILCS 5/10-20.12a(b) or 105 ILCS 5/14-7.05
3. Nothing in this Resolution prohibits CPS from negotiating a lower rate with the residential facility or other Public School District if practicable.
4. This Resolution is effective beginning with education services bills received or generated in Fiscal Year 2013 and shall remain in effect until amended or rescinded by further Board action.

12-0627-RS8

RESOLUTION AUTHORIZING PAYMENT FOR SPECIAL EDUCATION SERVICES TO VARIOUS PUBLIC AND NONPUBLIC FACILITIES FOR STUDENTS WITH DISABILITIES PLACED BY COURT ORDER OR ILLINOIS PUBLIC STATE AGENCY

WHEREAS, Chicago Public Schools (CPS) students with disabilities may be placed in a public or nonpublic facility or a residential setting by court order, an Illinois State Board of Education (ISBE) special education due process hearing officer order, Department of Children and Family Services (DCFS), Department of Mental Health (DMH), or other state agency ("mandated placements");

WHEREAS, for mandated placements, the Individuals with Disabilities Education Act (IDEA) requires CPS to provide a continuum of special education services to such CPS students and the Illinois School Code requires CPS to fund the special education and related services provided to CPS students at such public and nonpublic facilities; (20 U.S. 1400, 105 ILSC 5/14-7.01, 105 ILSC 5/14-7.02 and 105 ILSC 5/14-7.03);

WHEREAS, tuition rates for mandated placements in a nonpublic facility are established by the Illinois Purchase Care Review Board in accordance with 105 ILSC 5/14-7.02 and 105 ILSC 5/14-7.03 and tuition rates for mandated placements in another public school district facility is calculated in accordance with 105 ILCS 5/14-7.01 and;

WHEREAS, residential costs for mandated placements in a residential facility are based on rates established by the Illinois Purchase Care Review Board which the District pays but is reimbursed by ISBE;

WHEREAS, in some instances a student who is a resident of another school district is placed at a CPS school by the student's IEP and served by a CPS teacher, and in such cases the outside district must reimburse the Chicago Public Schools for the provision of education and related services at a rate calculated in accordance with 105 ILCS 5/14-7.01; and

WHEREAS, the Board wishes to authorize payments to various public and nonpublic facilities for the provision of special education and related services to eligible CPS students with disabilities as a result of their mandated placement and also to authorize billing to various public school districts for the cost of special education and related services provided by the Chicago Public Schools to students who are not CPS students with disabilities.

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

1. The Chief Education Officer and the Chief Administrative Officer, or their designees, shall ensure, subject to appropriations, the payment of costs related to the provision of special education and related services, including transportation, to CPS students with disabilities placed at a public or nonpublic facility or a residential setting by court order, ISBE special education due process hearing officer order, DCFS, DMH, other state agency;
2. After approval by the Chief Education Officer and the Chief Administrative Officer, or their designees, the Officer of Special Education and Supports or designee is authorized to make payments to various public and nonpublic facilities for costs associated with the provision of special education and related services, including transportation, to CPS students with disabilities in mandated placements and the Chief Financial Officer is authorized to bill other public school districts for special education services provided by CPS to students with disabilities who are not residents of the City of Chicago.
3. Nothing in this Resolution prohibits the Office of Special Education and Supports from negotiating a lower rate with a public or nonpublic facility if practicable.
4. This Resolution is effective beginning with education services bills received or generated in Fiscal Year 2013 and shall remain in effect until amended or rescinded by further Board action.

12-0627-RS9

**RESOLUTION AUTHORIZING PAYMENT FOR SPECIAL EDUCATION SERVICES TO VARIOUS
NON-PARTNER, NON-PUBLIC FACILITIES FOR STUDENTS WITH DISABILITIES
PLACED BY CHICAGO PUBLIC SCHOOLS**

WHEREAS, the Individuals with Disabilities Education Act (IDEA) requires CPS to provide a continuum of special education services, which includes separate special education facilities or residential settings, for CPS students with disabilities (20 U.S. §1412(a)(5); 34 CFR §300.115);

WHEREAS, pursuant to IDEA and state regulations, the first placement option for a student with disabilities is in a general education classroom and removal to a separate class, separate school or other removal from the general education environment occurs only if the nature or severity of the disability is such that education in the general education classroom with the use of supplementary aids and services cannot be achieved satisfactorily (20 U.S. §1412(a)(5); 34 C.F.R. §300.114);

WHEREAS, the Illinois School Code requires CPS to fund the special education and related services provided to CPS students at such non-public separate facilities (105 ILSC 5/14-7.01, 105 ILSC 5/14-7.02 and 105 ILSC 5/14-7.03);

WHEREAS, when a student's Individualized Education Program (IEP) requires placement in separate facility or residential setting, Chicago Public Schools (CPS) Office of Special Education and Supports (OSSES) prioritizes placement at a non-public facility that can implement the student's IEP and is part of the CPS Non-Public Partners RFP (Board Report 12-0627-PR10, as may be amended);

WHEREAS, OSSES may have to place students with disabilities in a non-public facility or a residential setting, which is not part of the CPS Non-Public Partners (NPP) RFP process (a "non-partner facility") because no NPP facility can implement the students' IEPs;

WHEREAS, tuition rates for placements in a non-partner facility are established by the Illinois Purchase Care Review Board in accordance with 105 ILSC 5/14-7.02 and 105 ILSC 5/14-7.03;

WHEREAS, residential costs for mandated placements in a residential non-partner facility are based on rates established by the Illinois Purchase Care Review Board which the District pays but is reimbursed by ISBE; and

WHEREAS, the Board wishes to authorize payments to various non-partner facilities for the provision of special education and related services to eligible CPS students with disabilities as a result of their placement by CPS.

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

1. The Officer of Special Education and Supports, or his or her designee, shall ensure that the NPP facilities are identified for placements whenever possible. If placement at a non-partner facility is needed because no NPP facility can implement a student's IEPs, the Officer of Special Education and Supports may authorize the placement subject to the documentation requirements established by the Chief Education Officer and the Chief Administrative Officer, or their designees.
2. After approval by the Chief Education Officer and the Chief Administrative Officer, or their designees, the Officer of Special Education and Supports or designee is authorized to make payments to various non-partner facilities for costs associated with the provision of special education and related services, including transportation, to CPS students with disabilities placed by CPS in accordance with the student's IEP.
3. Nothing in this Resolution prohibits the Office of Special Education and Supports from negotiating a lower rate with the non-partner facility if practicable.
4. This Resolution authorizes the payment of invoices in Fiscal Year 2013 from non-partner facilities for the provision of special education and related services to CPS students with disabilities.
5. The authority granted in this Resolution ends June 30, 2013.

12-0627-RS10

RESOLUTION AUTHORIZING EXPENDITURES AT BEGINNING OF FISCAL YEAR 2013

WHEREAS, pursuant to Section 34-43 of The Illinois School Code (the "Code"), the Chicago Board of Education of the City of Chicago (the "Board") is required to adopt an annual school budget for each fiscal year of the Board no later than 60 days after the beginning of the fiscal year of the Board to which such budget relates; and

WHEREAS, the Board is to bring educational and financial stability to the system and is empowered and directed by the General Assembly pursuant to the provisions of Section 34-3.3 of the Code to: (i) increase the quality of educational services in the Chicago Public Schools; (ii) reduce the cost of non-educational services and implement cost-saving measures including the privatization of services where deemed appropriate; and (iii) streamline and strengthen the management of the system, including a responsible school-based budgeting process, in order to refocus resources on student achievement, and

WHEREAS, the Board is also to bring financial stability to the system and is empowered and directed by the General Assembly pursuant to the provisions of Section 34-3.3 of the Code to develop a long-term financial plan that, to the maximum extent possible, reflects a balanced budget for each fiscal year, and

WHEREAS, prior to the formal adoption of the budget for fiscal year 2013, the Board will incur expenditures necessary for the operation of the school system at the beginning of said fiscal year, and

WHEREAS, in order to allow the efficient and effective operation of the system for the benefit of the school children, it is appropriate for the Board to authorize expenditures prior to the adoption of the fiscal year 2013 annual school budget,

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

Section 1. Findings. It is found, declared and determined as follows.

- (a) Expenditures in fiscal year 2013 for educational and legal purposes which are necessary for the efficient operation of the Chicago Public School System prior to the adoption of the fiscal year 2013 annual school budget are authorized, subject to the limitations set forth in the next succeeding paragraph.
- (b) Such expenditures will not exceed the fiscal year 2012 appropriation levels, will be subject to the fiscal year 2012 budget's established standards and procedures and will be subject to appropriation in the fiscal year 2013 budget.

Section 2. Severability. To the extent that any prior resolution or policy of the Board (excluding Board Rules) is in conflict with the provisions of this Resolution, the provisions of this Resolution shall be controlling. If any section, paragraph, clause or provision of this Resolution shall be held invalid, the invalidity of such section, paragraph, clause, or provision shall not affect any of the other provisions of this Resolution.

Section 3. Effectiveness. This Resolution is effective immediately upon its adoption and will remain in effect through August 29, 2012 or until the FY 2013 budget is adopted by the Board if that is prior to August 29, 2012.

12-0627-RS11

**RESOLUTION RE:
APPOINTMENT OF STUDENT REPRESENTATIVES
TO HIGH SCHOOL LOCAL SCHOOL COUNCILS
FOR THE TERM OF OFFICE COMMENCING JULY 1, 2012**

WHEREAS, pursuant to the Illinois School Code, 105 ILCS 5/34-2.1, the Board of Education of the City of Chicago appoints student representatives to High School Local School Councils after considering the preferences of the schools' students as ascertained through non-binding advisory polls and exercises absolute discretion in the appointment process; and

WHEREAS, non-binding advisory polls were conducted of the students of the schools identified on the attached Exhibit A during the 2011-2012 school year to ascertain the students' preferences regarding the appointment of student representatives to the schools' local school councils for the term of office beginning July 1, 2012 and ending June 30, 2013; and

WHEREAS, the results of the non-binding advisory polls have been forwarded to the Board for its consideration in the exercise of its absolute discretion in the appointment process:

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

- 1. The students identified on the attached Exhibit A are hereby appointed to serve as student representatives on the Local School Councils of the named schools.
- 2. This Resolution is effective immediately upon adoption

EXHIBIT A
STUDENTS APPOINTED TO LOCAL SCHOOL COUNCILS
FOR JULY 1, 2012-JUNE 30, 2013 TERM

<u>School</u>	<u>First Name</u>	<u>Last Name</u>
AMUNDSEN HS	Georgina	Espinoza
AUSTIN BUS & ENTRP	Amani	Townsend
BROOKS HS	Riley	Jones
CHGO AGR HS	Xavier	Morgan
CLARK HS	Timothy	Chatman
CLEMENTE HS	Carlos	Rios
CORLISS HS	Princess	Woods
CURIE HS	Miguel	Salgado
DUNBAR HS	Joshua	Patterson
FARRAGUT HS	Leslie	Andrade
FOREMAN HS	Joshua	Stowers
GRAHAM,R HS	Abigail	Gallegos
HANCOCK HS	Karla	Leon
HARLAN HS	Michael	Harris
HARPER HS	Britany	Robinson
HOPE HS	Brandon	McCray
HUBBARD HS	Nancy	Calderon
HYDE PARK HS	Lateiah	Fouch
JULIAN HS	Diana	Joyner
KELLY HS	Guadalupe	Perez
KELVYN PARK HS	Jasmine	Sarmiento
KENWOOD HS	Stephanie	Kuwornu
KING HS	Victor	Taylor
LAKE VIEW HS	Kate-Lynn	Somers
LANE HS	Walter	Nolan-Cohn
LINCOLN PARK HS	Jacobo	Cabrales
MORGAN PARK HS	Alandra	Oglesby
NEW MILLENNIUM HS	Quiana	Strickland
NORTH-GRAND HS	Eliza	Cruz
NORTHSIDE LEARNING	Hector	Espinosa
NORTHSIDE PREP HS	Patrick	Andrade
OGDEN	Amanda	Medendorp
PAYTON HS	Jackson	Beard
PHILLIPS HS	Trameka	Pope
PROSSER HS	Katelynn	Marano
RICHARDS HS	Tayeonna	Terrell
ROOSEVELT HS	Rence	Magalong
SCHURZ HS	Adan	Nava
SENN HS	Shshank	Karn
SIMEON HS	Barron	Bass
SOUTHSIDE HS	Alejandra	Tovar
SPRY	Luis	Arellano
STEINMETZ HS	Victoria	Gonzalez
SULLIVAN HS	Olawatobi	Akinsanya
TAFT HS	Kathleen	Meersman
VON STEUBEN HS	Abigail	Pawletki
WASHINGTON HS	Ricardo	Chavez
WESTINGHOUSE	Luis	Vargas
YOUNG HS	Suya	Gong

12-0627-RS12

**RESOLUTION RE:
APPOINTMENT OF NON-TEACHING STAFF REPRESENTATIVES
TO LOCAL SCHOOL COUNCILS
FOR THE TERM OF OFFICE COMMENCING JULY 1, 2012 AND ENDING JUNE 30, 2014**

WHEREAS, pursuant to the Illinois School Code, 105 ILCS 5/34-2.1(i), on a biennial basis, the Chicago Board of Education appoints 1 representative of a school's non-teaching staff to each Local School Council for a new term of office after considering the preferences of the school's staff as ascertained through a non-binding advisory poll and to exercise absolute discretion in the appointment process; and

WHEREAS, non-binding advisory polls were conducted at the schools identified on the attached Exhibit A to ascertain the preferences of the schools' staffs regarding the appointment of a representative of the non-teaching staff to the school's local school council for the term of office commencing July 1, 2012 and ending June 30, 2014; and

WHEREAS, in accordance with 105 ILCS 5/34-2.1(i), the results of the non-binding advisory polls have been forwarded to the Board for consideration in its exercise of absolute discretion in the appointment process;

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

- 1 The individuals identified on the attached Exhibit A are hereby appointed as non-teaching staff representatives on the Local School Councils of the identified schools for the term of office commencing July 1, 2012 and ending June 30, 2014.
- 2 The Resolution is effective immediately upon adoption.

**EXHIBIT A
NON-TEACHING STAFF MEMBERS
APPOINTED FOR 2012-2014 TERM**

<u>School</u>	<u>First Name</u>	<u>Last Name</u>
ADDAMS	Maria	Marquez
AGASSIZ	Brandiann	Enriquez
ALBANY PARK	James	Lane
ALCOTT ES	Rafael	Nivar
ALDRIDGE	Fredrick	Baker
ALTGELD	Martin	McCue
AMES	Theretha	Marshall
AMUNDSEN HS	Alexander	Perez
ARMOUR	Olga	Salas
ARMSTRONG, G	Alfonso	Perez
ARMSTRONG, L	Jesse	Rooks
ASHBURN	Darwin	Wilson
ATTUCKS	Brenda	Applegate
AUDUBON	Rachel	House
AVALON PARK	Mayah	Selli
BANNEKER	Kimberly	Jones
BARNARD	Winona	Scott
BARRY	Donna	Hansen
BASS	Taisha	Tyler
BATEMAN	Beverly	Banks
BEARD	Donna	Montanez
BEASLEY	Derrick	Stokes
BEAUBIEN	Paula	Barnhart
BEETHOVEN	Fannie	Washington
BEIDLER	Alicia	Mooney
BELDING	Cynthia	McTigue
BELL	Melissa	Barribeau
BELMONT-CRAGIN	Lillian	Burgos
BENNETT	Gloria	Suteria

BETHUNE	Kelly	Smith
BLACK	Mary	Williams
BLAINE	Maria	Holst
BLAIR	Therese	Maske
BOGAN HS	Dedric	Vaughn
BOND	Barbara	Hall
BONTEMPS	Susie	Washington
BOONE	Angela	Duran
BOUCHET	Delphine	Hill
BRADWELL	Samuel	Joe, Jr.
BRENNEMANN	Adewunmi	Adenuga
BRENTANO	Ivan	Cotto
BRIDGE	Maria	Crespo
BRIGHTON PARK	Ava	Bender
BROOKS HS	Ilene	Huggis
BROWN, R	Alicia	Fulford-Briscoe
BROWN, W	Jacqueline	English
BROWNELL	Yvette	Robinson
BRUNSON	Irma	Archibald
BUCKINGHAM	Raymond	Billings
BUDLONG	Vicky	Hallm
BURBANK	Diana	Hernandez
BURLEY	Thaddeus	Knaus
BURNHAM	Beverly	Montgomery
BURNSIDE	Dell	Brown
BURR	Wanda	McGill
BURROUGHS	Juanita	Villaalpando
BYRNE	Janina	Murzydlo
CALDWELL	Darren	Green
CALHOUN	Beverly	Hickerson
CALMECA	Gerardo	Hernandez
CAMERON	Yvonne	Pullum
CAMRAS	Richard	Cherry
CANTER	Lenora	Sandridge
CANTY	Cynthia	Mavridis
CARDENAS	Blanca	Diaz
CARNEGIE	Marsie	Wright
CARROLL	Dana	Murdock
CARTER	Sherman	Igess
CARVER, G	Erskine	Harris
CASSELL	Mary	Penrod
CASTELLANOS	Orlando	Ortiz
CATHER	Brenda	Jeffries
CHALMERS	Avais	Tillmon
CHASE	Carmen	Santos
CHAVEZ	Erica	Wilson
CHGO AGR HS	Denise	Collins
CHICAGO VOC. HS	Yarnell	Jackson
CHOPIN	Corneliu	Caraba
CHRISTOPHER	Lajule	Arrington
CLAREMONT	Ralph	Davis
CLARK HS	Michael	McKenzie
CLARK, G	Felise	Winston
CLAY	Pamela	Kmiec
CLEMENTE HS	Carmen	Diaz
CLEVELAND	Nicole	Taylor
CLINTON	Claudia	Gomez
CLISSOLD	Patricia	Westcott
COLEMON	Patricia	Reed
COLES	Karen	Brown
COLUMBIA EXPLORERS	Maria	Luna

COLUMBUS	Elizabeth	Santiago
COOK	Sandra	O'Neal
COONLEY	Maribel	Ramos
COOPER	Santino	Romero
CORKERY	Vanessa	Reyes
CORLISS HS	Kimberly	Dodd-Weston
COURTENAY	Veronica	Cigarroa
CRANE HS	Maurice	Garner
CROWN	Rosalyn	Dupree
CUFFE	Michael	Woodhouse
CULLEN	Alma	Mathis
CURIE HS	Cristian	Bahena
DALEY	Denise	Watkins
DARWIN	Maria	Sotelo Ibarra
DAVIS, M	Romesa	Rucker
DAVIS, N	Steven	James
DAWES	Anne	Chibe
DE DIEGO	Boris	Negron
DE PRIEST	Deborah	Butler
DECATUR	Margo	Regalado
DELANO	Kandace	Dowden
DENEEN	Tenisha	Pulliam
DEVER	Lucyna	Kanaszyc
DEWEY	Viarnette	Harrell
DIEGO	Boris	Negron
DIRKSEN	Jeri	Houghton
DISNEY	Deborah	Whitmore
DISNEY II	Kim-Trang	Nguyen
DIXON	Jeffery	Dillard
DOOLITTLE	Denis	Lechowicz
DORE	Beth	Hickey
DOUGLASS HS	Carolyn	Randle
DRAKE	Judith	Allen
DRUMMOND	Hector	Hernandez
DUBOIS	Ida	Marshall
DUNBAR HS	Rhonda	Ford
DUPREY	Maria	Robles
DURKIN PARK	Eric	Reyes
DVORAK TECH ACAD	Robert	Stuart
EARLE	Jeannetta	McNair
EBERHART	Maria	Preciado
EBINGER	Mariana	Myers
EDGEBROOK	Theresa	Ftikas
EDISON PARK	Daisy	Jerome
EDISON, T	Karen	Bynum
EDWARDS	Simon	Requena
ELLINGTON	Terrayne	Ellis
EMMET	Mortez	Smith
ERICSON	Mae	Owens
ESMOND	Wendy	Smith
EVERETT	Cecilia	Franco
EVERGREEN	Mary	Guerrero
EVERS	Diane	Patmon
FAIRFIELD	Elizabeth	Walls
FALCONER	Carmen	Gorny
FARADAY	Marie	Mims
FARRAGUT HS	Victor	Younger
FENGER HS	Demetrius	Friend
FERMI	Jeanne	Burgmann
FERNWOOD	Vanessa	Gilbert-Young

FIELD	Sandra	Burns
FINKL	Tawanda	Crump
FISKE	Debra	Strong
FOREMAN HS	Sabrina	Woods
FORT DEARBORN	Joyce	Keith
FOSTER PARK	Stephanie	Milon
FRANKLIN	Kathleen	Trenholm
FULTON	Guadalupe	Hernandez
FUNSTON	Maria	Garcia
GAGE PARK HS	Josephine	Robinson
GALILEO	Leticia	Lechuga
GALLISTEL	Juan	Ornelas
GARVEY	Jolanda	Swain
GARVY	Victoria	Grau
GARY	Maria	Gonzalez
GILLESPIE	Christine	Hurrins
GOLDBLATT	Diane	Spraggs
GOMPERS	Amelia	Jacobs
GOUDY	Sandra	Rosito
GRAHAM	Mark	Freeman
GRAHAM HS	Catalina	Cardena
GRAY, W	Sharon	Donnawell
GREELEY	Nancy	Tellado
GREEN	Gwendolyn	McCray
GREENE	David	Titsworth
GREGORY	Takeima	Hale
GRESHAM	Tony	Hinton
GRIMES	Mary	McElligott
GRISSOM	Andrea	Pinta
GUNSAULUS	Anthony	Garcia
HAINES	Patricia	Ware
HALE	Jacquelyn	Kalis
HALEY	Jozette	Eddings
HAMILTON	Graciela	Kierna
HAMLIN	Noel	Hernandez
HAMMOND	Melissa	Domenech
HAMPTON	Catherine	Newton
HANCOCK HS	Marie	Gutierrez
HANSON PARK	James	Kramer
HARLAN HS	Joyce	Goodman
HARPER HS	Anthony	Tyler
HARTE	Donna	Dyer-Williams
HARVARD	Angelee	Lee
HAUGAN	Karen	Molina
HAWTHORNE	Kathleen	Lally
HAY	Veada	Sercye
HAYT	Kari	Michals
HEALY	Kelly	Hopp
HEARST	Gloria	Higgins
HEDGES	Alicia	Carrillo
HEFFERAN	Tyrie	Thompson
HENDERSON	Kecia	Kidd
HENDRICKS	Glenda	Jordan
HENRY	Deborah	Rogers
HENSON	Chiquita	Bouchee-Porter
HERBERT	Rosie	Clark-Scott
HERNANDEZ	Selina	Rabiela
HEROES	Naomi	Henry
HIBBARD	Albert	Magee
HIGGINS	Pamela	Williams
HINTON	Larry	Buckley

HIRSCH HS	Gwendolyn	Thompson
HITCH	Jadwiga	Bielicz
HOLDEN	Elizabeth	Del Valle
HOPE HS	Marsha	Beasley
HOWE	Karlton	Henderson
HOYNE	Natasha	Hampton
HUBBARD HS	Carlos	Ocampo
HUGHES, C	Cambiria	Gilmore-Davis
HUGHES, L	Marian	Gibson
HURLEY	Catherine	Manno
HYDE PARK HS	David	Hardy
INTER-AMERICAN	Vivian	Vasquez
IRVING	Katrice	Barber-Fisher
JACKSON, A	Margaret	Moradi
JACKSON, M	Jamila	Davis
JAHN	Walter	Massa
JAMIESON	Jeannette	Dimuzio
JENNER	Edna	Ross
JENSEN	Lutrissia	Hamilton
JONES HS	Charles	Mills
JORDAN	Wanda	Rodriguez
JUAREZ HS	Baltazar	Rivera
JULIAN HS	Donna	Gentry
KANOON	Joseph	Alvarez
KELLER	Queen	Jones
KELLOGG	Rosalie	Konieczny
KELLY HS	Alfredo	Gonzalez
KELVYN PARK HS	Charlotte	Hughey
KENNEDY HS	Patricia	Martin
KENWOOD HS	Cynthia	Fuller-Lenow
KERSHAW	Darlene	Stanford
KEY	John	Abanco
KILMER	Evelin	Alvarado
KING	David	Liddell
KINZIE	Presiliana	Aburto
KIPLING	Michael	Hernandez
KOHN	Cornell	Shelby
KOZMINSKI	John	Toney
LAFAYETTE	Omar	Carrasco
LAKE VIEW HS	Diana	Hershfang
LANE HS	Margaret	Hug
LANGFORD	Genesis	Pate
LARA	Adriana	Martinez
LASALLE	Sandra	Lockhart
LASALLE II	Leonard	Ross
LAVIZZO	Kizzy	Collins
LAWNDALE	Shavon	Coleman
LAWRENCE	Clinton	Blackwell
LEE	Patricia	Carey
LELAND	Mary	Woods
LENART	Patricia	Poindexter
LEWIS	Leon	Burch
LIBBY	Maryann	Moore
LINCOLN	Deborah	Nusret
LINCOLN PARK HS	Jerome	Hildreth
LITTLE VILLAGE	Ned	Perisic
LLOYD	Mihriba	Amin
LOCKE, J	Pola	Melendez
LOGANDALE	Brian	Mendoza

LORCA	Sarah	Delgado
LOVETT	Benita	Dorsey
LOWELL	Shalonda	Cooper
LOZANO	Guadalupe	Morales
LYON	Reynolds	De La Garza
MADERO	Enedina	Munoz
MADISON	Reginald	Lewis
MANIERRE	Nathaniel	Burns
MANLEY HS	Robbin	Richardson
MANN	Betty	McDaniel
MARCONI	Linda	Lewis-Banks
MARSH	Ruben	Rodriguez
MARSHALL, T	Daniel	Santiago
MASON	Annette	Yates
MATHER HS	Myung	Jo
MAY	Gloria	Jones
MAYER	Bailey	Hall
MAYS	Tayawana	Abernathy
MCAULIFFE	Ramonita	Del Valle
MCCLELLAN	Sesi	Martin
MCCORMICK	Eliseo	Perez
MCCUTCHEON	Sara	Dickinson
MCDOWELL	Angela	Fuller-Ellis
MCKAY	Belinda	Carter
MCPHERSON	Mariela	Barrera
MELODY	Stephen	Collum
MIRELES	Patricia	Koza
MITCHELL	Ivonne	Rodriguez
MOLLISON	Janice	Murph
MONROE	Moises	Tueros
MONTEFIORE	Delores	McDonald
MOOS	Zaira	Lopez
MORGAN	Jacqueline	Casimir
MORGAN PARK HS	Kathleen	Jackson Bey
MORRILL	Gail	Horton
MOUNT GREENWOOD	Gabrielle	Gribble
MOUNT VERNON	Linda	Reed
MOZART	Barbara	Alvarado
MURPHY	Heather	McIntosh
NASH	Kevin	Cuellar
NEAR NORTH	Estrilita	Saulsberry
NEIL	Veronica	DeLoach
NETTELHORST	Heather	McCoy
NEW FIELD	Justin	West
NEW MILLENIUM HS	Eundee	Kyles
NEW SULLIVAN	Diana	James
NEWBERRY	Kevin	O'Connell
NIGHTINGALE	Raymundo	Vazquez
NIXON	Carmen	Carrion
NOBEL	Luwanda	Johnson
NORTH RIVER	Francisco	Acosta
NORTH-GRAND HS	Juan	Infante
NORTHSIDE LEARNING	Carmen	Collazo-Robinson
NORTHSIDE PREP HS	Victoria	Andrews
NORTHWEST	Diana	Ruiz
NORWOOD PARK	Antoinette	Scavo
OGDEN	Cesar	Ravelo
OGLESBY	Samuel	Sisney
O'KEEFE	Robert	Blissitt
ONAHAN	Kathleen	McNamara
ORIOLE PARK	Karyl	Komperda

OROZCO	Eva	Gomez
ORTIZ DE DOMINGUEZ	Beatriz	Hernandez
OTIS	Debra	Martinez
O'TOOLE	Duane	Hilson
OVERTON	Debbie	Ferrill
OWEN	David	Alamo
PALMER	Hermine	Goetz
PARK MANOR	Cynthia	Cameron
PARKER	Marcia	Conda
PARKMAN	Lolita	Collier
PARKSIDE	Nina	Pillow
PASTEUR	Nereida	Arevalo
PAYTON HS	Lillian	Galarza
PEABODY	Maria	Reyes
PECK	Josephine	Fernandez-River
PEIRCE	Sandra	Leander
PENN	Vivian	Jackson
PEREZ	Annie	Ybarra
PERSHING	Kyle	Heberling
PETERSON	Martha	Hindaileh
PHILLIPS HS	Brittany	Branch-Morgan
PICKARD	Francisca	Gonzalez
PILSEN	Margarita	Ugarte
PIRIE	Monique	Houston
PLAMONDON	Zanda	Letcher
POPE	Violeta	Delgado
PORTAGE PARK	Mary	Banks
POWELL	Vanessa	Herman-Alexander
PRESCOTT	Mahogany	Mazzie
PRIETO	Marie	Calixto
PRITZKER	Dominique	Ward
PROSSER HS	Eileen	Lynch
PRUSSING	Maureen	Turenne
PULASKI	Myra	Diaz
PULLMAN	Ashante	Davis
RANDOLPH	Darrell	Louden
RAVENSWOOD	John	Allison
REAVIS	Donnetta	Towbridge
REILLY	Danuta	Leja
REINBERG	Roxanne	Lewandowski
RICHARDS HS	Denise	Liekis
ROBINSON	Ebony	Perry
ROGERS	Mary Beth	Klebba
ROOSEVELT HS	Christina	DeJesus-Beltran
RUDOLPH	Jonathan	Williams
RUGGLES	JoLondon	Jamerson
RUIZ	Rocio	Robledo
RYDER	Edward	King
RYERSON	Lamon	Phillips
SALAZAR	Elvira	Rivera
SANDOVAL	Delia	Pintor
SAUCEDO	Evangelina	Ornelas
SAUGANASH	Pamela	Sheehan
SAWYER	Gabriella	Gutierrez
SAYRE	William	Liddell
SCAMMON	Kevin	Meehan
SCHMID	Shirley	Felton
SCHUBERT	Nellie	Maldonado
SCHURZ HS	Lucille	Thompson
SENN HS	Mary	May
SEWARD	Juana	Martinez
SEXTON	Nicole	Golden

SHERIDAN	Ruth	Fratto
SHERMAN	Cory	Barron
SHERWOOD	Carolyn	Perry
SHIELDS	Diana	Gonzalez
SHOESMITH	Rhonda	Willis
SHOOP	Latonya	Smith
SIMEON HS	Robert	Williams
SKINNER	Sheila	Howard
SMYSER	Robin	Wasik
SMYTH	Antoine	Morris
SOLOMON	Debra	Smith
SONGHAI	James	Hawkins
SOUTH LOOP	Priscilla	Nicholas-Jackson
SOUTHSIDE HS	Diane	Sawyer
SPENCER TECH ACAD	Cynthia	Peterson
SPRY	Maria	Carabe-Rangel
STEINMETZ HS	Sophia	Matarazzo
STEVENSON	Mary	Greco
STEWART	Loretta	Hogan
STOCK	Karen	Hanusiak
STOCKTON	Jose	Badillo
STONE	Kevin	Monaghan
STOWE	Estell	Roman
SULLIVAN HS	Vivian	Biegaj
SUMNER	Lori	Mitchell
SUTHERLAND	Deborah	Barnum
SWIFT	Joseph	Ulmer
TAFT HS	Mary	Cobb
TALMAN	Maribel	Ortega
TANNER	Paula	Smith
TAYLOR	Julio	Pimentel
THORP, J	Roberto	Aguirre
THORP, O	Joyce	Plackey
TILL	Kimberly	Johnson
TILTON	Lynn	Tucker
TONTI	Sandra	Coreas
TRUMBULL	Betty	Perry
TURNER-DREW	Gerri	Matthews-Whitfield
TWAIN	Susan	Abbinante
VANDERPOEL	Larry	Johnson
VAUGHN HS	Nancy	Cegiarek
VOLTA	Carmen	Sugrue
VON HUMBOLDT	Angelo	Castillo
VON LINNE	Daniella	Martinez
VON STEUBEN HS	Jean	Goldsby Johnson
WACKER	Rachel	Tyson-Wiley
WADSWORTH	Tarita	Jordan
WALSH	Diana	Rivera
WARD, J	Dorothy	Agee Jackson
WARD, L	Ruby	Grover-Johnson
WARREN	Ethel	Carter
WASHINGTON HS	Joseph	Pancer
WASHINGTON, G	Eileen	Popielarz
WASHINGTON, H	Cynthia	Godwin
WEBSTER	Gwendolyn	Barnard
WELLS HS	Eugenio	DeJesus
WELLS, I. B.	Despina	Shaw
WENTWORTH	Iesha	Malone
WEST PARK	Antwan	McHenry
WEST PULLMAN	Suzette	Wilson
WEST RIDGE	Eleni	Karahalios

WESTCOTT	Cynthia	Hazzard
WESTINGHOUSE HS	Tanisha	McGee
WHISTLER	Augustus	McGill
WHITNEY	Monica	Ortiz
WHITTIER	Rosario	Ortega
WILDWOOD	Camille	Steiner
WOODS	Susan	Rogers
YALE	Catonia	Daniels
YATES	Dalila	Velez
YOUNG	Charles	Dunlap
YOUNG HS	Jeanne	Murphy
ZAPATA	Sofia	Navarrete

12-0627-RS13

**RESOLUTION RE: APPOINTMENTS TO FILL SEATS ON
APPOINTED LOCAL SCHOOL COUNCILS AND MILITARY BOARDS OF GOVERNORS
FOR TERM OF OFFICE COMMENCING JULY 1, 2012**

WHEREAS, on January 24, 2007 the Board adopted a Policy on the Governance of Alternative and Small Schools, Board Report 07-0124-PO2 ("Governance Policy");

WHEREAS, the Governance Policy identifies requirements for the establishment of Appointed Local School Councils and Military Board of Governors for those Chicago Public Schools designated by the Board as either small or alternative schools.

WHEREAS, Appointed Local School Councils ("ALSCs") and Military Boards of Governors ("BOGs") are established as a means to involve parents, community members and school staff in all of the activities of the school as specified in the Illinois School Code, 105 ILCS 5/34-2.4(b)

WHEREAS, the schools on the attached list operate with an ALSC or BOG and each school conducted non-binding advisory polls of parents, staff (and students in non-military high schools) to ascertain their preferences for the appointment of parent, staff and student members of the school's ALSCs or BOG and submitted such poll results to the Chief Executive Officer for consideration in accordance with the Governance Policy;

WHEREAS, the ALSCs or BOGs of the schools on the attached list submitted candidate recommendations for community resident and advocate seats on the ALSCs and BOGs to the Network Chief of Schools who, in turn submitted the recommendations along with any additional candidate recommendations to the Chief Executive Officer for consideration in accordance with the Governance Policy;

WHEREAS, the Governance Policy authorizes the Chief Executive Officer to recommend to the Board the names of candidates to fill seats on ALSCs and BOGs from among any of the candidates submitted from the non-binding polls, the ALSC/BOG recommendations and Network Chief recommendations or any other names identified by the Chief Executive Officer;

WHEREAS, in accordance with the Illinois School Code (105 ILCS 5/34-2.4b) and the Governance Policy, the names of the individuals identified on the attached Exhibit A have been forwarded to the Board for its consideration in the exercise of absolute discretion in making appointments to ALSCs and BOGs for the term of office commencing July 1, 2012:

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

1. The individuals identified on the attached Exhibit A are hereby appointed to serve as Appointed Local School Council members or Military Boards of Governors members at the identified schools in the noted category;
2. The term of office for parent, community, teacher, JROTC instructor and advocate members shall commence July 1, 2012 and end June 30, 2014 and the term of office for student members shall commence July 1, 2012 and end June 30, 2013.

**EXHIBIT A
APPOINTED LSC MEMBERS FOR TERM OF OFFICE COMMENCING JULY 1, 2012**

<u>School</u>	<u>Category</u>	<u>First Name</u>	<u>Last Name</u>
ARIEL	Parent	Valerie	Beal
ARIEL	Parent	Joann	Brown
ARIEL	Parent	Vania	Doss
ARIEL	Parent	Larry	Lomax

ARIEL	Parent	John	Moran
ARIEL	Parent	Rolisa	Tutwyler
ARIEL	Community	Virna	Holmes
ARIEL	Community	Malik	Murray
ARIEL	Advocate	Phyllis	Brady
ARIEL	Advocate	Deborah	Crocret
ARIEL	Teacher	Yanitsa	Dones
ARIEL	Teacher	Jacob	Sklarisky
AUSTIN POLY HS	Parent	Lucia	DeLeon-Scott
AUSTIN POLY HS	Parent	Thelma	Wordlaw
AUSTIN POLY HS	Community	Mamie	Andry
AUSTIN POLY HS	Advocate	Erica	Swinney
AUSTIN POLY HS	Advocate	Dan	Swinney
AUSTIN POLY HS	Teacher	Robert	Davis
AUSTIN POLY HS	Teacher	Keith	Wideman
AUSTIN POLY HS	Student	Desiree	Wordlaw
BRONZEVILLE HS	Parent	Tommie	Banks
BRONZEVILLE HS	Parent	Gwendolyn	Black
BRONZEVILLE HS	Parent	Toval	Daniels
BRONZEVILLE HS	Parent	Crystal	Drummer
BRONZEVILLE HS	Parent	Tortisure	Jackson
BRONZEVILLE HS	Parent	Paula	Thigpen
BRONZEVILLE HS	Community	Danny	Creed
BRONZEVILLE HS	Community	Kublai	Toure
BRONZEVILLE HS	Advocate	Angela	Hubbard
BRONZEVILLE HS	Advocate	Esther	Johnson
BRONZEVILLE HS	Student	Charmain	Hall
DODGE	Parent	Natasha	Nicholes
DODGE	Parent	Latarsha	Washington
DODGE	Community	Jared	Campbell
DODGE	Community	Mary	Woods
DODGE	Teacher	Julie	Bugala
DODGE	Teacher	Bridget	Heppeler
FRAZIER PROSPECTIVE	Parent	Jesse	Jemison
FRAZIER PROSPECTIVE	Parent	Anna	Moseley
FRAZIER PROSPECTIVE	Parent	Wanda	Taylor
FRAZIER PROSPECTIVE	Parent	Lamont	Williams
FRAZIER PROSPECTIVE	Community	Leonard	Moore
FRAZIER PROSPECTIVE	Community	Annette	Muhammad
FRAZIER PROSPECTIVE	Teacher	Avis	Bryant
FRAZIER PROSPECTIVE	Teacher	Joanne	Young
GREATER LAWNSDALE HS	Parent	Patricia	Buenrostro
GREATER LAWNSDALE HS	Parent	Felichiano	Castro
GREATER LAWNSDALE HS	Parent	Rosie	Cisneros
GREATER LAWNSDALE HS	Parent	Sandra	Mendez
GREATER LAWNSDALE HS	Parent	Maria	Mondragon
GREATER LAWNSDALE HS	Community	Abraham	Duenas
GREATER LAWNSDALE HS	Community	David	Stovall
GREATER LAWNSDALE HS	Teacher	Ana	Herrera-Gonzalez
GREATER LAWNSDALE HS	Teacher	Yamali	Rodriguez
GREATER LAWNSDALE HS	Student	Rocio	Meza
INFINITY HS	Parent	Jose	Aleman
INFINITY HS	Parent	Eva	Avilez
INFINITY HS	Parent	Maria	Rivera
INFINITY HS	Parent	Elvia	Rodriguez
INFINITY HS	Parent	Luz	Salazar

INFINITY HS	Community	Laura	Camarago
INFINITY HS	Community	Maria	Sauerzapf
INFINITY HS	Advocate	Docia	Buffington
INFINITY HS	Teacher	Cathleen	Notter
INFINITY HS	Teacher	Sabrina	Walker
INFINITY HS	Student	Edwin	German
LINDBLOM HS	Parent	Victor	Easley
LINDBLOM HS	Parent	Adorn	Mitchell
LINDBLOM HS	Parent	Doris	Murray
LINDBLOM HS	Parent	John	Roberson
LINDBLOM HS	Parent	Linda	Upshaw
LINDBLOM HS	Parent	Timothy	White
LINDBLOM HS	Community	Sonya	Harper
LINDBLOM HS	Advocate	Moyra	Knight
LINDBLOM HS	Teacher	Stuart	Fuess
MULTICULTURAL ACAD	Parent	Irma	Contreras
MULTICULTURAL ACAD	Parent	Leticia	Cruz
MULTICULTURAL ACAD	Parent	Gloria	Duran
MULTICULTURAL ACAD	Parent	Maria	Esquivel-Carras
MULTICULTURAL ACAD	Parent	Janeth	Paez
MULTICULTURAL ACAD	Parent	Ana	Velasquez
MULTICULTURAL ACAD	Advocate	Roberto	Hernandez
MULTICULTURAL ACAD	Teacher	Daniel	Ortiz
MULTICULTURAL ACAD	Teacher	Ebru	Uzcan
MULTICULTURAL ACAD	Student	Herman	Avila
PERSHING WEST MIDDLE	Parent	Oliver	Brown
PERSHING WEST MIDDLE	Parent	Angela	Dillon
PERSHING WEST MIDDLE	Parent	Louis	Flowers
PERSHING WEST MIDDLE	Parent	Kimberly	Murray
PERSHING WEST MIDDLE	Parent	Shavon	Pipkins
PERSHING WEST MIDDLE	Parent	Henry	Sawyer
PERSHING WEST MIDDLE	Parent	Carla	Tate Anderson
PERSHING WEST MIDDLE	Community	Michael	Brown
PERSHING WEST MIDDLE	Community	Kelsey	Stone
PERSHING WEST MIDDLE	Teacher	Kathleen	Mahoney
PERSHING WEST MIDDLE	Teacher	Aquillia	Mikel
RABY HS	Parent	Freddie	Davis
RABY HS	Parent	Anthony	Grady
RABY HS	Parent	Theresa	Jefferson
RABY HS	Parent	Shernet	Strawder
RABY HS	Parent	Fontaine	Wall
RABY HS	Parent	Tonya	Washington
RABY HS	Community	Harvey	Yarbrough
RABY HS	Teacher	Nicole	Cannon
RABY HS	Teacher	Shenetha	Gunn
RABY HS	Student	Kimberly	Allen
SCHOOL OF LEADERSHIP	Parent	Eleanor	Griffin-Baylor
SCHOOL OF LEADERSHIP	Parent	Valerie	Williams
SCHOOL OF LEADERSHIP	Community	Carla	Burruss
SCHOOL OF LEADERSHIP	Community	Vernon	Winstead
SCHOOL OF LEADERSHIP	Advocate	Valencia	Rias-Winstead
SCHOOL OF LEADERSHIP	Advocate	Syreeta	Talbert
SIMPSON HS	Parent	Sheila	Love
SIMPSON HS	Parent	Johnnie	Mordican
SIMPSON HS	Community	James	Southward
SIMPSON HS	Community	Antoinette	Southward

SIMPSON HS	Advocate	Michelle	Pondexter
SIMPSON HS	Advocate	Lisa	Smith
SIMPSON HS	Teacher	Reenee	Jackson
SIMPSON HS	Teacher	Mitchell	Korrub
SIMPSON HS	Student	Keyannah	Selph
SUDER	Parent	Brain	Caref
SUDER	Parent	Sheridan	Chaney
SUDER	Parent	Cheryl	Freeman-Smith
SUDER	Parent	Wesley	Visor
SUDER	Parent	Robin	Whaley-Smith
SUDER	Parent	Summer	Zandrew
SUDER	Teacher	Amy	Gale
SUDER	Teacher	Patricia	Murphy
TEAM HS	Parent	Dione	Bailey
TEAM HS	Parent	Beverly	Howard
TEAM HS	Parent	Sabrina	Jackson
TEAM HS	Parent	Leonia	Pointer
TEAM HS	Parent	Carolyn	Veal
TEAM HS	Parent	Devin	Wallace
TEAM HS	Teacher	Deandrea	Flowers
TEAM HS	Teacher	Erica	Gagne
TEAM HS	Student	Lavina	Veal
TELPOCHCALLI	Parent	Irma	Contreras
TELPOCHCALLI	Parent	Elvia	Gutierrez
TELPOCHCALLI	Parent	Jackeline	Ortiz
TELPOCHCALLI	Parent	Dan	Sullivan
TELPOCHCALLI	Advocate	Rosalidia	Huante-Mendoza
TELPOCHCALLI	Advocate	Eloy	Reyes
TELPOCHCALLI	Teacher	Gabriela	Nunez
TELPOCHCALLI	Teacher	Elizabeth	Pagan
TELPOCHCALLI	Teacher	Maria	Soria
TELPOCHCALLI	Teacher	Mary Beth	Werner
THOMAS	Parent	Teresa	Jimenez
THOMAS	Parent	Maria	Ortega
THOMAS	Parent	Noemi	Saldivar
THOMAS	Parent	Lizbeth	Silva
THOMAS	Community	Elizabeth	Hurtig
THOMAS	Community	Thomas	Smithson
THOMAS	Advocate	Laura	Lopez
THOMAS	Teacher	Nancy	Arredondo
THOMAS	Teacher	Veronica	Reynoso
UPLIFT HS	Parent	Dreanna	Colvard
UPLIFT HS	Parent	Reshunda	Odom
UPLIFT HS	Parent	Sondra	Pounds
UPLIFT HS	Community	Marc	Kaplan
UPLIFT HS	Community	Laurie	Odell
UPLIFT HS	Advocate	Lillie	Beckwith
UPLIFT HS	Advocate	Shirley	Horton
UPLIFT HS	Teacher	John	Yolich
UPLIFT HS	Teacher	Karen	Zaccor
UPLIFT HS	Student	Crystal	Rosales
VOISE HS	Parent	Tracy	Banks
VOISE HS	Parent	Flanella	Lindsey
VOISE HS	Parent	Clymeshia	Nelson

VOISE HS	Parent	Rene	Powell
VOISE HS	Parent	Stevie	Wallace Sr.
VOISE HS	Community	Velda	Brunner
VOISE HS	Advocate	Menachem	Jona
VOISE HS	Teacher	Patrick	Staley
VOISE HS	Teacher	Bonita	Walker-Jones
WILLIAMS ES	Parent	Davida	Davis
WILLIAMS ES	Parent	Kejuana	Eldridge
WILLIAMS ES	Parent	Micole	Jenkins
WILLIAMS ES	Parent	Brandon	Johnson
WILLIAMS ES	Parent	Shearrica	McGrue
WILLIAMS ES	Parent	Dianna	Smith
WILLIAMS ES	Parent	Teena	Watts
WILLIAMS ES	Advocate	Robert	Jones
WILLIAMS ES	Teacher	Antioniette	Walden
WILLIAMS ES	Teacher	Barbara	Young
WILLIAMS MIDDLE	Parent	Kenyatta	Chilembwe
WILLIAMS MIDDLE	Parent	Kejuana	Eldridge
WILLIAMS MIDDLE	Parent	Saez	Myrick
WILLIAMS MIDDLE	Parent	Tiffanie	Pewee
WILLIAMS MIDDLE	Community	Kaya	Bogus
WILLIAMS MIDDLE	Advocate	Darry	Hearon
WILLIAMS MIDDLE	Teacher	Nai	Colton
WILLIAMS MIDDLE	Teacher	Teresa	Tyler
WILLIAMS, D	Parent	Eric	Cummings
WILLIAMS, D	Parent	Darlene	Gills-Riggs
WILLIAMS, D	Parent	Karen	Harris
WILLIAMS, D	Parent	Carmansita	Jackson
WILLIAMS, D	Parent	Datrice	Weathers
WILLIAMS, D	Community	Moses	Jones
WILLIAMS, D	Community	William	McDade
WILLIAMS, D	Advocate	Valerie	Jackson
WILLIAMS, D	Advocate	Gregory	Primus
WILLIAMS, D	Teacher	Sara	Fliehman
WILLIAMS, D	Teacher	Felicia	Ulwelling
WILLIAMS, D	Student	Natalie	Weathers
WORLD LANGUAGE HS	Parent	Maria	Arenas
WORLD LANGUAGE HS	Parent	Beatriz	Gonzalez
WORLD LANGUAGE HS	Parent	Alfredo	Rosado
WORLD LANGUAGE HS	Parent	Juanita	Sconce
WORLD LANGUAGE HS	Parent	Yvonne	Venson
WORLD LANGUAGE HS	Parent	Maricela	Villannueva
WORLD LANGUAGE HS	Community	Rodolfo	Lozano
WORLD LANGUAGE HS	Community	Norma	Mejia
WORLD LANGUAGE HS	Advocate	Elias	Corral
WORLD LANGUAGE HS	Advocate	Abdul-Aziz	Hassan
WORLD LANGUAGE HS	Teacher	Yuridia	Espinosa
WORLD LANGUAGE HS	Teacher	Raquiya	Rahman-Aquil
YORK HS	Community	Carl	Latimer
YORK HS	Community	Russell	Ponder
YORK HS	Advocate	William	McCoy
YORK HS	Advocate	Robert	Kelly
YORK HS	Advocate	Emerson	Dority
YORK HS	Advocate	Danny K.	Davis

YORK HS	Teacher	Karl	Schenk
YORK HS	Teacher	Doris	Spencer-Riordan
YORK HS	Director, CCDOC or Designee	Rashanda	Carroll
AIR FORCE HS	Parent	Ernest	Brown
AIR FORCE HS	Parent	Mary	Eibler
AIR FORCE HS	Parent	Jessica	Janopoulos
AIR FORCE HS	Parent	Teresa	Moore
AIR FORCE HS	Parent	Willia	Robinson
AIR FORCE HS	Parent	Robert	Stegmiller
AIR FORCE HS	JROTC Instruct.	Toriano	Jones
AIR FORCE HS	Teacher	Terri	Maynie
AIR FORCE HS	Teacher	Joseph	Mitacek
AIR FORCE HS	Student	Jocelyn	Vega
CARVER MILITARY	Parent	Shinette	Averett
CARVER MILITARY	Parent	Michelle	Barginear
CARVER MILITARY	Parent	Lindsey	Sims, Jr.
CARVER MILITARY	Parent	Cassandra	Smith
CARVER MILITARY	Parent	Kevin	Tacker
CARVER MILITARY	Parent	Andrea	Wareham
CARVER MILITARY	Teacher	Kathryn	Alderson
CARVER MILITARY	Teacher	Kevin	Coppage
CHGO MILITARY ACAD	Parent	Serens	Bell
CHGO MILITARY ACAD	Parent	Debra	Montgomery
CHGO MILITARY ACAD	Parent	Annie	Stubenfield
CHGO MILITARY ACAD	Community	Charles	Bowen
CHGO MILITARY ACAD	Community	Thomas	Gray
CHGO MILITARY ACAD	Advocate	Norvel	West
CHGO MILITARY ACAD	JROTC Instruct.	Scott	Tuffs
CHGO MILITARY ACAD	Teacher	Crystal	Giles
CHGO MILITARY ACAD	Teacher	David	Hall
CHGO MILITARY ACAD	Student	Tro-za	Hill
MARINE MILITARY HS	Community	Noreen	Hughs
MARINE MILITARY HS	Community	Andrea	Smith
MARINE MILITARY HS	Parent	June	Reyes
MARINE MILITARY HS	Parent	Natalia	Salgado
MARINE MILITARY HS	Parent	Juan	Perez
MARINE MILITARY HS	Advocate	Maretta	Brown-Miller
MARINE MILITARY HS	JROTC Instruct.	Dennis	Housley
MARINE MILITARY HS	Teacher	Kassandra	Cosby
MARINE MILITARY HS	Teacher	Marianne	McGeary
MARINE MILITARY HS	Student	Carlos	Salgado
PHOENIX MILITARY HS	Parent	Dorothy	Copeland
PHOENIX MILITARY HS	Parent	Joyce	Edwards
PHOENIX MILITARY HS	Parent	Ruben	Ortiz
PHOENIX MILITARY HS	Parent	Consuelo	Pantoja
PHOENIX MILITARY HS	Parent	Barbara	Resendiz
PHOENIX MILITARY HS	Parent	Eddie	Webber, Jr.
PHOENIX MILITARY HS	Community	London	Black
PHOENIX MILITARY HS	Community	Donna	Lewis
PHOENIX MILITARY HS	JROTC Instruct.	Charles	Powell
PHOENIX MILITARY HS	Teacher	Marquita	Jones
PHOENIX MILITARY HS	Teacher	Margaret	Mares
PHOENIX MILITARY HS	Student	Kellie	Erazo

RICKOVER HS	Parent	Waldemar	Gorzen
RICKOVER HS	Parent	Erika	Guerra
RICKOVER HS	Community	Nancy	Meyerson
RICKOVER HS	Community	Craig	Solomon
RICKOVER HS	Advocate	Jeffrey	Gray
RICKOVER HS	Advocate	Joseph	Troiani
RICKOVER HS	JROTC Instruct.	Kenneth	Stapleton
RICKOVER HS	Teacher	Kevin	Kohl
RICKOVER HS	Teacher	Derrick	Svelnys
RICKOVER HS	Student	Marcus	Guerra

12-0627-RS14

**RESOLUTION RE: APPOINTMENT OF TEACHER REPRESENTATIVES
TO LOCAL SCHOOL COUNCILS FOR TERM OF OFFICE
COMMENCING JULY 1, 2012 AND ENDING JUNE 30, 2014**

WHEREAS, pursuant to the 105 ILCS 5/34-2.1(l) of the Illinois School Code, on a biennial basis, the Board appoints 2 teachers to each Local School Council for a new term of office after considering the preferences of the school's staff as ascertained through a non-binding advisory poll and exercises absolute discretion in the appointment process; and

WHEREAS, non-binding advisory polls were conducted at the schools identified on Exhibit A attached hereto to ascertain the preferences of the schools' staffs regarding the appointment of teachers to the schools' local school councils for the term of office commencing July 1, 2012 and ending June 30, 2014; and

WHEREAS, in accordance with 105 ILCS 5/34-2.1(l), the results of the non-binding advisory polls have been forwarded to the Board for its consideration in the exercise of absolute discretion in the appointment process:

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

1. The individuals identified on the attached Exhibit A are hereby appointed as teacher representatives on their schools' Local School Councils for the term of office commencing July 1, 2012 and ending June 30, 2014.
2. The Resolution is effective immediately upon adoption.

**EXHIBIT A
TEACHERS APPOINTED TO ELECTED LOCAL SCHOOL COUNCILS
FOR 2012-2014 TERM**

<u>School</u>	<u>First Name</u>	<u>Last Name</u>
ADDAMS	Teresa	Zuniga
ADDAMS	Keren	Vincenty
AGASSIZ	Meghan	Lynch
AGASSIZ	David	Rench
ALBANY PARK	Karoline	Sharp
ALBANY PARK	Emily	Flanagan
ALCOTT ES	Jennifer	Vincent
ALCOTT ES	Sean	McGill
ALDRIDGE	India	Wilson
ALDRIDGE	Renee	Butala
ALTGELD	Belinda	Mckinney
ALTGELD	Ivy	Taylor
AMES	Margaret	Huebner
AMES	Jose	Jaramillo
AMUNDSEN HS	Tanya	Bateson
AMUNDSEN HS	Alden	Reed
ARMOUR	Julissa	Lopez
ARMOUR	Antonella	D'Acquisto
ARMSTRONG, G	Alison	Mays
ARMSTRONG, G	Xavier	Martinez
ARMSTRONG, L	David	Abed
ARMSTRONG, L	Nicole	Shere

ASHBURN	Dacia	Dixon
ASHBURN	Mario	Weston
ASHE	Mary	Jedry
ASHE	Forestine	Jones
ATTUCKS	Loretta	Clark
ATTUCKS	Maxine	Jackson
AUDUBON	Lourdes	Valenzuela
AUDUBON	Margaux	Tuck
AUSTIN BUS & ENTRP	Michael	Nicholas
AUSTIN BUS & ENTRP	Michael	Turnbull
AVALON PARK	Sheila	Morrow
AVALON PARK	Frances	Whitt
AZUELA	Carlos	Marino
AZUELA	Norma	Williams
BANNEKER	Alma	McNeal
BARNARD	Polly	Kelly
BARNARD	Cristina	Galvan
BARRY	Myra	Vasilarakos
BARRY	Milagros	Zambrana
BARTON	Anthony	Jackson
BARTON	Mary	Hughes
BASS	Karen	Burnett
BASS	Izetta	Washington
BATEMAN	Mindy	Blondin
BATEMAN	Molly	Anderson
BEARD	Joan	Hoyle Lynch
BEARD	Georgja	Waller
BEASLEY	Michelle	Ray
BEASLEY	Marlene	Collins
BEAUBIEN	Kimberly	Sineni
BEAUBIEN	Deborah	Solka
BEETHOVEN	Brunetta	Washington
BEETHOVEN	Jose	Padilla
BEIDLER	Laurie	Leonard
BEIDLER	Diana	Clifton-Roberts
BELDING	Jean	Caldwell
BELDING	Michael	Westfall
BELL	Nicole	Tsamoulos
BELL	Jennifer	Runions
BELMONT-CRAGIN	Brenda	Jimenez
BELMONT-CRAGIN	Guadalupe	Diaz
BENNETT	Luebirdia	Harrison-Moore
BENNETT	Nicole	Hill-Tubbs
BETHUNE	Laura	Gangichiodo
BETHUNE	Lekia	Savage
BLACK	Angela	Palmer-Holmes
BLACK	Helene	Pearson
BLAINE	Ellen	Brenner
BLAINE	Kristin	Pagel
BLAIR	Julie	Kujawa
BLAIR	Mary Jo	Foley
BOGAN HS	William	Rapier
BOGAN HS	Steven	Biegel
BOND	Patrick	Verbrick
BOND	Karon	Stewart
BONTEMPS	Lisa	Boney
BONTEMPS	Antoinette	Thomas
BOONE	Cheryl	Janusz
BOONE	Pamela	Gady
BOUCHET	Franchesca	Little

BOUCHET	Gail	Reid
BRADWELL	Tanneshia	Kilgore
BRENNEMANN	Ivelyne	Armand
BRENNEMANN	Demetra	Lebessis
BRENTANO	Jeannette	Thompson
BRENTANO	Dayna	Katz
BRIDGE	Wioletta	Sak
BRIDGE	Kelly	Naughton
BRIGHT	Joseph	Roberson
BRIGHT	Monica	Rojas
BRIGHTON PARK	Jacqueline	Marks
BRIGHTON PARK	Nancy	Neville
BROOKS HS	Troy	Patterson
BROOKS HS	Scott	Steward
BROWN, R	Brenda	Harmon-Booker
BROWN, R	Jacqueline	Reed
BROWN, W	Stacey	Boyd
BROWN, W	Jerilyn	Zielinski
BROWNELL	Latrice	Flowers
BROWNELL	Ruben	Reeves
BRUNSON	Deedra	Perry
BRUNSON	Cozette	Wendemu
BUCKINGHAM	Avon	Walker
BUCKINGHAM	Tally	Oz
BUDLONG	Angelita	Perez-Figueroa
BUDLONG	Anna	Garbis
BURBANK	Dorcas	Leverenz
BURBANK	Antonia	Nevarez
BURLEY	Carolyn	Skibba
BURLEY	Jennifer	Moos
BURNHAM	Tia	Smith
BURNHAM	Kimberly	Hayden
BURNSIDE	Shawana	Ridley
BURNSIDE	Beverly	Perkins
BURR	Wendy	Pattis
BURR	Marre	Violante
BURROUGHS	Maria	Reyes
BURROUGHS	Catherine	Garza
BYRNE	Jennifer	Long
BYRNE	Renee	Balzer
CALDWELL	James	Martin
CALDWELL	Kristen	Rios
CALHOUN	Valerie	Miles
CALHOUN	Margarett	Porter
CALMECA	Sarah	Tellez
CALMECA	Nancy	Cordova
CAMERON	Jennifer	Jackson
CAMERON	Paola	Ribero
CAMRAS	David	Malone
CAMRAS	Rolando	Argumedo
CANTER	Rebecca	Collins
CANTER	Glenda	Banks
CANTY	Catherine	Laduzinsky
CANTY	Ronald	Yak
CARDENAS	Cindy	Calderon
CARDENAS	Karla	Hidalgo
CARNEGIE	Loretta	Barnes
CARNEGIE	Franci	Nimpson-Boateng
CARROLL	Shauntel	Savage
CARROLL	Fabienne	Anderson-Johnson
CARSON	Alberta	Colesio

CARSON	Mariaelena	Lozano
CARTER	Margaret	Noak
CARTER	Nina	Wright
CARVER , G	Joshua	Prioleau
CARVER , G	Gwendolyn	Graham
CASELL	Elaine	Cloney
CASELL	Kathleen	Famera
CASTELLANOS	Brenda	Pantoja
CASTELLANOS	Maria	Mendez
CATHER	Gina	Campise
CATHER	Ebony	Williams
CHALMERS	Wallace	Bryant
CHALMERS	Linda	Killingworth
CHAPPELL	Carlos	Casia
CHAPPELL	Carol	Adolphus-Castro
CHASE	Steven	Bruehl
CHASE	Miguel	Santana
CHAVEZ	Marcella	Cadena
CHAVEZ	Anne-Marie	Mallon
CHGO AGR HS	Kevin	Hayes
CHGO AGR HS	Molly	Condon
CHOPIN	Laura	Huerta-Wilson
CHOPIN	Liliana	Caraba
CHRISTOPHER	Amy	McKee-Hamilton
CHRISTOPHER	Patricia	Ramirez
CLAREMONT	Denise	Julian
CLAREMONT	Kelli	Fortenberry
CLARK HS	Gideon	Mackay
CLARK, G	Geraldine	Murphy
CLARK, G	Marsha	Looney
CLAY	Kimberly	Jacobsen
CLAY	Susan	Mercon
CLEMENTE HS	Martin	Block
CLEMENTE HS	Maria	Mercado
CLEVELAND	Aubrey	Gillett
CLEVELAND	Kristine	Stanton
CLINTON	Ryan	Coors
CLINTON	Rachel	Huibregtse
CLISSOLD	Katherine	Kampf
CLISSOLD	Eileen	Flannery
COLEMON	Dionne	Phillips
COLEMON	Valerie	Williams-Johnson
COLES	Tamarra	Everett
COLES	Carmia	Fuqua
COLUMBIA EXPLORERS	Craig	Cleve
COLUMBIA EXPLORERS	Fernando	Reyes
COLUMBUS	Sherilyn	Snopek
COLUMBUS	Melissa	Brenkus
COOK	Michelle	Richards
COOK	Tammy	Congious-Gant
COONLEY	Eileen	O'Hara
COONLEY	Heather	Murphy
COOPER	Wanda	Reyes
COOPER	Colleen	Lambe Herman
CORKERY	Julia	Flores
CORKERY	Julia	Herrera
CORLISS HS	Shantel	Freeman
CORLISS HS	Celeste	Davis
COURTENAY	Lindsay	Annunzio
COURTENAY	Cynthia	Heywood
CRANE HS	Albertina	Spratley

CROWN	Lessia	Wilson
CROWN	Cheryl	Pitts
CUFFE	Paula	Leland
CUFFE	Margeaux	McReynolds
CULLEN	Rachel	Lampley
CULLEN	Roy	Crawford
CURIE HS	Miguel	Gutierrez
CURIE HS	Sylvia	Matthews
DALEY	Raul	Segura
DALEY	Patti	Walsh
DARWIN	Luz	Vargas-Mendez
DARWIN	Myriam	Guzman
DAVIS, M	Eddett	Fisher
DAVIS, M	La Shaun	Woodland
DAVIS, N	Laura	Delgado
DAVIS, N	Doreen	Fernandez
DAWES	Marybeth	Flaherty
DAWES	Susan	Klima
DE DIEGO	John	Navarro
DE DIEGO	Diana	Monarrez
DE PRIEST	Myrtle	Harris
DE PRIEST	Clara	Williams
DECATUR	Nancy	Jorbin
DECATUR	Theresa	Ludlow
DELANO	Mona	Turner
DENEEN	Lekesha	Triplett
DENEEN	LeKenya	Sanders-Sharp
DETT	Tekoya	Salhany
DETT	Andre	Smith
DEVER	Deena	Carroll
DEVER	Chiara	Zelko
DEWEY	Claudette	Collins
DIRKSEN	Brenda	Freese
DIRKSEN	Sylwia	Ufniaz
DISNEY	Kimberly	Varner
DISNEY	Alexandra	Cooper
DISNEY II	Brian	Murphy
DISNEY II	Myriah	Brown
DIXON	Joy	Dillard
DIXON	Maureen	Gallagher
DOOLITTLE	Marion	Wallace
DOOLITTLE	Lisa	Chesebro
DORE	Melisa	Alvarado
DORE	Miranda	Molaro
DOUGLASS HS	Gerald	Roberson
DRAKE	Monica	Cherry
DRUMMOND	Johanna	Andrade
DRUMMOND	Kelly	Walsh
DUBOIS	Lashanda	Lewis
DUBOIS	Anne	Studer
DULLES	Faith	Grevengoed
DULLES	Melissa	Warner
DUNBAR HS	Reginald	Halbert
DUNBAR HS	Cedella	Drye-Clark
DUNNE TECH ACAD	Toni	Butts
DUNNE TECH ACAD	Kelley	Robinson-Baker
DUPREY	Anita	Warner
DUPREY	Elizabeth	Thorngren
DURKIN PARK	Mary	McMahon
DURKIN PARK	Silvia	Tejeda
DVORAK TECH ACAD	Carrene	Beverly-Bass
DVORAK TECH ACAD	Kimberly	Denard

DYETT HS	Bridgette	Mason
EARLE	Adrienne	Pleasant
EBERHART	Brenda	Island
EBERHART	Yolanda	Johnson
EBINGER	Kimberly	Klepitsch
EBINGER	Jennifer	Friedhart
EDGEBROOK	Kathryn	Dorn
EDGEBROOK	Donna	Puccini
EDISON PARK	Martha	Carman
EDISON PARK	Lorraine	Ortiz
EDISON, T	Mia	Clementz
EDISON, T	Deni	Drinkwater
EDWARDS	Maria	Rivera
EDWARDS	Manuel	Sanchez
ELLINGTON	Bernadette	Moore
ELLINGTON	Jerome	Zaremba
EMMET	Tammie	Vinson
EMMET	Kimberly	McCoy
ERICSON	Carrie	Willis
ERICSON	Kirk	Bastek
ESMOND	Denise	Quinn
ESMOND	Candice	Metzger
EVERETT	Mario	Martinez
EVERETT	Adrienne	Dancy
EVERGREEN	Paul	Kanelos
EVERGREEN	Debra	Polak
EVERS	Robert	Lindgren
EVERS	Beverly	Smith
FAIRFIELD	Jacqueline	Jameson-Hardy
FAIRFIELD	Jason	Johnson
FALCONER	Stephen	Bingham
FALCONER	Vanessa	Oquendo
FARADAY	Khalid	Oluewu
FARADAY	Luminita	Dragos
FARNSWORTH	Kathleen	O'Donnell
FARNSWORTH	Kristin	Stephens
FARRAGUT HS	Herlinda	Ruiz
FARRAGUT HS	Bart	Bates
FENGER HS	Dustin	Voss
FENGER HS	Ella	Gambles
FERMI	Joshua	Marburger
FERMI	Samantha	Randall
FERNWOOD	Kenneth	Brame
FERNWOOD	Manuella	Austin
FIELD	Nataliya	Riordan
FIELD	Khyshzai	Khatoon
FINKL	Kellie	Babic-Capiak
FINKL	Diane	Pagan-Munson
FISKE	Wilbert	Miller
FISKE	Monica	Stewart
FOREMAN HS	Francis	Allende-Pellot
FOREMAN HS	Thomas	Asencio-Bonilla
FORT DEARBORN	Sheila	Gladney
FORT DEARBORN	Sonja	Groves
FOSTER PARK	Lela	Mowatt
FOSTER PARK	Karen	Hicks
FRANKLIN	Jennifer	Mackenzie
FRANKLIN	Brian	Santos
FULTON	Michelle	Ingram-Holmon
FULTON	Arturo	Quiroz
FUNSTON	Peggy	Smith
FUNSTON	Nicole	Sullivan

GAGE PARK HS	Ana	Diaz
GAGE PARK HS	Susan	Steinmiller
GALE	Angela	Charlow
GALE	Roberta	Kaiser
GALILEO	Frances	Mauro
GALILEO	Concepcion	Moreno
GALLISTEL	Anne Marie	Gulley
GALLISTEL	Ines	Ornelas
GARVEY	Donna	Martin
GARVEY	Maudie	Walls
GARVY	Jeannie	Gillespie
GARVY	Anna	Kolanczyk-Olech
GARY	Concepcion	Valenzuela
GARY	Deborah	Zeiiner
GILLESPIE	Cynthia	Varnardo
GILLESPIE	Letitia	Dennis
GOETHE	Allyn	Teti
GOETHE	Jacqueline	Alvarez
GOLDBLATT	Lasonia	Peebles
GOLDBLATT	Etha	Meeks
GOMPERS	Davina	Allen
GOMPERS	Robert	Kelsey
GOODLOW	Arlene	McMurray
GOODLOW	Jacqueline	Frazier
GOUDY	Calvin	Ross
GOUDY	Trudi	Howard
GRAHAM	Kathleen	Caponera
GRAHAM	Deborah	Hogan
GRAHAM HS	Angela	Buckner
GRAHAM HS	Mary	Bator-Oses
GRAY, W	Robert	Argent
GRAY, W	Roger	Jaklin
GREELEY	Sonia	Ramos
GREELEY	Trina	Kroll
GREEN	Latricia	Baker-Tall
GREEN	Nichole	Mullen
GREENE	Mary	Kimball-Vrba
GREENE	Gina	Burrows
GREGORY	April	Trentham
GREGORY	Toni	Yarber-Porter
GRESHAM	Jaton	Connolly
GRESHAM	Joanne	Grant
GRIMES	Laura	Anders
GRIMES	Holly	Zimmer
GRISSOM	Natalie	Salazar
GRISSOM	Margaret	McDevitt
GUNSAULUS	Judy	Esco
GUNSAULUS	Valeria	Magden
HAINES	Yi	Ruan
HAINES	Jacqueline	Reynolds
HALE	Michelle	Havelka
HALE	Susan	Honkisz
HALEY	Alesia	Franklin-Allen
HALEY	Taffney	Washington
HAMILTON	Paige	Nilson
HAMLIN	Frank	Slotkus
HAMLIN	Dinorah	Gomez
HAMMOND	Maria	Ramirez
HAMMOND	Cynthia	Jones
HAMPTON	Rita	Leary
HAMPTON	Celia	Martinez
HANCOCK HS	Maribel	Ouielle-Silva

HANSON PARK	Catherine	Cunningham-Yee
HANSON PARK	William	Conrick
HARLAN HS	April	Butler
HARLAN HS	Ruth	Henry
HARPER HS	Janel	Fletcher
HARPER HS	Toya	Lowrey-Pannell
HARTE	Sandra	Summers
HARTE	Faith	Dobbins
HARVARD	Melissa	Oliva
HAUGAN	Martha	Lacunza
HAUGAN	June	Anthony
HAWTHORNE	Kate	Ramos
HAWTHORNE	Carlton	Conn-Oquendo
HAY	Melinda	Stapleton
HAY	Derek	Threewitt
HAYT	Esther	Ohiku
HAYT	Donna	Brown
HEALY	Louis	Gaal
HEALY	Thomas	Higgins
HEARST	Susan	O'Neill
HEARST	Shawniquek	Elam
HEDGES	Margaret	Nickels
HEDGES	Lilia	Ruiz
HEFFERAN	Lauren	Embers
HEFFERAN	Claretta	Hobbs
HENDERSON	Audrey	Miles
HENDERSON	Debbie	Steel
HENDRICKS	Rise	Thomas
HENDRICKS	Aisha	Wade-Bey
HENRY	Migdalia	Rodriguez
HENRY	Kathleen	Gariti
HENSON	Tammy	Pike
HENSON	Kahinde	Longmire
HERBERT	Sharon	Eskridge
HERBERT	Essie	Jones
HERNANDEZ	Patricia	Hernandez
HERNANDEZ	Jeffrey	Senf
HEROES	Lee	Caston
HEROES	Miriam	Perez
HIBBARD	Bernadette	Payne
HIBBARD	Anita	Kallman
HIGGINS	Todd	Jarrett
HIGGINS	Lisa	Coleman
HINTON	Tasha	Sisney
HINTON	Jamila	Ellis
HIRSCH HS	Alea	Allen
HIRSCH HS	Semaj	Coleman
HITCH	Joseph	Calabrese
HITCH	Raymond	Kinzie
HOLDEN	Amabelly	Villanueva
HOLDEN	Lori	Phillips
HOLMES	Sandra	Henderson-Johns
HOLMES	Lara	Krejca
HOPE HS	Gregory	Jackson
HOPE HS	Bridget	Nelson
HOWE	Alonzo	Myers
HOWE	Teisha	Jones
HOYNE	Paulette	Franklin
HOYNE	Kimberly	Johnson
HUBBARD HS	Nancy	Wiley
HUBBARD HS	Ernest	Lyles
HUGHES, C	Yvette	Killingsworth

HUGHES, C	Glenda	Griffin
HUGHES, L	Winifred	McInerney
HUGHES, L	Susan	Reynolds
HURLEY	Sergio	Jimenez
HURLEY	Cheryl	Jakob
HYDE PARK HS	Andrew	Askuvich
HYDE PARK HS	Althea	Butler
INTER-AMERICAN	Francis	Feeley
INTER-AMERICAN	Cynthia	Ramos
IRVING	Michael	Notides
IRVING	Raashida	Preston
IRVING	Ashley	Upton
JACKSON, A	Virginia	Hiltz
JACKSON, A	Josefina	Otero
JACKSON, M	Susie	McNeal
JACKSON, M	Gloria	Ross Lacey
JAHN	Gustavo	Guerra
JAHN	Diane	Koliarakis
JAMIESON	Christy	McGowan
JAMIESON	Robert	Newton
JENNER	Derek	Ault
JENNER	Kiisha	Bynum
JENSEN	Jeresa	Ross
JENSEN	Marcia	Williams
JOHNSON	Quoizel	Benton
JOHNSON	Dominque	Morris
JONES HS	Christine	Malebranche
JOPLIN	Mekisha	Neal
JOPLIN	Kimberly	Williams
JORDAN	Leah	Putnam
JORDAN	Daryl	Stewart
JUAREZ HS	Arturo	Gamez
JUAREZ HS	Jose	Valdez
JULIAN HS	Gwendolyn	Dunbar
JULIAN HS	Joyce	Ingram
JUNGMAN	Ramiro	Prado
JUNGMAN	Elisa	Viramontes
KANOON	Ana	Perez
KANOON	Oralia	Abeja
KELLER	Diannia	Jemison
KELLER	Ethelyn	Wess
KELLMAN	Kennshunna	Siggers
KELLMAN	Dewanda	Watt
KELLOGG	Jamell	O'Neal
KELLOGG	Stayce	Rhodes
KELLY HS	William	Lamme
KELLY HS	Raul	Magdaleno
KELVYN PARK HS	Jerry	Skinner
KELVYN PARK HS	Sean	O'Bra
KENNEDY HS	Christine	Segina
KENNEDY HS	Lawrence	Jones
KENWOOD HS	Krystyna	Tate
KENWOOD HS	Daena	Adams
KERSHAW	Angela	McKinney
KERSHAW	Karen	Jones
KEY	Anna	Baskin-Tines
KEY	Stacy	Wright-Whitaker
KILMER	Antonio	Rivera
KILMER	Kelli	McCue

KING	Jeanette	Walker
KING	Alida	Diaz
KING HS	Kevin	Hiller
KINZIE	Kimberly	Speck
KINZIE	Michaelle	Hinkamp
KIPLING	Dedria	Jackson
KIPLING	Larnce	White
KOHN	Syvilla	Rushdan
KOHN	Darien	Williams
KOZMINSKI	Beverly	Jones
KOZMINSKI	Michael	Henley
LAFAYETTE	Brunilda	Guzman
LAFAYETTE	Omar	Maradiaga
LAKE VIEW HS	Steven	Blair
LAKE VIEW HS	Felicia	Carparelli
LANE HS	Leroy	Jarka
LANE HS	Michelle	Daly
LANGFORD	Marsandra	Brown
LANGFORD	Toni	Hawkins
LARA	Ricardo	Cervantes
LARA	Deborah	Murphy
LASALLE	Doris	Torres
LASALLE	Julie	Waller
LASALLE II	Daniel	Taff
LASALLE II	Margaret	Heinrich
LAVIZZO	Suekina	Milam
LAVIZZO	Brigid	Magnan
LAWNDALE	Ira	Lowenthal
LAWRENCE	Cynthia	Mosley
LAWRENCE	Andromeda	Bellamy
LEE	Lisa	Krueger
LEE	Beth	McClory
LELAND	Susan	Lee-Warner
LELAND	Alethea	Poole
LENART	Anjanette	Wallace
LENART	Michelle	Downes
LEWIS	Marci	Haynes
LEWIS	Shontrece	Wilson
LIBBY	Hannah	Miller
LIBBY	Angela	Papa
LINCOLN	Gregory	Thompson
LINCOLN	Ashley	Williams
LINCOLN PARK HS	Shakura	Haqqe
LINCOLN PARK HS	Thomas	Jauch
LITTLE VILLAGE	Melinda	Dahl
LITTLE VILLAGE	Manuel	Juarez
LLOYD	Raisi	Zambrano
LLOYD	Laurel	Salgado
LOCKE, J	Tangya	Cervantes
LOCKE, J	Dino	Poulakos
LOGANDALE	Lucille	Burmov
LOGANDALE	Claudia	Avila
LORCA	Jose	Candia
LORCA	Sylvia	Hagberg
LOVETT	Sharon	Crowder
LOVETT	Carmen	Ketchum
LOWELL	Mary	Muniz
LOWELL	Christine	Kolarik
LOZANO	Irma	Pina
LOZANO	Debra	Pryor

LYON	Joseph	Segreti
LYON	Richard	Jackson
MADERO	Wendy	Guerra
MADERO	Miguel	Fragoso
MADISON	Barbara	Appleberry-Till
MADISON	Rochelle	President-Brown
MANIERRE	Anita	President
MANIERRE	Maressa	Spinak
MANLEY HS	Taylor	Johnson
MANLEY HS	Leo	Maxie
MANN	Nikkol	Palmer
MANN	Kenshasda	Hines
MARCONI	Lavita	Buckner
MARCONI	Taurus	Gilmore
MARSH	Reyes	Calvillo
MARSH	Jacqueline	Ilic
MARSHALL HS	Jennifer	Jones
MARSHALL, T	Christa	Alvarez
MARSHALL, T	Zachary	Crain-Davis
MASON	Nikita	Horn
MASON	Shamona	McDaniel
MATHER HS	Zach	Alukos
MATHER HS	Sarah	Leong
MAY	Brandy	Bolden
MAY	Jeffrey	Hetrick
MAYER	Tianna	Davis-Lancaster
MAYER	Tracie	Kenyon
MAYO	Linda	Bland-Wesley
MAYO	Mary	Busche
MAYS	Carolyn	Heyward
MAYS	Adrienne	Hudson
MCAULIFFE	Linnette	Claudio
MCAULIFFE	Tiffany	Mcmanus
MCCLELLAN	Vanessa	Viruet
MCCLELLAN	Laura	Krasny
MCCORMICK	Martha	Lopez
MCCORMICK	Virginia	Nagano
MCCUTCHEON	Christine	Gries
MCCUTCHEON	Karen	Jasinski
MCDADE	Yvonne	Boncy
MCDADE	Sondra	Thigpen
MCDOWELL	Darril	Fountain
MCDOWELL	Nyema	Moore
MCKAY	Dorothy	Walker
MCNAIR	Barbara	Johnson
MCNAIR	Deborah	McKnuckles
MCPHERSON	Michael	Gallagher
MCPHERSON	Mary	Warnicki
MELODY	Natasha	Gasich
MELODY	Michelle	Stewin
METCALFE	Carol	Casey
METCALFE	Mary	Helem
MIRELES	Jose	Lopez
MIRELES	Carmel	Hoak
MOLLISON	Maria	Woodfork
MOLLISON	Jennifer	Lewis
MONROE	Sonia	Acevedo
MONROE	Leonor	Torres

MONTEFIORE	Kirkland	Robertson
MONTEFIORE	Juliane	Kenny
MOOS	Tiffany	Frayar
MOOS	Nina	Todorova
MORGAN	Dorian	Mack
MORGAN	Myl	Vaughn
MORGAN PARK HS	Keith	Majeske
MORGAN PARK HS	Deborah	Murphy
MORRILL	Cudberto	Esparza
MORRILL	Guadalupe	Rivera
MORTON	Kendra	Mallory
MORTON	RaStar	West
MOUNT GREENWOOD	Jacquelyn	Callaghan
MOUNT GREENWOOD	Mary	Lynch
MOUNT VERNON	Anjanette	Lipsett
MOUNT VERNON	Jennifer	Bobo
MOZART	Maria	Castro
MOZART	Shantell	Barnett
MURPHY	James	Calabrese
MURPHY	Kathleen	Kelly
MURRAY	Ned	Brooks
MURRAY	Eulene	Carter
NASH	Thomas	Harris
NASH	Nathan	Clark
NEAR NORTH	Teresa	Black-Jordan
NEAR NORTH	Sarah	Dean
NEAR NORTH	David	Fisk
NEIL	Jimmie	Rogers
NEIL	Henry	McMorris
NETTELHORST	Charles	Brewster
NETTELHORST	Stacey	Shroyer Piotrow
NEW FIELD	Daniel	Dusel
NEW FJELD	Patricia	Paz
NEW MILLENIUM HS	Shawn	Espinosa
NEW MILLENIUM HS	Steve	Flowers
NEW SULLIVAN	Jacqueline	Sanders
NEW SULLIVAN	Yvonne	McNutt
NEWBERRY	Miriam	Rodriguez-Ruiz
NEWBERRY	Elizabeth	Sellke
NICHOLSON TECH ACAD	Jennifer	Sanks
NICHOLSON TECH ACAD	Adrienne	Drake
NIGHTINGALE	Julie	Fawcett
NIGHTINGALE	Patricia	Marozas
NIXON	Michael	Savage
NIXON	Abel	Corona
NOBEL	Joseph	Oberts
NOBEL	Nora	Sund
NORTH RIVER	Janet	Salas
NORTH RIVER	Andrew	Waite
NORTH-GRAND HS	Willie	Chatman
NORTH-GRAND HS	Lenette	Pedraza
NORTHSIDE LEARNING	Francis	Blume
NORTHSIDE LEARNING	Athanasia	Alexander
NORTHSIDE PREP HS	Nicole	Flores
NORTHSIDE PREP HS	Richard	Coy
NORTHWEST	Julie	Trejo
NORTHWEST	Madeleine	Mollinedo
NORWOOD PARK	Bonnie	Adler-Hirsch
NORWOOD PARK	Annette	Pierce
OGDEN	Laura	Ledesma
OGDEN	Ryan	Streit

OGLESBY	Benita	Green
OGLESBY	Camille	Kizart
O'KEEFE	Dionta	Harris
O'KEEFE	Connie	Kelly
ONAHAN	Ellen	Hoffmann
ONAHAN	Marianne	Patten
ORIOLE PARK	Amanda	Milnamow
ORIOLE PARK	Navjeet	Allen
OROZCO	Eduardo	Yanez
OROZCO	Hector	Castro
ORTIZ DE DOMINGUEZ	Philip	Iem
ORTIZ DE DOMINGUEZ	Cruz	Gamboa
OTIS	Fernando	Sifuentes Elizo
OTIS	Deanna	Hebert
O'TOOLE	Charita	Bingham-Pruitt
O'TOOLE	Erin	Williams
OVERTON	Brenda	Armstrong
OVERTON	Lula	Carey
OWEN	Tina	Bailey
OWEN	Tommie	Gathings
OWENS	Hellena	Bradley
OWENS	Kathy	Hudson
PADEREWSKI	Leticia	Pineda
PADEREWSKI	Toyya	Proctor
PALMER	Nancy	Moran
PALMER	Cheryl	Linker-Peppler
PARK MANOR	Allyson	Simpson
PARK MANOR	Ellis	Perry
PARKER	Pamela	Bishop
PARKER	Sharonda	Kali
PARKMAN	Lida	Stewart
PARKMAN	Myriam	Alcableslidentf
PASTEUR	Rita	Bordonado
PASTEUR	Margaret	Rux
PAYTON HS	Linda	Zolt
PAYTON HS	Lance	Paulsen
PEABODY	Pamela	Nicandro-Osorio
PEABODY	John	Imperial
PECK	Angel	Aguirre
PECK	Robert	Long
PEIRCE	Christine	Drase
PEIRCE	Brooke	Thompson
PENN	Katherine	Smith
PENN	Cielo	Munoz
PEREZ	Roberta	Hermanas
PEREZ	Francisca	Galindo
PERSHING	Jeffrey	Naumann
PETERSON	Sandra	Saucedo
PETERSON	De'Andrea	Bell
PHILLIPS HS	Steve	Fisher
PHILLIPS HS	Joi	Tillman
PICKARD	Elsa	Pimentel
PICKARD	Evelia	Diaz
PILSEN	Elizabeth	Martinez
PILSEN	Michael	Winn
PIRIE	Allyson	Verschave
PIRIE	Lori	Matthews
PLAMONDON	Valerie	McKee
PLAMONDON	Mirtha	Quintana-Toomey
POE	Joanne	Brown-Hicks
POE	Emily	Gay

POPE	Cutina	Anderson
POPE	Erma	Cannon
PORTAGE PARK	Niki	Liakopoulos
PORTAGE PARK	Marilyn	Lading
POWELL	Kathy	Embrey
POWELL	Marla	Sylvain
PRESCOTT	Amanda	Kirshner
PRESCOTT	Jennifer	Phares
PRIETO	Ashley	Greb
PRIETO	Bernadette	Lasich
PRITZKER	Christine	Pagany
PRITZKER	Carlos	Bester
PROSSER HS	Kassandra	Tsitsopoulos
PROSSER HS	Jessica	Stephenson
PRUSSING	Kristin	Elouadrhiri
PRUSSING	Verna	Flores
PULASKI	Kylene	Young
PULASKI	Efrain	Martinez
PULLMAN	Carol	Novak
PULLMAN	Syreeta	Gordon
RANDOLPH	Alicia	Edwards-Moore
RANDOLPH	Keivyona	Smith-Ray
RAVENSWOOD	Priya	Manocha
RAVENSWOOD	Colleen	McVeigh
RAY	Amy	Levine
RAY	Gabriel	Sheridan
REAVIS	Patrick	McCaughy
REAVIS	Derrill	Peters
REILLY	Andres	Garay
REILLY	Andrea	Bonanno
REINBERG	Julie	Huynh-Vien
REINBERG	Meleia	Kasai
REVERE	Cortez	Wash
REVERE	Cynthia	Pates
RICHARDS HS	Erik	Kutz
RICHARDS HS	Deborah	Sukenic
ROBESON HS	Jeremy	Peters
ROBINSON	Anita	Hill
ROBINSON	Angela	Fisher
ROGERS	Juanita	Frye
ROGERS	Jordyn	Rosser
ROOSEVELT HS	Ester	Aguirre
ROOSEVELT HS	Raymond	Gora
RUDOLPH	Charlene	Clay
RUDOLPH	Linda	Page
RUGGLES	William	Johnson
RUGGLES	Roderick	Lewis
RUIZ	Mayra	Martinez
RUIZ	Gricelda	Perez
RYDER	Sheree	Hardaway
RYDER	Melinet	Ellison
RYERSON	Darnell	Head
RYERSON	Danyell	Stone
SABIN	Robert	Rezek
SABIN	Yezenia	Guzman
SALAZAR	Elyse	Charles
SALAZAR	Leticia	Contreras
SANDOVAL	Angelique	Gonzalez

SANDOVAL	Renee	Blottiaux
SAUCEDO	Sarah	Chambers
SAUCEDO	Martha	Arriaga
SAUGANASH	Mary	Biesty
SAUGANASH	Maureen	Murphy
SAWYER	Graciela	Manzanares
SAWYER	Monica	Zaragoza
SAYRE	Karen	Simmons Childs
SAYRE	Maria Del Camino	Ferreras Espino
SCAMMON	Dianna	Aviles
SCAMMON	Stanley	Wozniak
SCHMID	Carolyn	Curtin
SCHMID	Allania	Moore
SCHUBERT	Sarah	Lisle
SCHUBERT	Dorothy	Blyth
SCHURZ HS	Ann	Maeda
SCHURZ HS	Marilynseberma	Weiss
SENN HS	Joseph	Lev
SENN HS	Daniel	Svoboda
SEWARD	Marcella	Martinez
SEWARD	Leticia	Guerrero
SEXTON	Theia	Hudson
SEXTON	Rachel	Stapinski
SHERIDAN	Tricia	McGann
SHERIDAN	Colleen	McCormick
SHERMAN	Lauren	Stalze
SHERMAN	Natasha	Young
SHERWOOD	Markita	Anderson
SHERWOOD	Danielle	Beal
SHIELDS	Rosa	Heredia
SHIELDS	Milagro	Vazzana
SHOESMITH	Vanessa	Corbin
SHOESMITH	Ashley	Keine
SHOOP	Vanessa	White
SHOOP	Michelle	Smith
SIMEON HS	Diane	Taylor
SIMEON HS	Melvin	Dillard
SKINNER	Donna	McSpadden
SKINNER	Ramel	Werner
SMYSER	Maria Felisa	Salvana
SMYSER	Grace	Sokolowska
SMYTH	Lynnycesa	Perry
SMYTH	Taneal	Sanders
SOLOMON	Deirdre	Kenney
SOLOMON	Joan	Jones
SONGHAI	Laverne	Richard
SONGHAI	Dujuanne	Evans
SOUTH LOOP	Kevin	LaCoco
SOUTH LOOP	Carmen	Jenkins
SOUTHSIDE OCC. HS	Barbara	Otis
SOUTHSIDE OCC. HS	Abisola	Bakare
SPENCER TECH ACAD	Lynda	Edgeson
SPENCER TECH ACAD	Freda	Foster
SPRY	Timothy	Ruby
SPRY	Carol	Aguilar
STEINMETZ HS	Megan	Hedges
STEINMETZ HS	Marcie	Buckmaster
STEVENSON	Mary	Wirtz
STEVENSON	Rufino	Bustos

STEWART	Leslie	Goldhar
STEWART	Rosa	Hernandez
STOCK	Jennifer	Nykiel-Donlin
STOCK	Rebecca	Labash
STOCKTON	Damaris	Woodbury
STOCKTON	Bradley	Balof
STONE	Patrice	Johnson
STONE	Sandy	Hagy
STOWE	Lidia	Franco
STOWE	Juan	Fernandez-Saine
SUDER	Amy	Gale
SUDER	Patricia	Murphy
SULLIVAN HS	Bryant	Biegaj
SULLIVAN HS	Therese	Plunkett
SUMNER	Cordelia	Parker
SUMNER	Carla	Micheletto
SUTHERLAND	Melissa	Boyd
SUTHERLAND	Cheryl	Kite
SWIFT	Darin	Cauley
SWIFT	Rosemary	Gabriel
TAFT HS	Samuel	Duarte
TAFT HS	Shereena	Lewis
TALCOTT	Christina	Korbakis
TALCOTT	Joan	Leber
TALMAN	Theresa	O'Rourke
TALMAN	isabel	Zambrano
TANNER	Launder	Carter
TANNER	Yasmeen	Muhammad-Leonard
TAYLOR	Alexandra	Rivera
TAYLOR	Latasha	Jackson
THORP, J	Margaret	Lynch-Graham
THORP, J	Terrie	McCrary
THORP, O	Sonali	Bagri
THORP, O	Patricia	Doyle
TILL	Julianne	Kortz
TILL	Cricea	Jennings
TILTON	Jose	Fernandez
TILTON	Martella	Dancy
TONTI	Jose	Frausto
TONTI	Colleen	Nelsen
TRUMBULL	Bruce	Cuscaden
TRUMBULL	Ivan	Zayas
TURNER-DREW	Kia	Henderson
TURNER-DREW	John	Polubinski
TWAIN	Claire	Gallagher
TWAIN	Ann	Lyons
VANDERPOEL	Kimberly	Page
VANDERPOEL	Sharon	Winters
VAUGHN HS	Melissa	Tremblay
VAUGHN HS	Kristina	Brady
VOLTA	Naseem	Umar
VOLTA	Jaime	Perez
VON HUMBOLDT	Michelle	Byrne
VON HUMBOLDT	Nancy	Farrell
VON LINNE	Aleksandar	Jovanovic
VON LINNE	Mary	Kovats
VON STEUBEN HS	James	Edstrom
VON STEUBEN HS	Loren	Grace
WACKER	Jacqueline	Ladislav
WACKER	Marian	Hoofe-Reynolds
WADSWORTH	Cynthia	Brawner
WADSWORTH	Ravin	Samuels

WALSH	Brenda	Fonseca
WALSH	Brandie	Parise
WARD, J	Kirsten	Goetz
WARD, J	Patrick	Danaher
WARD, L	Casandra	Woodall
WARD, L	Leslie	Armstrong
WARREN	Jacqueline	Alexander
WARREN	Mary	Little
WASHINGTON HS	John	Bembenek
WASHINGTON HS	Timothy	Beyer
WASHINGTON, G	Soila	Silva
WASHINGTON, G	Kelly	Everett
WASHINGTON, H	Tammy	Vance
WASHINGTON, H	Marlene	Brown
WATERS	Hermelinda	Garcia
WATERS	Carla	Griffin
WEBSTER	Krissandra	Taylor-Walker
WEBSTER	Aleya	Townsend
WELLS HS	Shadia	Daniels
WELLS HS	Patricia	Mendoza
WELLS, I. B.	Valerie	Hale
WENTWORTH	Crystal	Dorsey
WENTWORTH	Santino	Sadder
WEST PARK	Betsy	Gordils
WEST PARK	Angelica	Urquiza
WEST PULLMAN	Erica	Fox
WEST PULLMAN	Grace	Handy
WEST RIDGE	Dania	Tome-Ortega
WEST RIDGE	Jennifer	Catron
WESTCOTT	Michelle	Kemp
WESTCOTT	Tiffany	Watkins
WESTINGHOUSE HS	Deidra	Freeman
WESTINGHOUSE HS	Carl	Edgren
WHISTLER	Patricia	Knox
WHISTLER	Diane	Villarreal
WHITE	Valerie	Docks
WHITE	Allison	Grzadzinski
WHITNEY	Ignacio	Perez
WHITNEY	Loida	Acevedo
WHITTIER	Nora	Arroyo
WHITTIER	Martha	Herrera
WILDWOOD	Patricia	Payne
WILDWOOD	Tammy	Ruta-Kreydick
WOODS	Anthony	Pugh
WOODS	Jacqueline	Lilly-St. Clair
YALE	Sandra	Fleming
YALE	Marcia	McClendon
YATES	Miriam	Laureano
YATES	Jeannette	Hamman
YOUNG	Geraldine	Catto
YOUNG	Luceal	Rogers
YOUNG HS	James	English
YOUNG HS	Michael	Johnson
ZAPATA	Brian	Devan
ZAPATA	Juan	Sanchez

12-0627-PO1

FINAL

**ADOPT STUDENT CODE OF CONDUCT FOR CHICAGO PUBLIC SCHOOLS
FOR THE 2012-2013 SCHOOL YEAR**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the Student Code of Conduct ("SCC") for the 2012-2013 school year which is attached hereto. The 2012-2013 SCC will become effective August 13, 2012.

DESCRIPTION: Substantial modifications from the previous year's Student Code of Conduct are summarized below.

- (1) **Reorganizes and rewords policy language to improve readability and accessibility.**
 - a) Reorganizes into four-part handbook style document;
 - b) Reorganizes and simplifies introductory sections for logical flow of information;
 - c) Adds introductory explanations for each member of the school community (students, parents, school staff, administrators, and district staff) explaining the relevance of the policy to each group; and
 - d) Eliminates glossary and embeds definitions throughout to enhance comprehension.
- (2) **Inserts new Student and Parent/Guardian Rights and Responsibilities Section.**
- (3) **Simplifies language throughout to emphasize student and parent/guardian rights and responsibilities.**
 - a) Provides specific instructions for students and parents to report any inappropriate behavior to school and district personnel; and
 - b) Simplifies language to clearly explain the steps that will be taken to address any inappropriate student behavior.
- (4) **Reframes to emphasize interventions and consequences that teach positive behavior rather than relying on punitive responses to inappropriate behavior.**
 - a) Includes clear language in introductory sections requiring schools to teach and guide students to positive behavior;
 - b) Revises steps for addressing inappropriate behavior to incorporate: (1) new requirements emphasizing proactive approach, including redirection and intervention to minimize disruption, resolve conflict, and to keep students and staff safe, and (2) new requirement to emphasize restorative strategies and transition the student back into the learning environment after serving a consequence;
 - c) Reformats inappropriate behavior Groups 1 through 4 to encourage use of recommended instructive, corrective, or restorative responses before utilizing more punitive consequences; and
 - d) Creates appendix for instructive and corrective consequences, including restorative justice strategies.
- (5) **Places stronger limits on the use of out-of-school suspensions to maximize instructional time.**
 - a) Lowers number of out-of-school suspension days permitted for inappropriate behaviors in Groups 1 through 4 (where current policy allows five days, limited to three; where current policy allows ten days, limited to five);
 - b) Eliminates automatic ten-day out-of-school suspension for students engaged in Group 6 behaviors. Lowers number of out-of-school suspension days automatically permitted to five days for Groups 5 and 6 while providing for utilization of maximum legal ten-day suspensions in justified situations. Justification for six to ten day suspension demonstrated by particularly severe disruption or history of prior interventions used; and
 - c) Allows in-school suspension to be used as an alternative to, or in combination with, out-of-school suspension days.
- (6) **Expands anti-bullying statement; creates new policy for investigating allegations of bullying and addressing bullying incidents.**
 - a) Provides new protocols for principals investigating bullying complaints, documenting allegations, and responding to bullying incidents with plans for safety measures, interventions, and/or consequences; and
 - b) Specifies expectation that school staff should identify bullying behaviors, intervene, and report incidents to school administration for resolution.
- (7) **Modifies various policy provisions to provide clarified guidance for administrators implementing the policy.**
 - a) Provides step-by-step guidance for administrators responding to inappropriate behavior with better organization;
 - b) Simplifies analysis for police notification guidelines and clarifies distinction between police officer discretion to arrest and principal authority to assign interventions and consequences.

- c) Clarifies "standard of proof" for use of consequences. whether it is more likely than not that the student engaged in the inappropriate behavior;
- d) Provides school principal with authority to assign interventions and consequences based on the best interest of the school;
- e) Clarifies that authority to decide suspension appeals rests with the Network Chief of Schools;
- f) Explains district policy that schools will craft cell phone policies at local level;
- g) Eliminates vague, 4-10 "disorderly conduct" offense;
- h) Revises wording of offenses to improve clarity by embedding definitions within description of *inappropriate behavior* rather than referring to a separate glossary; and
- i) Encourages transition meetings including alternative and home school personnel for students scheduled to transition back from expulsion.

(8) Updates parent notices to conform to recent legal developments.

- a) Revises notice to parents regarding student records, and
- b) Includes new notice to parents regarding Title IX.

LSC REVIEW: The Local School Council Advisory Board reviewed these amendments at a meeting on May 22, 2012.

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STUDENT HANDBOOK

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STUDENT AND PARENT/GUARDIAN 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 his/her 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 his/her ability
- To know and obey 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 Board's policies and procedures
- To be notified promptly if their child is disciplined for 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

STUDENT CODE OF CONDUCT
Effective August 13, 2012

I. Who Should Read the SCC

The Student Code of Conduct, or SCC, is important for all members of the school community to read and understand.

Students: The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The SCC describes behaviors that are not allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates.

Parents/Guardians: The SCC is your guide for understanding the behavior that is expected of your student at school and the steps that will be taken if your child behaves inappropriately. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk to your school principal so that you and the school can cooperate to help your child succeed.

School Staff: The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your administration can work to maintain a safe and orderly learning and work environment.

School Administrators: The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. When the school year begins, please distribute a copy of the SCC to students and parents/guardians and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

Other District Staff: The SCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Chief Executive Officer or designee is responsible for monitoring the implementation of prevention strategies and the safety and security program in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of students and preparing recommendations for improving school discipline.

II. Where and When the SCC Applies

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.¹

The SCC also applies to student behavior outside of school if: (1) a student commits a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process at the school.

¹ 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.k12.il.us/documents/604.2.pdf>).

III. How the SCC Should be Used

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below should be used as a guide to help all schools create a safe, respectful, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior.

Guiding Students to Positive Behavior

The most critical step to building a safe, respectful, and productive learning environment is establishing a *positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school.* Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to guide students to positive behavior, **all school staff** must follow these steps:

- 1) **Set expectations for positive behavior.**
 - Create expectations for positive behavior and predictable routines for students.
 - Post expectations for positive behavior throughout the school.
 - Regularly communicate high expectations for student success demonstrating positive behavior.
- 2) **Teach positive behavior.**
 - Build positive relationships with students.
 - Model positive behavior for students.
 - Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
 - Practice expected behavior with students in all settings.
- 3) **Reinforce positive behavior.**
 - Regularly review expectations for positive behavior, reteaching and allowing practice as needed.
 - Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
 - Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning. For more information about guiding students to positive behavior, see the Additional Resources section.

Responding to Inappropriate Student Behavior

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. **Students, parents/guardians, teachers, and staff** are responsible for reporting inappropriate student behavior to the school principal. The **school principal** or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

Students: If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal, or another staff member.

Parents/Guardians: If your student feels unsafe, has a conflict with another child, or if you see a student behaving inappropriately, inform the school principal. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. School administrators will (1) redirect to correct behavior; (2) intervene to minimize disruption; (3) investigate; (4) afford due process; (5) assign interventions and/or consequences; (6) complete a report; (7) inform parents/guardians of the right to appeal; and (8) take steps to restore the student's participation in the school community.

Teachers and Staff: Actively supervise students at all times. Listen to student chatter and investigate rumors of inappropriate behavior. Take every opportunity to correct minor inappropriate behaviors you may observe among students in the classroom and in common areas. Use instructive and corrective consequences to guide students to appropriate behaviors and refrain from calling students out or posting their names for inappropriate behavior. If you see a conflict between students that you cannot resolve, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, inform your administration and intervene as necessary to keep students safe.

Principals and Administrators: If you learn about a conflict between students, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, follow these steps:

- 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 disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to notify the parents/guardians.
- 3) Investigate by talking to all students, teachers, school staff, or other witnesses to the incident. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (<http://policy.cps.k12.il.us/documents/409.3.pdf>).
- 4) Afford due process for the student.
 - a) Using the information gathered in the investigation, determine whether the student's behavior falls within the SCC. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and evaluate the range of possible interventions and consequences.
 - b) Inform the student of the allegations made, the applicable SCC infraction(s), and the range of consequences the student faces.
 - c) Allow the student to respond to the charges. In other words, let the student tell his/her side of the story.
 - d) Make reasonable efforts to contact the parents/guardians and notify them of the allegations before assigning interventions and consequences.
- 5) Assign interventions or consequences according to the SCC.
 - a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior.
 - b) The principal has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff victim, and the rights of the student engaged in inappropriate behavior.
 - c) Identify the appropriate intervention(s) and/or consequence(s) that best address and correct the student's inappropriate behavior. *Before assigning, consider the following:*
 - The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior skills by addressing the triggers for inappropriate student behavior.
 - Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when appropriate and when all parties voluntarily agree to participate.
 - Select consequences that are in proportion to the inappropriate behavior.
 - Avoid consequences that will remove the student from class and school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior.

- Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
 - Consider these factors when deciding which consequence will be most effective.
 - Student's age, maturity, and grade,
 - Student's prior conduct and record of behavior,
 - Student's willingness to acknowledge the inappropriate behavior,
 - Student's willingness to make restitution,
 - Impact of the incident on the overall school community,
 - Student's intent and the severity of harm caused, and
 - Parent/guardian's level of cooperation and involvement.
 - Impose age-appropriate consequences for all SCC inappropriate behaviors.
 - Students of different grades and ages are at different developmental levels, so the appropriate response to behavior may vary depending on the student. Less severe consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.
 - **The SCC does not apply to pre-kindergarten and kindergarten students.** If a student in kindergarten or younger is exhibiting behaviors that seriously disrupt the classroom, staff should respond with instructive and corrective consequences (see Additional Resources section).
 - If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and 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.²
 - For Group 5 behaviors, the principal *may* refer the student for expulsion and request emergency alternative placement while the expulsion hearing is pending. For more information about expulsion and emergency alternative placement, see the Additional Resources section.
 - For Group 6 behaviors, the principal *must* refer the student for expulsion and *may* request emergency alternative placement while the expulsion hearing is pending. For more information about expulsion and emergency alternative placement, see the Additional Resources section.
- d) If required by the police notification guidelines on page 10, and only after a reasonable effort has been made to contact the student's parents/guardians, notify the Chicago Police Department.
- 6) Complete report in IMPACT Verify.net for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- 7) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
 - If a student has been suspended or referred for expulsion, the parents/guardians may appeal in writing to the Network Chief of Schools ("Network Chief"), or his/her designee. The Network Chief or designee will determine whether any factual errors were made in the principal's investigation, whether the student was charged with the correct inappropriate behavior under the SCC, whether the length of the suspension was commensurate with the student's inappropriate behavior, and, in the case of a referral for expulsion, whether the referral was appropriate. The Network Chief or designee's decision shall be final. The term of a student's suspension or referral for expulsion is not halted by the parents/guardians' appeal.
 - If a student has been expelled, 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

² In-school suspension means that the student will attend school but will spend the day away from peers and normally assigned classroom instructional settings while completing assigned instructional tasks. In-school suspension shall not exceed five days. Out-of-school suspension means that the student is removed from class attendance or school attendance. Out-of-school suspension shall not exceed ten days. Parents/guardians must be notified for both in-school and out-of-school suspensions.

- Chief Executive Officer or designee. The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 8) Restore the student's participation in the school community.
- After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he or she should be welcomed back without bias and given the supportive services necessary for transition back into the school community and, ultimately, social and academic success.
 - 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. After a student returns from an expulsion, principals should schedule and complete check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition and ensure successful reintegration into the school community.

Special Guidelines

Out-of-School Suspension Guidelines

Students serving out-of-school suspensions are 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.

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

Students serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The students' attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines.

Police Notification Guidelines

When a student engages in illegal activity or poses a danger to the health or safety of others, it may be necessary for school staff to contact the Chicago Police Department (CPD) to seek their assistance. School administrators have the discretion to call 9-1-1 in emergency situations if students or staff members are in danger.

The inappropriate behaviors that are violations of criminal law and require school officials to notify the CPD are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law and may require police notification depending on the specific circumstances are identified in the next section with a double asterisk (**) before the specific inappropriate behavior. School officials must assess the situation before determining whether or not to contact the CPD. School officials should consider factors including:

- Whether the student presents a danger to the health, safety, or welfare of others,
- Whether the student intends to cause others physical harm, and
- The student's age.

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. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

CPD <i>MAY</i> be notified	CPD <i>MUST</i> be notified
<ul style="list-style-type: none"> • Gambling (3-2) • Forgery (3-7) • False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1) • Extortion (4-2) • Assault (4-3) • Vandalism or criminal damage to property that costs less than \$500 (4-4) • Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5) • Fighting – more than two people and/or involves injury (4-6) • Theft or possession of stolen property that costs less than \$150 (4-7) • Possession, use, sale, or distribution of fireworks (4-8) • Trespassing on CPS property (4-11) • Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4) • Inappropriate sexual conduct (5-7) • Initiating or participating in any inappropriate, minor physical contact with school personnel (5-13) • Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18) 	<ul style="list-style-type: none"> • Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network (4-12) • Aggravated assault (5-1) • Burglary (5-2) • Theft or possession of stolen property that costs more than \$150 (5-3) • Gang activity or overt displays of gang affiliation (5-6) • Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8) • Persistent or severe acts of sexual harassment (5-9) • False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10) • Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12) • Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14) • Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15) • Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17) • Participating in a mob action (5-19) • Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1) • Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2) • Arson (6-3) • Bomb threat (6-4) • Robbery (6-5) • Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6) • Sex acts which include the use of force (6-7) • Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8) • Murder (6-9) • Attempted murder (6-10) • Kidnapping (6-11) • Theft or possession of stolen property that costs more than \$1,000 (6-12)

IV. Student Behaviors Covered by the SCC

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

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

Special Notes:

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.

Cellular Phones and Other Information Technology Devices³

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 his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

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.

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

³ 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.

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 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.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating 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.k12.il.us/documents/704.4.pdf>).

Discrimination, Sexual Harassment, Retaliation Statement

Any student, or a parent/guardian on the student's behalf, who believes they have been subject to discrimination, sexual harassment or retaliation based upon race, color, national origin, sex, gender identity/expression, sexual orientation, religion or disability, should notify the Principal, Assistant Principal or the Board's Equal Opportunity Compliance Office ("EOCO"), 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. If after making a report, a student, parent or guardian is not satisfied with the action taken or decision made by the Principal or Assistant Principal, they may appeal to the EOCO.

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, 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 the Additional Resources section. Charter schools must also comply with policies and procedures established by the Office of Special Education and Supports for the discipline of students with disabilities. Students expelled from charter schools should contact the Office of Student Adjudication at 773/553-2249 for assistance.

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."

Specific Inappropriate Behaviors

The section below lists the behaviors that are inappropriate at school. For Group levels 1 through 4, the left-hand column lists the specific inappropriate behavior and the middle and right-hand columns present the interventions and consequences that school principals should use to address the inappropriate behavior. The middle column lists "RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES." These responses are evidence-based instructive and corrective

consequences that principals should consider first when responding to inappropriate behavior.⁴ The right-hand column lists "ADDITIONAL CONSEQUENCE" for principals to utilize if recommended interventions from the middle column are insufficient to address the student's inappropriate behavior. Both columns list responses in a graduating manner.

For Group levels 5 and 6, only two columns appear. The left column lists the specific inappropriate behaviors and the right column explains the required consequences and additional interventions that principals should use to address the inappropriate behavior.

⁴ For more information about Instructive, Corrective, and Restorative Responses, see the Additional Resources section

GROUP 1

INAPPROPRIATE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE (only for repeating the same inappropriate behavior)
1-1	Running and/or making excessive noise in the hall or building	♦ Teacher, Student, Resource Person and/or Administrator Conference to identify and address cause of repeated behavior and develop strategy to address
1-2	Leaving the classroom without permission	♦ Daily Check In/Check Out with identified staff member
1-3	Engaging in any behavior that is disruptive to the orderly process of classroom instruction	♦ Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior
1-4	Loitering, or occupying an unauthorized place in the school or on school grounds	♦ Detention – before school, after school, or Saturday
1-5	Failing to attend class without a valid excuse	♦ In-school suspension (one to three days)
1-6	Persistent tardiness to school or class	
1-7	Use of the CPS network for the purpose of accessing non-educational materials, such as games, pornographic materials, and other inappropriate materials ⁵	
IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:		
♦ Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members use early correction and redirection at all times to help students meet expectations.		
♦ Ensure gentle intolerance for even minor misbehavior so patterns do not develop.		
♦ Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors.		
♦ Ensure students experience strong positive regard from and strong positive relationships with staff members.		

⁵ Students may be suspended from CPS network privileges for improper use of the CPS network for one to five days, in addition to any other interventions and consequences listed.

GROUP 2		
DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
2-1	Posting or distributing unauthorized written materials on school grounds	♦ Teacher, Student, and Resource Person and/or Administrator Conference to identify and address cause of repeated behavior and develop strategy to address
2-2	Leaving the school without permission	♦ Daily Check In/Check Out with identified staff member
2-3	Interfering with school authorities and programs through walkouts or sit-ins	♦ Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior
2-4	Initiating or participating in any unacceptable minor physical actions	♦ Detention -- before school, after school, or Saturday
2-5	Failing to abide by school rules and regulations not otherwise listed in the SCC	♦ In-school suspension (one to three days)
2-6	Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-7	Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco products, matches, cigarette lighters, or rolling papers	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-8	Defying (disobeying) the authority of school personnel	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-9	Failing to provide proper identification	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-10	Unauthorized use of school parking lots or other areas	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-11	Use of the CPS network for the purposes of distributing or downloading non-educational material ⁶	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
2-12	Possession of cellular telephones or other information technology devices without prior permission of the Principal ⁷	♦ ONLY FOR REPEATING THE INAPPROPRIATE BEHAVIOR: suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> ♦ Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members program if evidence of use 		

⁶ Students may be suspended from CPS network privileges for improper use of the CPS network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

⁷ Students may be suspended from CPS network privileges for improper use of information technology devices for five to ten days (for first violation) or for up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

- use early correction and redirection at all times to help students meet expectations.
- ◆ Ensure gentle intolerance for even minor misbehavior so patterns do not develop.
- ◆ Review school-wide infraction data to determine if there is a location or time of day where Group 2 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior.
- ◆ Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors.
- ◆ Ensure students experience strong positive regard from and strong positive relationships with staff members.
- ◆ Ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur.

GROUP 3

SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
3-1 Disruptive behavior on the school bus	♦ Teacher, Student, Parent/Guardian, Resource Person, and/or Administrator	♦ Daily Check In/Check Out with identified staff member
**3-2 Gambling – participating in games of chance or skill for money or things of value	♦ Conference to identify and address cause of behavior and develop strategic response	♦ Detention – before school, after school, or Saturday
3-3 Fighting ⁸ - physical contact between two people with intent to harm, but no injuries result	♦ Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior	♦ For repeated acts of 3-9, referral to gang intervention program at a community based organization
3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability	♦ Participation in peace or healing circle with staff and/or peers impacted by behavior	♦ FOR FIRST INAPPROPRIATE BEHAVIOR: in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
3-5 Persisting in serious acts of disobedience or inappropriate behaviors listed in Groups 1 through 3 of this SCC	♦ Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)	♦ ONLY FOR REPEATING THE SAME INAPPROPRIATE BEHAVIOR:
3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process	♦ Referral to social skill instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response (if available and approved by principal)	♦ In-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to five days total)
**3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document	♦ Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by the principal)	♦ Disciplinary Reassignment by Network ¹²
3-8 Plagiarizing, cheating and/or copying the work of another student or other source		
3-9 Overt display of gang affiliation ⁹		
3-10 Bullying behaviors (see Anti-Bullying Policy before assigning an intervention or consequence)		
3-11 Unauthorized activation or use of cellular telephones or other information technology		

** Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not mandatory.
⁸ It is not an act of misconduct to defend oneself as provided by the law.

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

<p>device¹⁰</p> <p>3-12 Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds</p> <p>3-13 Use of the CPS network or any information technology device for any unauthorized purpose not otherwise listed in this SCC¹¹</p>		
<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> ◆ Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members use early correction and redirection at all times to help students meet expectations. ◆ Ensure gentle intolerance for even minor misbehavior so patterns do not develop. ◆ Review school-wide infraction data to determine if there is a location or time of day where Group 3 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior. ◆ Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors. ◆ Ensure students experience strong positive regard from and strong positive relationships with staff members. ◆ Ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur. ◆ Ensure staff members know how to identify bullying and harassing behaviors and signs of gang affiliation. 		

¹⁰ Disciplinary reassignment is the transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Network Chief of Schools or his or her designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools (as may be amended).

¹⁰ Students may be suspended from CPS network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

¹¹ Students may be suspended from CPS network privileges for improper use of the CPS network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

GROUP 4

VERY SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>**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</p>	<p>◆ Teacher, Student, Parent/Guardian, Resource Person, and/or Administrator Conference to identify and address cause of behavior and develop strategic response.</p>	<p>◆ Daily Check In/Check Out with identified staff member</p>
<p>**4-2 Extortion – obtaining money or information from another by coercion or intimidation</p>	<p>◆ Participation in peace or healing circle with staff and/or peers impacted by behavior.</p>	<p>◆ Detention – before school, after school, or Saturday</p>
<p>**4-3 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery¹³</p>	<p>◆ Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)</p>	<p>◆ For 4-14, referral to substance abuse prevention program or counseling</p>
<p>**4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p>	<p>◆ Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by the principal)</p>	<p>◆ In-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to five days total)</p>
<p>**4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury</p>		<p>◆ Disciplinary Reassignment by Network</p>
<p>**4-6 Fighting¹⁴ – 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</p>		
<p>**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</p>		
<p>**4-8 Possession, use, sale, or distribution of fireworks</p>		
<p>4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process</p>		
<p>4-10 [this code intentionally left blank]</p>		
<p>**4-11 Trespassing on CPS property – entering CPS</p>		

* Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

** Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not mandatory.

¹³ An assault may be committed without actually touching, striking or injuring the victim.

¹⁴ It is not an act of misconduct to defend oneself as provided by the law.

<p>property when previously prohibited or remaining on school grounds after receiving a request to depart</p> <p>*4-12 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network¹⁵</p> <p>4-13 Possession of any dangerous object as defined by this SCC, first offense (see Additional Resources section)¹⁶</p> <p>4-14 Use or possession of alcohol in school or at, before, or after a school related function, first offense.¹⁷</p>		
<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> ◆ Ensure active supervision and gentle intolerance for even minor misbehavior so patterns do not develop. ◆ Ensure students experience strong positive regard from and strong positive relationships with staff members, and ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur. ◆ Ensure staff know and have practiced safe and effective methods for intervening when there are threats to student safety. ◆ Review school-wide infraction data to determine if there is a location or time of day where Group 4 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior. 		

¹⁵ Students may be suspended from CPS network privileges for improper use of the CPS network for up to one year, in addition to any other interventions and consequences listed.

¹⁶ Second or repeated violations of Behavior 4-13 may result in an expulsion hearing and must be submitted as Behavior 5-11.

¹⁷ Second or repeated violations of Behavior 4-14 may result in a referral for an expulsion hearing and must be submitted as Behavior 5-18.

**GROUP 5
MOST SERIOUSLY DISRUPTIVE BEHAVIOR**

INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
*5-1 Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel	A student shall be suspended for five days. A student may be suspended for six to ten days and/or referred for expulsion at the principal's election with written justification for the six to ten day suspension and/or referral for expulsion submitted in IMPACT Verify. Safe Schools Alternative Program placement may be recommended for the period of the expulsion. The student may also be disciplinarily reassigned by the Network Chief instead of being referred for expulsion.
*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein	
*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150	
**5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.	
5-5 Persistent defiance of multiple directives by school personnel resulting in the most serious disruption of the educational process	When a student in the sixth grade or above is referred for expulsion, the hearing officer may instead recommend that the student attend the Board-sponsored SMART program if the student's behavior does not require expulsion and the student is likely to benefit from remediation. The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.
*5-6 Gang activity or overt displays of gang affiliation ¹⁸	
**5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force	
*5-8 Engaging in any other illegal behavior which interferes with the school's educational process, including attempting an illegal behavior	
*5-9 Persistent or severe acts of sexual harassment - unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment	
*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified	
5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC	A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A

¹⁸ 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 offenses to a gang intervention program at a community based organization.

<p>*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.¹⁹</p> <p>**5-13 Initiating or participating in any inappropriate, minor physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student</p> <p>*5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system, regardless of intent</p> <p>*5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>5-16 Inappropriate consensual sexual activity</p> <p>*5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"²⁰ of such substances, or contraband²¹, or use of any other substance for the purpose of intoxication in or before school or a school-related function²²</p> <p>*5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function²³</p> <p>*5-19 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	<p>student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.</p> <p>For offenses involving the improper use of the CPS network or information technology devices, network privileges may be revoked for up to two years, in addition to other disciplinary actions available.</p> <p>Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community (see Additional Resources section). For Group 5 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and discretionary referral for expulsion.</p>
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¹⁹ It is not an act of misconduct to defend oneself as provided by the law.

²⁰ "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.

²¹ 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.

²² Consider referring students who commit 5-17 offenses to a substance abuse prevention program or counseling.

²³ Consider referring students who commit 5-18 offenses to a substance abuse prevention program or counseling.

**GROUP 6
ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR**

	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
*6-1	Use, possession, and/or concealment of a firearm ²⁴ /destructive device or other weapon ²⁵ or "look-alikes" of weapons as defined in the Additional Resources section, or use or intent to use any other object to inflict bodily harm
*6-2	Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable ²⁶
*6-3	Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others
*6-4	Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
*6-5	Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force
*6-6	Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" ²⁷ of such substances, contraband, ²⁸ or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17 ²⁹
*6-7	Sex acts which include the use of force
*6-8	Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery
*6-9	Murder – killing an individual without legal justification
*6-10	Attempted murder – an act that constitutes a substantial step toward intended commission of murder
*6-11	Kidnapping – secret confinement of another against his/her will or transportation

A student shall be suspended for five days. A student may be suspended for six to ten days at the principal's election with written justification for the six to ten day suspension submitted in IMPACT Verify. A student shall also be referred for expulsion for a period of at least one calendar year, or as modified on a case-by-case review by the Chief Executive Officer or designee. Safe Schools Alternative Program placement may be recommended for the period of expulsion.

When a student in the sixth grade or above is referred for expulsion, the hearing officer may instead recommend that the student attend the Board-sponsored SMART program if the student's behavior does not require expulsion and the student is likely to benefit from remediation. The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of

* Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.
²⁴ 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.
²⁵ 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.
²⁶ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.
²⁷ "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.
²⁸ 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.
²⁹ It can 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.

<p>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>alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.</p> <p>A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.</p> <p>For offenses involving the improper use of the CPS network or information technology devices, network privileges may be revoked indefinitely.</p> <p>Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community. For Group 6 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and referral for expulsion.</p>
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ANTI-BULLYING POLICY

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, and sexual harassment and violence. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every Chicago Public School ("CPS") student, with the support of his/her 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 others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. 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.

Bullying is prohibited:

- (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 offense that occurs off campus but seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- (1) placing the student in reasonable fear of harm to the student's person or property;
- (2) causing a substantially detrimental effect on the student's physical or mental health;
- (3) substantially interfering with the student's academic performance; or
- (4) 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. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means using information and communication technologies to bully.

"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullying

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);
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

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, or by calling the CPS Violence Prevention Hotline ("Hotline") at 1-888-881-0606. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- (1) The Principal shall select a designee, employed by the school and trained in investigative procedures, to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report 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.
- (3) The investigation shall include:
 - a. Identifying the perpetrator(s), 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 the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

- d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
 - e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
 - f. Comprehensively documenting the details of the investigation.
- (4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, 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 Incident Report in IMPACT.

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target'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 target is a student with a disability that 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 develop the student's skills and proficiencies to avoid and respond to bullying. In cases where the target or the student engaging in bullying behavior has a disability, the Principal/Designee shall comply with all laws regarding consequences for students with disabilities.

Imposing Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Department of Youth Development and Positive Behavior Supports for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

-Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Research shows that bullies often lack empathy so their attempt at expressing remorse may not be genuine. Restorative approaches may be helpful 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.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the Equal Opportunity Compliance Office (EOCO) within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO 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. The EOCO 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 IMPACT.

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying 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 in accordance with the Employee Discipline and Due Process Policy and remedies with respect to contractors will be in accordance with their Board contract.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Department of Youth Development and Positive Behavior Support for posting this Anti-Bullying 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

In the 2012-2013 school year, the Departments of Talent, Youth Development and Positive Behavior Support and Law will work together to determine how to provide mandatory professional development 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 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;

- (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;
- (4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy, 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 Education Officer 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 networking Web sites, 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 Education Officer 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.

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 accused bully(ies) OR description (if name(s) unknown): _____

Location of incident: _____

Date and time of incident: _____

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

Please submit this report to the principal or any school staff member. You may also call the Student Safety Hotline (1-888-881-0606) to make a report.

Date of submission: _____

ADDITIONAL RESOURCES

BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR³⁰

In order to proactively support positive student behavior, all schools should:

Establish a safe, supportive environment for learning.

- Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for all students.
- All staff contribute to a safe and supportive learning climate, especially security, office staff, lunchroom staff, and those who interact with students at the beginning and end of each day.
- Students are more likely to engage in instruction and attempt challenging academic activities when they feel safe and supported by adults and peers.

Develop expectations for positive student behavior.

- Before the first day of school, develop a short, clearly written set of 3-5 general expectations that apply to all students and staff (e.g. Be respectful; Be responsible; Be prepared; Be safe). Positively worded statements work best, rather than descriptions of what not to do.
- Customize general expectations to all settings and explain how to act in hallways, bathrooms, lunchroom, outdoors, entering/leaving school, etc. Allow teacher teams to customize the expectations for each grade level (where departmentalized) and/or classroom.
- Involve students when developing, refining, and communicating expectations.

Use expectations to proactively support positive student behavior.

- Post the general and customized expectations throughout the school. Teach the expectations to all students on the first day of school, throughout the first week of school, and continue this instruction until students demonstrate mastery. When teaching, staff should explain the rationale behind the expectation (e.g., "We are quiet in the hallways so other classes have the opportunity to learn."), model the expected behavior, and ask students to physically practice the expected behavior.
- Reteach expectations after long breaks from school or after a major disruptive event to reset the tone of the learning environment.
- Teach the expectations to students who transfer in after the first week of school.
- Require all adults in the school to model the expectations for all students in all settings, including all staff, parent/guardian volunteers, after school providers and community partners. Adults who do not model expected behaviors communicate to students that it is acceptable to deviate from expectations.
- Provide encouragement and praise when students meet expectations. Research shows positive behavior must be recognized three times as often as negative behavior to be reinforced.

Guide daily interactions.

- Make most adult-student interactions positive and encouraging.

³⁰ The practices outlined herein are supported by the following references:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides> on July 18, 2011.

Sprick, R.S., Garrison, M. & Howard, L. (2002). *Foundations: Establishing positive discipline policies, Module I: The Process, Module II: Behavior in the Common Areas, Module III: Safety, Discipline and Behavior Support*. Eugene, OR: Pacific Northwest Publishing.

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242>

Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.

- Provide positive interactions as soon as students enter school to welcome students into the learning environment and to counteract any negative experience the student may have had since last leaving school.
- Greet students when entering each classroom to engage them and communicate they are wanted in school.
- Open lessons with excitement and communicate high expectations for student success.
- Interact with students during work periods by inviting questions and offering encouragement and support.
- Provide students frequent positive feedback on behavioral and academic effort. Feedback should be specific and descriptive so students know how they are meeting expectations.
- Encourage most student-to-student interactions to be positive and encouraging.
 - Encourage students to be inclusive (not cliquish or exclusionary),
 - Encourage students to be supportive (not hostile or sarcastic), and
 - Be gently intolerant of bullying behaviors. For example, "We don't treat people that way in this school."
- Ensure active supervision of students in all settings to reduce student misbehavior and provide opportunities to reinforce expected behaviors.
 - Engage positively with the students being supervised (chatting, waving, smiling, etc.),
 - Make eye contact with students,
 - Circulate among students continuously; never stand in one place or to one side of the area of supervision,
 - Provide a high concentration of adults in settings that have high potential for conflict (stairs, busy intersections, bathrooms), and
 - Cover all areas when many students are present.
- Develop, teach and reinforce routines, procedures and transitions that support positive behavior and minimize opportunity for conflict.
 - In the classroom, develop procedures for entering, leaving, submitting work and changing between different instructional tasks.
 - In other school settings, develop procedures for traveling in stairwells, lunch periods, the beginning and end of the day, and any other time when many students are in common areas together.

When expectations are not met, use instructive and corrective consequences early and often (see the next section for examples).

- **Correct behavior calmly and in a manner that demonstrates that the student is safe and supported at school.**
- View inappropriate behavior as an instructional opportunity; reteach expectations and allow the student to practice expected behavior.
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student make that choice? What could they have done differently? What help does the student need and from whom to make a different choice next time?
- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.
- Document the use of corrective consequences to track success.

INSTRUCTIVE AND CORRECTIVE CONSEQUENCES – EFFECTIVE RESPONSES AND INTERVENTIONS FOR CHALLENGING STUDENT BEHAVIOR

A student is a member of his or her school community. If a member of the community does not meet the expectations needed for a safe, supportive and productive learning environment, school staff members' first and most frequent response should be to use misbehavior as a teachable moment to help the student correct future behaviors. Using the opportunity to instruct and correct behaviors is the most reliable and effective method to change the behavior of students. In addition, it takes minimal time away

from instruction and promotes behavior change in students. One of the simplest ways to make this change is through **Instructive and Corrective Responses**, some of which are so simple we use them all the time.

Instructive responses should be used when the student's inappropriate behavior is caused by a lack of knowledge, in general or in the moment. If a student does not know the behavioral expectations, he or she cannot follow them. Instructive consequences are designed to teach students general behavioral expectations and new skills needed to allow them to meet those expectations. Instructional responses include reteaching expectations, allowing students to practice expectations, modeling expectations, and helping students reflect on the impact of their behavior on themselves and others.

Corrective responses should be used when a student knows but momentarily disregards the expectations. In order to not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior, preferably in the moment. Corrective consequences require students to demonstrate and practice the expected behavior as a replacement for the inappropriate behavior. Corrective responses include reminding, redirecting, setting up intentional cues, and teaching different behavioral responses.

Most staff members in schools use instructive and corrective responses regularly, so many of these may be familiar to you. Using instructive and corrective consequences when given the opportunity will create a safe, supportive and productive school climate. The examples below are organized from least intensive to most intensive responses. **These are intended to serve as examples only** – additional instructive or corrective consequences may be appropriate to your setting.

- Correct fluently – use supervisory opportunities to engage students in positive conversations and build ongoing relationships; create a menu of behavioral consequences as part of a school and classroom management plan; ignore misbehavior that is designed to get attention; refrain from excusing the student from assigned work as a result of the misbehavior; and develop a natural consequences for off-task behavior.
- Verbally redirect – remind students of behavioral expectations.
- Reteach expectations – remind students of behavioral expectations and practice the appropriate behavior at the time.
- Check-in and Check-out – set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to *reinforce* specific behavioral expectations and *correct* any inappropriate behavior.
- Assign student to short courses or modules on topics related to behavior as a consequence for inappropriate behavior.
- Balanced and Restorative Justice Strategies (see next section for more information).
- Anger management group services – referral to social worker, counselor, or community partner for students who qualify to participate in group services to build coping skills and improve communication skills.

Available strategies and support options:

Contact the Department of Youth Development and Positive Behavior Supports at 553-1830 for a Resource Guide on effective use of instructive and corrective consequences. This Guide includes:

- **Getting Started:** What curricula will help school staff implement each instructive/corrective consequence?
- **Training options:** How can I develop my capacities?
- **Implementation guides:** Am I on track for success?
- **Coaching guides:** How can I help my teachers and staff members grow in their practice?
- **Outcome Tracking Metrics:** How can I tell if I am making an impact?
- **Specific Program Model:** How can I use detention effectively?
- **Specific Program Model:** What are best practice models for in-school suspension?
- **Specific Program Model:** What are alternatives to out-of-school suspension?

BALANCED AND RESTORATIVE JUSTICE STRATEGIES

Balanced and restorative justice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called "Restorative Justice" and "Restorative Practices." The following is a listing of generally accepted restorative strategies. These strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. This list is not exhaustive of all balanced and restorative justice strategies. A guide for implementing these strategies is available by contacting the Department of Youth Development and Positive Behavior Supports at 553-1830.

Circles (Also called Peacemaking Circles, Peace Circles, Healing Circles, Circles of Understanding)

Circles use traditional circle ritual and structure to allow all participants to speak from the heart, share in a search for understanding, and together identify the steps necessary to heal all affected parties and prevent future offenses. Circles should **always** be facilitated by a trained "Circle Keeper."

Circles typically involve a multi-step procedure that includes: (1) agreement by the referred student to participate in the circle process; (2) a healing circle for the injured party; (3) a healing circle for the referred student; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the referred student. The healing plan may incorporate commitments by the school, community, and family members, as well as by the referred student. Procedures vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

Circles are not appropriate for all offenses. To determine whether a circle is appropriate, consider the connection of the referred student to the community, the sincerity and nature of the referred student's efforts to be healed, the input of injured parties, and the dedication of the referred student's support group.

Community Service

Community service is work performed by a referred student for the benefit of the school community. Because neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way a referred student can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

Examples of community service include: programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers the injured party the opportunity to provide input into the types of community service they would like to see the referred student perform, including activities that directly benefit the injured party or a charity or project of the injured party's choice.

Peer Juries (Also called Youth, Teen and Student Courts)

Peer Juries are programs in which youthful referred students, injured parties, and community members work to repair harm, build competencies and help to create safer schools and/or communities. Youth courts typically resemble courts, while peer juries often resemble peacemaking circles or community panels. Agencies utilizing youth court programs include juvenile courts, juvenile probation departments, law enforcement, private nonprofit organizations, and schools.

School peer juries involve hearings at the referred student's school or within the Network of the referred student's school. In order to appear before a school peer jury, the referred student must admit to committing the misconduct, and the student and parent/guardian must agree to abide by the agreements made between the referred student and the school peer jury and complete the disciplinary actions recommended. To participate in school peer juries, a student must be referred by the principal or

designee. Any individual school's program must be approved by the Chief Executive Officer or designee, and school peer jury members must receive specialized training.

Restorative Group Conferencing (Also called *Family Group Conferencing* or *Accountability Conferencing*)

Restorative group conferencing involves the community of people most affected by the offense -- the injured party and the referred student; and the family, friends and key supporters of both. A trained facilitator leads a discussion about the harm caused and how that harm might be repaired. To participate, the referred student must admit to the offense. Participation by all involved is voluntary. The conference typically begins with the referred student describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the injured party to start the discussion, if they wish. Through these narrations, the referred student is faced with the human impact of the behavior on the injured party, on those close to the injured party, and on the referred student's own family and friends. The injured party has the opportunity to express feelings and ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the injured party is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the referred student. All participants may contribute to the problem-solving process of determining how the referred student might best repair the harm he or she has caused. The session ends with participants signing an agreement outlining their expectations and commitments. The facilitator should conduct in person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. Conferencing is not appropriate when there are power differentials, such as between gangs or in a bully-injured party situation.

Injured Party Impact Panels (also called *Victim Impact Panels*)

Injured party impact panels provide a forum for injured parties to tell a group of referred students about the impact of the offense on their lives and on the lives of their families, friends, and neighbors. Panels typically involve three or four injured party speakers, each of whom spends about 15 minutes telling their story in a nonjudgmental, non-blaming manner. The referred students of the injured party presenters are not present. While some time is usually dedicated to questions and answers, the purpose of the panel is for the injured parties to speak, rather than for the injured parties and referred students to engage in a dialogue. Injured parties should be sufficiently healed from their experience before participating in a panel to avoid exacerbation of their trauma. Injured party impact panels are almost never appropriate for bullying situations, because of the probability the panel may further empower the bully.

Injured Party-Referred Student Conferencing (Also called *Victim-Offender Conferencing*, *Mediation*, or *Dialogue*)

Injured party-referred student mediation is a process that provides the injured party an opportunity to meet the offending student, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the injured party is able to tell the referred student about the offense's physical, emotional and financial impact; to receive answers to lingering questions about the offense and the referred student; and to be directly involved in developing a restitution plan for the referred student to pay back his or her financial debt. The process is not primarily focused on reaching a settlement, but most sessions do result in a restitution agreement. The mediator should conduct in person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. This conference is almost never appropriate for bullying situations, because the injured student is vulnerable to more emotional harm and the conference may inadvertently empower the bully even more.

PROCEDURAL GUIDE FOR STUDENTS WITH DISABILITIES³¹

School officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education 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 and receive their IEP services, in-school suspensions do not count toward the 10-day limit. Principals are not required to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. Specifically, the Principal or his or her designee has discretion to suspend students with disabilities fewer days than set forth for a single offense. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the 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 Dispute Resolution (773/553-1905) is absolutely necessary. **Without such consultation and approval from Dispute Resolution, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion or for emergency alternative placement, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student. School must also provide parent/guardian/surrogate with a written copy of Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the Student Code of Conduct, 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.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur.

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency interim alternative placement when in possession of weapons or large amounts of 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 interim alternative placement.

³¹ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution, as the Chief Executive Officer may request that a hearing officer order a 45-day emergency interim alternative placement.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

**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 charged with a violation of 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 charged with a violation of 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
- 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 charged with a violation of Section 6-1 of the SCC.

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Live ammunition/Live bullets
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

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

Explosive Devices/Gases - these include:

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

Other Objects - these include:

- Blackjack
- Slingshot
- Sand club

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

"Look-Alike" Firearms - these include:

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

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be charged with a violation 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 charged with a violation of 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 ALTERNATIVE PLACEMENT GUIDELINES

Expulsion Referral

- ◆ Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.³²
- ◆ If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal *may* choose to refer the student for expulsion with written justification submitted in IMPACT Verify.
- ◆ If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal *must* refer the student for expulsion.
- ◆ Schools submit expulsion referrals through IMPACT Verify. The Law Department will review expulsion referrals, schedule expulsion hearings, and prepare the case before the hearing.
- ◆ Parents and guardians of students referred for expulsion will be a sent 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.

Emergency Assignment to Alternative Placement

- ◆ Students who commit extremely serious Groups 5 or 6 misconducts may be assigned to an alternative school on an emergency basis while an expulsion hearing is pending. Alternative school placement means that the student is disciplinary reassigned to the Safe Schools Alternative Program, which serves students in Grades 6-12 and offers specialized curriculum, smaller teacher-student ratios, and support services. Because this placement is not permanent, students may be assigned to an alternative school without being given the opportunity for a hearing.
- ◆ General education students may be referred for emergency placement in an alternative school if they commit a severe act of misconduct that presents a serious and credible threat of harm to themselves or others.
- ◆ Students with disabilities may be referred for emergency alternative placement when in possession of weapons or large amounts of drugs, or for causing serious bodily injury to another person, when the misconduct occurred on school grounds or at a school-sponsored event. For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution. Students with disabilities may be given an emergency alternative placement for a maximum period of 45 school days even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability.

Expulsion Hearing Procedures

- ◆ 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 in IMPACT Verify.
- ◆ 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 one of the following recommendations: Do Not Expel, Referral to SMART (in lieu of expulsion), or Expel (for a set term of one semester up to two calendar years).
- ◆ 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, Safe Schools Alternative Program placement may be offered for the period of the expulsion.

³² This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.

- ◆ The hearing officer may recommend that the student attend the Board-sponsored SMART program³³ if the student's behavior does not require expulsion and the student is likely to benefit from remediation. A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART 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 Safe Schools Alternative Program.

Transition when Expulsion Complete

- ◆ When a term of expulsion is completed, the student will be transferred to his/her home school.
- ◆ For students attending the Safe Schools Alternative Program, a transition meeting, including the 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.
- ◆ Administrators at the home school are encouraged to utilize balanced and restorative justice strategies to help reintegrate the student into the school community.
- ◆ After a student returns from an expulsion, principals should schedule check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition.

³³ The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.

NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES

Student Records

Under the Federal Family Educational Rights and Privacy Act ("FERPA") and the Illinois School Student Records Act ("ISSRA"), students and their parents have certain rights with respect to the student's educational records. These rights transfer solely to the student who has reached the age of 18, graduated from secondary school, married or entered into military service, whichever comes first.

Notice of Student Record Retention and Disposal

The law requires the Board of Education of the City of Chicago (the "Board") to maintain educational records, which includes both "permanent records" and "temporary records." A student's permanent record contains the student's name, place and date of birth, address, transcript, parent(s) name(s) and address(es), attendance records, and other information mandated by the Illinois State Board of Education. The student's temporary records include all school-related student information not contained in the permanent record. Student records may include both paper and electronic records.

According to Board policy, the retention periods for records are as follows:

- The Student Cumulative (or Temporary) Record for elementary school students shall be kept until the student is 21 years old and for high school students, shall be kept until the student is 27 years old.
- Special education related records for students with disabilities shall be kept until the student is 27 years old.
- Student Permanent records are kept for at least 60 years after the student has transferred, graduated, or otherwise permanently withdrawn from the school.

The Board will follow the above retention schedule and will destroy these student records in the natural course of business when the records are eligible for disposal. Notice of the record disposal schedule is provided through annual newspaper publication. To review student records after the student has transferred, graduated or withdrawn from school, parents and students may contact the student's former school or Student Records Services (773/535-7722). For additional information, refer to the Board's Policy on the Maintenance and Retention of School Student Records at (<http://policy.cps.k12.il.us/documents/706.1.pdf>).

Right to Review and Challenge Student Records

Parents and students, whether emancipated or not, have the right to inspect and copy all of the student's educational records maintained by the school or the Board unless the parent is prohibited by an order of protection from obtaining those records within 45 days after the day the school receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

When a student is transferring to a school outside the Chicago Public Schools district, parents have the right to inspect and copy and to challenge their children's temporary and permanent student records prior to the time records are transferred to the out-of-district school.

Schools may not charge to search for or retrieve information, though schools may charge a reasonable fee to copy records. *No parent or student shall be denied a copy of the student records due to their inability to pay.*

Parents have the right to request that a school corrects recorded information (with the exception of academic grades) that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and ISSRA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a formal hearing by submitting a written request to the Board. Parents should

contact the Office of Special Education and Supports, Chicago Public Schools, 125 S. Clark Street, 8th Floor, Chicago, IL 60603, for a formal hearing. After the hearing, if the Board decides not to amend the record, the parent has the right to place a statement with the records commenting on the contested information in the record. The parent may appeal the Board's decision by contacting the Illinois State Board of Education (ISBE), Division Supervisor for the Division of Accountability, 100 W. Randolph St., Suite 14-300, Chicago, IL 60601. For more information on how to review and/or challenge a student's record, review the Board's policy on "Parent and Student Rights of Access to and Confidentiality of Student Records" (<http://policy.cps.k12.il.us/documents/706.3.pdf>).

Release of Student Records

Parents and eligible students have the right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools may not release student records information without written permission from the parent. However, the law allows the disclosure of records, without consent, to select parties, including:

- School district employees or officials³⁴ who have legitimate educational interest in the student;
- Officials, upon request, of another school district or institutions of post-secondary education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer;
- Certain government officials as required by State or Federal law;
- Persons conducting studies, pursuant to a written agreement with the Board;
- Individuals who have obtained a court order regarding the records, provided the parents are notified;
- Persons who need the information in light of a health or safety emergency; and
- State and local authorities in the juvenile justice system.

A school may also disclose, without consent, certain "Directory Information" such as a student's name, address, telephone number, date and place of birth, and awards and dates of attendance, provided that prior to the release of the Directory Information the parents are given the opportunity to opt out of the release of this information, in which case the information will not be released.

Please note that no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under ISSRA.

Release of Records to Recruiters

The No Child Left Behind Act ("NCLB") and the Illinois School Code require school districts to provide the names, addresses and telephone numbers of all 11th and 12th grade students to military recruiters or institutions of higher learning upon their request. This information is made available to recruiters only through the Director of Policies and Procedures. Parents and students, regardless of whether the student is emancipated or not, may request that their contact information not be disclosed as described below.

If a parent or student does not wish to have the student's contact information released to military recruiters or institutions of higher education, they must submit a written request to the Director of Policies and Procedures, Chicago Public Schools, 125 S. Clark St., 5th Floor, Chicago, IL 60603, 773/553-3733, FAX 773/553-2151. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. Parents and students must submit their opt-out request to the Director of Policies and

³⁴ A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. School officials can include contractors, consultants, volunteers or other parties under the Board's direct control with whom the Board has agreed to outsource certain institutional services or functions, and who have a legitimate educational interest in the specific education records disclosed. The Board's agreement with these contractors, consultants, volunteers or other parties will specifically outline the legitimate educational interest and which educational records are disclosed.

Procedures by **December 1st** if they wish to opt out of releasing student records to recruiters. For more information on opting out of the release of contact information to recruiters, please review the Board's "Recruiter Access Policy" (<http://policy.cps.k12.il.us/documents/708.1.pdf>).

Release of Records for FAFSA Completion Project and National Student Clearinghouse

The Board releases student Directory Information on all 12th grade students to:

- (1) The Illinois Student Assistance Commission (ISAC) to assist students with college financing opportunities by completing the Free Application for Federal Student Aid (FAFSA) and to determine eligibility for ISAC-related scholarships. The FAFSA is required for students to receive many forms of college financial aid; ISAC and CPS collaborate to support family FAFSA completion; and
- (2) The National Student Clearinghouse, an organization which provides data to CPS on students' postsecondary enrollment and retention. The National Student Clearinghouse helps CPS to understand and improve the college readiness and success of CPS graduates.

The Directory Information to be released is: the student's name, address, date of birth and high school name. If a parent or student does not wish to have the student's Directory Information released to ISAC for the FAFSA Completion Project and scholarships or the National Student Clearinghouse they must submit a written request to the Office of Pathways to College and Career, Chicago Public Schools, 125 S. Clark St., 12th Floor, Chicago, IL 60603, 773/553-2108, FAX 773/553-3543. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. **Parents and students must submit their opt out request to the Office of Pathways to College and Career by October 1st if they wish to opt out of releasing student Directory Information for the FAFSA Completion Project and/or the National Student Clearinghouse.**

Filing of Complaints

Parents have the right to file a complaint with the U.S. Department of Education if they believe the school district has failed to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

Student Interventions

The District maintains a policy on the use of momentary physical interventions to maintain the safety of students and staff and to remove disruptive students from the classroom (<http://policy.cps.k12.il.us/documents/705.7.pdf>). The District also maintains a policy on the use of Behavioral Interventions, Physical Restraints and Isolated Time-Outs with Students with Disabilities (<http://policy.cps.k12.il.us/documents/705.4.pdf>).

Notice of Search and Seizure Policy

Any Person who enters onto the property of the Board of Education of the City of Chicago may be subject to a search in accordance with the Board's Search and Seizure Policy, (<http://policy.cps.k12.il.us/documents/409.3.pdf>).

Student Research Surveys

The District maintains a Research Study and Data Policy to address how individuals may conduct student research activities including surveys in the Chicago Public Schools (<http://policy.cps.k12.il.us/documents/203.4.pdf>). This policy has been established to comply with the requirements of the Federal Pupil Protection Rights Act ("PPRA"). Parents or guardians who believe their rights under the PPRA may have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Administration of Medications Policy

The District maintains a policy on the requirements for the administration of medication to a student during school hours (<http://policy.cps.k12.il.us/documents/704.2.pdf>). A written request must be made by a licensed physician and submitted on the CPS medication request form. The parent/guardian must

submit a signed Parent's Authorization to Release Medical Information form. Medication will not be administered unless these forms are properly completed and received. This policy addresses administration of both prescription drugs and non-prescription (over the counter) drugs. Students shall not bring medication to school without authorization.

Title IX

Title IX of the Educational Amendments of 1972 banned discrimination on the basis of sex in schools and governs the overall equity of treatment and opportunity in athletics programs in schools. The Chicago Public Schools (CPS) is committed to providing participation opportunities for female and male students at CPS high schools that effectively accommodate the athletic interests and abilities of both sexes consistent with the requirements of Title IX, its implementing regulations and applicable United States Department of Education Office of Civil Rights policies.

In order to accommodate the interests and abilities of female students, any student or other interested party, such as a coach or parent, may contact the CPS Department of Interscholastic Competition (formerly known as Sports Administration) at TitleIXAthleticRequest@cps.edu or by calling 773/534-0700 to inquire about adding a new sport or a new level (e.g. varsity, junior varsity, sophomore, freshman) to an existing sport at any CPS high school.

CPS Policy Website

Copies of all Board Policies can be obtained on the CPS Website at (<http://policy.cps.k12.il.us/>) or by writing to the Board Secretary, Chicago Board of Education, 125 S. Clark St., 6th Floor, Chicago, Illinois 60603.



MISCONDUCT REPORT



SCHOOL: _____
 SCHOOL ID: _____
 Severity Group No: _____ Incident Date: _____
Narrative (Offender's only)

STUDENT/OFFENDER NAME: _____
 Student/Offender ID: _____
 Misconduct / Incident Report # _____
 ACCIDENT REPORT COMPLETED: Yes No
 DISCIPLINARY ACTION TAKEN:
 Teacher/Student Conference
 Teacher/Student/Parent Conference
 Teacher/Student/Parent/Res/Adm. Conference

In-School Suspension	Day(s)
Suspension	Day(s)
NOTE: NUMBER OF DAYS MUST BE STATED	

Disciplinary Reassignment Remove From Classroom
 Police Notification Detention
 Peer Jury Mediation
 Other
 Arrest: P. D. RD#
 Expulsion Referral
 APPROVED BY: _____

 DEAR PARENT OR GUARDIAN:

NAME:
 ADDRESS:

In accordance with the provisions of the Rules of the Board of Education as authorized by the Illinois School code _____
 a student in this school residing at: _____
 Age: Grade: Room/Division: has been suspended from school this day for a period of school
 days until the opening of school on . The cause of this action is listed above.
 You are invited to attend a conference regarding this suspension. Please call me at to discuss this matter.

Area where misconduct occurred:
 (Check one) Classroom Halls Bus Washroom
 Out-of-school Other

Hearing Date: Conference Date:

Sincerely,

 Principal

Report completed by:

Suspension Homework Assigned by:

 Telephone Number

SPECIAL EDUCATION STUDENTS ONLY: total days suspended this year prior to current misconduct.

THE AREA INSTRUCTIONAL OFFICER OF AREA NUMBER, WHOSE OFFICE IS LOCATED AT: _____
 HAS BEEN NOTIFIED OF THIS SUSPENSION

PARENT NOTIFIED _____ (DATE)

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Chicago Public Schools
Student Code of Conduct
2012-2013

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 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

12-0627-PO2

ADOPT AN INTERNET SAFETY POLICY

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt an Internet Safety Policy.

PURPOSE: The Board intends to establish a separate stand-alone policy that enumerates internet safety measures that the District will continue to implement to protect students from accessing inappropriate material over the Chicago Public Schools' (CPS) computer network. This policy further identifies curricular measures the District will continue to implement to educate students about internet safety and appropriate online behavior. The requirements set out in this policy are intended to ensure CPS compliance with the Children's Internet Protection Act (CIPA) as well as state requirements for internet safety education.

HISTORY OF BOARD ACTION: On June 26, 2002, the Board adopted amendments to its Policy on Student Acceptable Use of the CPS Network to include new internet safety provisions in compliance with CIPA (Board Report 02-0626-PO04.) The Board subsequently adopted a modified Policy on Student Acceptable Use of the CPS Network (Board Report 03-0326-PO03), which superseded the previous policy yet maintained the internet safety provisions. On June 26, 2002, the Board adopted amendments to its Policy on Use of the Internet, CPS Intranet, Electronic Mail and Computer Access by Authorized Users to include internet safety provisions in compliance with CIPA (See Board Report 02-0626-PO03). This policy addresses the use of the CPS network by employees and other adult users. The Board modified this policy under Board Report 04-0428-PO2, which superseded the previous policy yet maintained the internet safety provisions. On July 22, 2009, the Board adopted a new policy on the Acceptable Use of the CPS Network and Computer Resources (See Board Report 09-0722-PO3) which rescinded Board Report 04-0428-PO2, but maintained the provisions pertaining to internet safety.

POLICY TEXT:**I. Introduction**

It is the policy of the Chicago Board of Education: (a) to prevent use of the CPS computer network to access or transmit, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) to prevent unauthorized access to the CPS computer network and other unlawful online activity; (c) to prevent unauthorized online disclosure, use, or dissemination of student record information; and (d) to comply with the Children's Internet Protection Act also with federal and state requirements for internet safety education for students.

II. Access to Inappropriate Material

As required by law, CPS uses technology protection measures to block or filter internet sites for inappropriate material that is harmful to minors and prohibit access, to the extent possible, to such content found on the internet. In addition to the use of filtering technology, the Office of Information & Technology Services (ITS) may also block access to certain websites when required by law, when their use may interfere with the optimal functioning, or when among other things, the website may compromise the security of the CPS network or computer resources. ITS shall establish standards and procedures by which individual websites may be authorized for blocking or unblocking of access from the CPS computer network or otherwise disabling or modifying the district's technology protection measures. All blocking and unblocking decisions will be made by ITS in compliance with applicable laws and the requirements of this policy. Technology protection measures may be disabled for District administrators, supervisors or other authorized staff to access materials via the internet for bona fide research, legitimate educational purposes or other lawful purposes.

III. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the CPS network and when using the CPS computer resources. The District takes reasonable precautions to prevent (a) the unauthorized access, including so-called 'hacking' and other unlawful activities, and (b) the unauthorized disclosure, use, and dissemination of student record information. These precautions include, but are not limited to: network provisioning protocols, confidential passwords, network firewalls, data encryption, electronic monitoring and physical data security.

IV. Student Internet Safety Education and Supervision

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 Education Officer or designee shall determine the scope, age-appropriate components, duration and topics covered in this unit of instruction. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while on online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The unit of instruction may be incorporated into the current courses of study regularly taught.

Each school shall satisfy the documentation requirements established by the Chief Education Officer or designee to ensure compliance with this curricular requirement.

In addition, the school principal shall ensure that school personnel supervise students for appropriate usage of the CPS computer network and access to the internet in accordance with this policy and ensure the CPS computer network is used to support the school's educational program.

V. Monitoring

ITS has the right to access, search, read, inspect, copy, monitor, log or otherwise use data and information stored, transmitted and processed on CPS computer network and computer resources in order to execute the requirements of this policy. CPS network including but not limited to internet and email usage may be monitored and audited by Department/School Management and ITS for inappropriate activity or oversight purposes. ITS reserves the right to: (1) access and make changes to any system connected to the CPS computer network or computer resources to address security concerns, (2) deny User access to any system to address security concerns, and (3) determine what constitutes appropriate use of these resources and to report any illegal activities. ITS may intercept and/or quarantine e-mail messages or other electronic communication for business, legal or security purposes.

The CPS computer network and computer resources are for educational and business use only. Even with the technology protection measures and other mandates contained in this policy, the Board cannot guarantee that a student or staff member will not gain access to objectionable or inappropriate Internet material.

VI. Adoption

This Internet Safety Policy was adopted by the Chicago Board of Education at its regular monthly Board Meeting held on June 27, 2012, following standard public notice procedures and compliance with public participation requirements and other applicable statutory requirements for conducting its monthly meeting.

LEGAL REFERENCES: 105 ILCS 5/27-13.3; Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, 122 Stat. 4096 (2008); 47 C.F.R. 54.520; Children's Internet Protection Act, 47 USC 254(h); Federal Communications Commission Report and Order FCC 11-125.

President Vitale indicated that if there were no objections, Board Reports 12-0627-RS7 through 12-0627-RS14, 12-0627-PO1 and 12-0627-PO2 would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-RS7 through 12-0627-RS14, 12-0627-PO1 and 12-0627-PO2 adopted.

12-0627-CO1

**COMMUNICATION RE: LOCATION OF
BOARD MEETING OF JULY 25, 2012**

**David J. Vitale President, and
Members of the Board of Education
Dr. Henry S. Bienen
Dr. Mahalia A. Hines
Penny Pritzker
Jesse H. Ruiz
Rodrigo A. Sierra
Andrea L. Zopp**

This is to advise that the Regular Meeting of the Board of Education scheduled for Wednesday, July 25, 2012 will be held at:

The Central Administration Building
125 South Clark Street
Chicago, Illinois 60603
Board Chamber - 5th Floor

Registration for Public Participation will be held between the hours of 8:00 a.m. and 9:00 a.m. on the 1st Floor of the Clark Street Lobby. The Board Meeting will begin at 10:30 a.m. The Public Participation segment of the meeting will begin at the time indicated in the meeting agenda and proceed for two hours.

12-0627-EX1*

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 May . All transfers are budget neutral. A brief explanation of each transfer is provided below:

1. Transfer from Westinghouse Academic Transition HS to George Westinghouse Career Academy

Rationale: Moving to correct new unit. Per request from Jon Schmidt made via email on 3-20 (PPM#117099).

Transfer From:	Unit	Westinghouse Academic Transition HS	50131
	Fund	General Education Fund	115
	Account	Commodities - Food Supplies	53205
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	George Westinghouse Career Academy	53071
	Fund	General Education Fund	115
	Account	Commodities - Food Supplies	53205
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:		\$1,000.00	

2. Transfer from Westinghouse Academic Transition HS to George Westinghouse Career Academy

Rationale: Moving to correct new unit. Per request from Jon Schmidt made via email on 3-20 (PPM#117099).

Transfer From:	Unit	Westinghouse Academic Transition HS	50131
	Fund	General Education Fund	115
	Account	Pupil Transportation	54210
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	George Westinghouse Career Academy	53071
	Fund	General Education Fund	115
	Account	Pupil Transportation	54210
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:		\$1,000.00	

3. Transfer for Ravenswood-Ridge Elementary Network

Rationale: Funds are needed for equipment repair contract renewals.

Transfer From:	Unit	Ravenswood-Ridge Elementary Network	02031
	Fund	General Education Fund	115
	Account	Property - Equipment	55005
	Program	Other Instr Purposes Misc	119035
	Grant	Elem & Hs Network - Gen Board Funds	376640
Transfer to:	Unit	Ravenswood-Ridge Elementary Network	02031
	Fund	General Education Fund	115
	Account	Services - Repair Contracts	56105
	Program	Other Instr Purposes Misc	119035
	Grant	Elem & Hs Network - Gen Board Funds	376640
Amount:		\$1,000.00	

4. Transfer for Burnham Park Elementary Network

Rationale: To cover the cost of carfare/mileage expense for Network Staff.

Transfer From:	Unit	Burnham Park Elementary Network	02091
	Fund	General Education Fund	115
	Account	Regular Position Pointer	51300
	Program	General Salary S Bkt	290001
	Grant	Elem & Hs Network - Gen Board Funds	376640
Transfer to:	Unit	Burnham Park Elementary Network	02091
	Fund	General Education Fund	115
	Account	Car Fare	54215
	Program	Other Instr Purposes Misc	119035
	Grant	Elem & Hs Network - Gen Board Funds	376640
Amount:		\$1,000.00	

5. Transfer for Ravenswood-Ridge Elementary Network

Rationale: Funds are needed for Professional and Technical Services.

Transfer From:	Unit	Ravenswood-Ridge Elementary Network	02031
	Fund	General Education Fund	115
	Account	Commodities - Food Supplies	53205
	Program	Professional Develop/Curriculum Dcvlp	221234
	Grant	Elem & Hs Network - Gen Board Funds	376640
Transfer to:	Unit	Ravenswood-Ridge Elementary Network	02031
	Fund	General Education Fund	115
	Account	Services - Professional & Technical	54125
	Program	Professional Develop/Curriculum Dcvlp	221234
	Grant	Elem & Hs Network - Gen Board Funds	376640
Amount:		\$1,000.00	

639. Transfer from Citywide Capital/Operations to John L Marsh School

Rationale: Funds Transfer From Award# 2012-483-00-10 To Project# 2012-24361-MCR ; Change Reason : NA.

Transfer From:	Unit	Citywide Capital/Operations	12150
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	Masonry/Windows	009551
	Grant	Default Value	000000
Transfer to:	Unit	John L Marsh School	24361
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	Renovations	253508
	Grant	Default Value	000000
Amount:		\$4,312,185.00	

640. Transfer from Citywide Capital/Operations to MSAC - Southwest Area High School

Rationale: Funds Transfer From Award# 2010-479-00-01 To Project# 2008-MS09-NSC ; Change Reason : NA.

Transfer From:	Unit	Citywide Capital/Operations	12150
	Fund	QSCB - CIP Series 2010C	479
	Account	Capitalized Construction	56310
	Program	Modern Schools Across Chicago	253533
	Grant	Qualified School Construction Bond (Qscb)	620000
Transfer to:	Unit	MSAC - Southwest Area High School	46611
	Fund	QSCB - CIP Series 2010C	479
	Account	Capitalized Construction	56310
	Program	New School Openings Other	009446
	Grant	Qualified School Construction Bond (Qscb)	620000
Amount:		\$4,500,000.00	

641. Transfer from Citywide Capital/Operations to Chicago High School for the Arts

Rationale:	Funds Transfer From Award# 2012-483-00-04 To Project# 2012-63051-CSP , Change Reason : NA.		
Transfer From:	Unit	Citywide Capital/Operations	12150
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	New School Openings	009441
	Grant	Default Value	000000
Transfer to:	Unit	Chicago High School for the Arts	63051
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	New School Openings	009441
	Grant	Default Value	000000
Amount:	\$6,824,520.00		

642. Transfer from Citywide Capital/Operations to Henry H Nash School

Rationale:	Funds Transfer From Award# 2012-483-00-06 To Project# 2012-24641-CSP ; Change Reason : NA.		
Transfer From:	Unit	Citywide Capital/Operations	12150
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	Turn Around Schools - Facilities	253532
	Grant	Default Value	000000
Transfer to:	Unit	Henry H Nash School	24641
	Fund	Anticipated FY12 Tax Exempt Bonds	483
	Account	Capitalized Construction	56310
	Program	Turn Around Schools - Facilities	253532
	Grant	Default Value	000000
Amount:	\$7,314,420.00		

643. Transfer from Citywide Education General to Consolidated Pointer Line Unit

Rationale:	To cover the negatives in the benefit pointer per Joanna Koh.		
Transfer From:	Unit	Citywide Education General	12670
	Fund	General Education Fund	115
	Account	Teacher Salaries - Substitutes	51500
	Program	Teacher Substitutes/Overtime	119009
	Grant	Default Value	000000
Transfer to:	Unit	Consolidated Pointer Line Unit	12690
	Fund	General Education Fund	115
	Account	Benefits Pointer	51330
	Program	General Salary S Bkt	290001
	Grant	Default Value	000000
Amount:	\$24,000,000.00		

***[Note: The complete document will be on File in the Office of the Board]**

12-0627-EX2

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH ILLINOIS STATE POLICE FOR BACKGROUND CHECK SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreement with Illinois State Police to provide background check services to the Office of School Safety and Security at a total cost for the option period not to exceed \$75,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Illinois State Police 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.

VENDOR:

- 1) Vendor # 44446
ILLINOIS STATE POLICE 1
260 N. CHICAGO
JOLIET, IL 60431
Karen Levy-McCanna
815 740-5160

USER INFORMATION :

Contact: 10610 - Office of School Safety and Security
125 S Clark St - 1st Floor
Chicago, IL 60603
Chou, Mrs. Jadine P.
773-553-3030

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #11-0727-PR19) in the amount of \$75,000.00 is for a term commencing October 18, 2011 and ending October 17, 2012, with the Board having 2 options to renew for 1 year terms. The original agreement was awarded on a non-competitive basis due to the uniqueness of the services.

OPTION PERIOD:

The term of this agreement is being renewed for 1 year commencing October 18, 2012 and ending October 17, 2013.

OPTION PERIODS REMAINING:

There is 1 option period for 1 year remaining.

SCOPE OF SERVICES:

Illinois State Police will continue to provide criminal background investigation checks of CPS volunteer personnel including but not limited to, the Community-Parent stipend Program, the Parent Patrol Program, and other non-Board personnel involved with children.

DELIVERABLES:

Illinois State Police will continue to submit written verification results from the criminal background checks to the Chicago Public Schools.

OUTCOMES:

Criminal background checks may reveal an arrest record that will require fingerprinting to verify applicant identify. The result of such fingerprinting will be required by CPS prior to any volunteer services being performed or any hiring.

COMPENSATION:

Consultant should be paid as per the fee schedule set forth in the agreement; total for the option period not to exceed the sum of \$75,000.00

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 Purchasing Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to the Remedial Program for Minority and Woman Owned Business Enterprise Participation in Goods and Service Contracts, this agreement is exempt from MBE/WBE review because of the vendor providing services is an Illinois State agency.

LSC REVIEW:

Local School Council approval is not applicable to this report

FINANCIAL:

Charge to the Office of School Safety and Security \$75,000.00 Fiscal Year 2012/2013

10610-210-54125-254605-000000-2013	\$75,000.00
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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).

Vice President Ruiz abstained on Board Report 12-0627-EX2.

12-0627-EX3

RATIFY ENTERING INTO AN INTERGOVERNMENTAL AGREEMENT WITH CHICAGO POLICE DEPARTMENT RELATING TO THE FY2012 SECURE OUR SCHOOLS GRANT

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Ratify entering into an Intergovernmental Agreement with the Chicago Police Department of the City of Chicago to implement a U.S. Department of Justice, Secure Our Schools Grant. The Chicago Public Schools collaborated with the Chicago Police Department to apply for a U.S. Department of Justice, Secure our Schools grant. The grant was awarded to the Chicago Police Department to work in partnership to provide significant school safety resources to Chicago schools that continue to experience high levels of violence. CPS is entering into an Intergovernmental Agreement with CPD, where CPD will provide \$500,000 in federal funds to implement and deploy community watchers around target schools for the Safe Passage program. To obtain the grant funds and services, CPS must provide a match of \$500,000.00. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 120 days of the date of this Board Report. Information pertinent to this agreement is stated below.

AGENCY: Chicago Police Department
3510 S. Michigan
Garry F. McCarthy
312-745-6100

USER: Chicago Public Schools, Office of School Safety and Security
125 S. Clark Street, 15th Floor
Jadine Chou
773-553-3044

SECURE OUR SCHOOLS GRANT DESCRIPTION: The Department of Justice, Office of Community Oriented Policing Services offers a competitive grant program called Secure Our Schools. Secure our Schools grants are awarded to law enforcement agencies for the development of school safety resources and improved security at schools and on school grounds. Specifically, this program will contribute funds to implement and deploy community watchers around target schools for the Safe Passage program. CPD was awarded a FY2012 COPS, Secure Our Schools grant based on a collaborative application with CPS. The award provides funding for community watchers provided CPS and CPD provide local matching funds.

TERM: The term of this agreement shall commence on February 1, 2012 and shall end on August 31, 2013. This agreement shall have no options to renew.

RESPONSIBILITIES OF PARTIES: CPS is entering into an Intergovernmental Agreement with CPD, where CPD will provide \$500,000 in federal funds, awarded through the COPS SOS Grant, to implement and deploy community watchers around target schools for the Safe Passage program. As part of the requirement to obtain the Secure Our Schools grant funding and funding services, CPS will be required to match the funding as follows: \$500,000 to implement and deploy community watchers around target schools for the Safe Passage program.

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 Safety and Security Office to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this intergovernmental agreement is exempt from M/WBE review.

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

FINANCIAL: Charge to Office of School Safety and Security:
 Fiscal Year: FY12 \$500,000
 Budget Classification: 10615-115-54125-212017-000000-2012
 Source of Funds: General Education Funds

 Fiscal Year: FY13: \$500,000
 Budget Classification: 10610-324-xxxxx-xxxxxx-xxxxxx-2013
 Source of Funds: CPD, COPS-SOS grant

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.

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).

12-0627-EX4

AMEND BOARD REPORT 12-0425-EX9

AUTHORIZE PAYMENT OF STARTUP FUNDS AND IN-KIND CONTRIBUTIONS TO AND APPROVE ENTERING INTO DISBURSEMENT AND USE OF STARTUP FUNDS AGREEMENTS WITH VARIOUS CHARTER AND CONTRACT SCHOOLS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize payment of startup funds and in-kind contributions to and approve entering into disbursement and use of startup funds agreements with various charter and contract schools at a total aggregate disbursement cost not to exceed ~~\$7,230,750~~\$5,372,680 and the total aggregate value of in-kind contributions not to exceed \$1,029,200. Written agreements for each Charter and Contract School are currently being negotiated. No payment shall be made to any Charter or Contract School prior to the execution of such Charter or Contract School’s written agreement. The authority granted herein shall automatically rescind as to each Charter or Contract School in the event such Charter or Contract School’s written agreement is not executed within 90 days of the date of this amended Board Report. Information pertinent to these agreements is stated below.

This June 27, 2012 amendment is necessary to reflect the corrected charter school disbursement amounts and the value of the in-kind contributions.

CHARTER AND CONTRACT SCHOOLS:

- | | |
|---|---|
| <p>1. The Montessori Network, Inc
 5248 N. Wayne
 Chicago, IL 60640
 Phone: 773-808-1921
 Contact Person: Rita Nolan,
 Executive Director
 Disbursement Amount: \$424,780 <u>\$337,230</u>

 In-Kind Contribution Value: <u>\$ 77,800</u></p> | <p>2. UNO Charter School Network
 954 W. Washington Boulevard
 Chicago, IL 60607
 Phone: 312-432-6301
 Contact Person: Juan Rangel,
 President
 Disbursement Amount: \$2,506,860
 <u>\$1,501,340</u>
 In-Kind Contribution Value: <u>\$156,400</u></p> |
| <p>3. Catalyst Schools
 5608 W. Washington
 Chicago, IL 60644
 Phone: 773-295-7001
 Contact Person: Gordon Hannon,
 Executive Officer
 Disbursement Amount: \$1,447,900 <u>\$898,800</u>

 In-Kind Contribution Value: <u>\$205,600</u></p> | <p>4. L.E.A.R.N. Charter School, Inc.
 212 S. Francisco
 Chicago, IL 60616
 Phone: 826-0370
 Contact Person: Greg White,
 Executive Director
 Disbursement Amount <u>\$548,250</u>
 <u>\$463,700</u>
 In-Kind Contribution Value: <u>\$77,800</u></p> |

- | | |
|--|---|
| <p>5. Legal Prep Charter Academies, Inc.
702 S. Lytle Street, Unit 3S
Chicago, IL 60607
Phone: 312-375-9828
Contact Person: Samuel Finkelstein,
Board President and School Leader
Disbursement Amount: \$643,440 <u>\$508,890</u></p> <p><u>In-Kind Contribution Value: \$127,800</u></p> | <p>6 Noble Network of Charter Schools
1010 North Noble Street
Chicago, IL 60622
Phone: 773-862-1449
Contact Person: Michael Milkie,
Superintendent
Disbursement Amount: \$1,263,960
<u>\$993,960</u></p> <p><u>In-Kind Contribution Value: \$255,600</u></p> |
| <p>7. Camelot Schools
201 Lindenwood, Ste. 211
Malvern, PA 19355
Phone: 215-416-6739
Contact Person: Joseph Carter
Disbursement Amount: \$796,960 <u>\$668,760</u></p> <p><u>In-Kind Contribution Value: \$128,200</u></p> | |

OVERSIGHT: Office of New Schools and Programs
125 South Clark Street, 10th Floor
Chicago, Illinois 60603
Carly Bolger, Executive Director
773-553-1530

TERM: Each agreement shall commence on the date the agreement is signed and shall end on the earlier of either the date of disbursement of all funds or April 30, 2013. Schools will receive 75% of their total disbursements in FY12 and the remaining 25% of their total disbursement in FY13

USE OF FUNDS: The funds will be used for educational purposes such as purchasing textbooks, computers, furniture and security for new Contract Schools and new campuses of Charter Schools opening in Fall 2012.

OUTCOMES: Disbursement of funds and grant of in-kind contributions will result in the complete preparation of classrooms and facilities for the start of the 2012 – 2013 school year.

COMPENSATION: Each Charter and Contract School shall receive the disbursement amount indicated above. The total amount to be paid disbursed to the Charter and Contract Schools shall not exceed the sum of ~~\$7,230,750~~ 5,372,680 and the total aggregate value of in-kind contributions shall not exceed \$1,029,200.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the written agreements. Authorize the Chief Administrative Officer to execute all ancillary documents required to administer or effectuate these written agreements.

AFFIRMATIVE ACTION: Not applicable

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

FINANCIAL: Charge to Office of New Schools: ~~\$ 5,423,062~~ 4,801,410 Fiscal Year: 2012
Charge to Office of New Schools: ~~\$ 1,807,687.5~~ 1,600,470 Fiscal Year: 2013
Budget Classification: 12670-115-55005-009546-005058 Source of Funds: General Fund

GENERAL CONDITIONS:

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

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

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

Ethics – The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), 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 Ruiz abstained on Board Report 12-0627-EX4.

12-0627-EX5

**APPROVE ENTERING INTO AN AGREEMENT WITH THE ACADEMY FOR URBAN SCHOOL LEADERSHIP TO PROVIDE MANAGEMENT CONSULTING SERVICES AND PROFESSIONAL DEVELOPMENT CONSULTING SERVICES
(DODGE RENAISSANCE ACADEMY, THE CHICAGO ACADEMY, TARKINGTON SCHOOL OF EXCELLENCE, NATIONAL TEACHERS ACADEMY, CHICAGO ACADEMY HIGH SCHOOL, COLLINS ACADEMY HIGH SCHOOL, ORR ACADEMY HIGH SCHOOL, ERIC SOLORIO ACADEMY HIGH SCHOOL, BRADWELL SCHOOL OF EXCELLENCE, CURTIS SCHOOL OF EXCELLENCE, DULLES SCHOOL OF EXCELLENCE, HOWE SCHOOL OF EXCELLENCE, JOHNSON SCHOOL OF EXCELLENCE, MORTON SCHOOL OF EXCELLENCE, PHILLIPS ACADEMY HIGH SCHOOL OF EXCELLENCE)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Approve entering into an agreement with the Academy for Urban School Leadership ("Consultant" or "AUSL") to provide management consulting services and professional development school consulting services to the Portfolio Office at the following schools: Dodge Renaissance Academy, Chicago Academy, National Teachers Academy, Tarkington School of Excellence, Chicago Academy High School, Collins Academy High School, Orr Academy High School and Eric Solorio Academy High School ("Group A") which are professional development teacher training academies, and Bradwell School of Excellence, Curtis School of Excellence, Dulles School of Excellence, Howe School of Excellence, Johnson School of Excellence, Morton School of Excellence and Phillips Academy High School of Excellence ("Group B"), which are professional development teacher training sites at a total cost not to exceed \$5,600,000. A written agreement for AUSL's services is currently being negotiated. Consultant was selected on a non-competitive basis due to the unique design of their year-long master's degree residency program for teacher training and certification. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 120 days of the date of this Board Report.

CONSULTANT: Academy for Urban School Leadership, a non-profit corporation
3400 N. Austin Avenue
Chicago, IL 60634
Phone (773) 534-3885
Contact Person: Dr. Donald Feinstein
Vendor Number: 39861

USER: Portfolio Office
125 S. Clark, 10th Floor
Chicago, IL 60603
Phone: (773) 553-1530
Contact Person: Oliver Sicat, Chief Portfolio Officer

TERM: The term of this agreement shall commence July 1, 2012 and shall end June 30, 2013, with five options to renew for a period of one (1) year each.

SCOPE OF SERVICES: AUSL, in partnership with the leadership teams at its training academies (Group A) and training sites (Group B), will establish dual mission teacher training schools to train and develop teacher residents working towards a Master of Arts in Teaching or a Masters in Education degree. Teacher residents will complete a year-long residency at either Group A or Group B schools, working in close partnership with mentor teachers to develop and refine their teaching expertise. (Note: Group A schools were either new school starts or schools that underwent a change in educational focus, while Group B schools are schools that have undergone or are undergoing a school turnaround process under AUSL management.) The resident teacher candidates will be recruited and selected by AUSL, and will provide approximately 500 hours each of assistance to the classrooms of the participating schools 4 days per week in exchange for a stipend paid by AUSL. AUSL will also provide school management consulting services, which include support in personnel selection, curriculum decisions, budget allocations and other aspects of high quality school management to the principals of Group A and Group B.

DELIVERABLES: AUSL will deliver a top-quality professional development program at Group A and Group B which will include:

- Rigorous instructional training for pre-service resident teacher candidates and other in-service teachers at Group A and Group B.
- Innovative approaches to instructional practice that serve as a resource to the staff members and administration of Group A and Group B as well as for the District as a whole.
- Creative strategies, incentives, and supports to attract and retain certified, highly qualified, experienced, and award-winning educators at Group A and Group B.
- An evaluation of the effectiveness of integration of professional development into curricula and instruction, ultimately increasing instructional capacity at Group A and Group B.
- A mechanism and infrastructure to facilitate sharing of best practices and innovations.

AUSL will also serve as a model for professional learning communities for other CPS schools. AUSL will seek to achieve retention of at least 90% of graduating participants of the program and at least 80% of the graduating participants will seek teaching positions in CPS schools for no less than a period of four years. There is no obligation on the part of the Board to hire any of the graduating participants. The decision to hire any of the graduating participants is solely within the discretion of the Board.

OUTCOMES:

AUSL services will result in a high-quality teacher preparation program that serves as a model for urban teacher development.

In 2012-2013, Group A and Group B classrooms will benefit from teaching support and the assistance of the AUSL teacher residents.

At least 80% of residents that complete the program will be staffed in CPS schools for no less than a period of four years.

The CPS mentor teachers will deepen their capacity to provide mentoring over the course of the year, as measured by evaluations performed by AUSL staff members.

BOARD'S RESPONSIBILITIES: The Board will allocate funding to cover the program costs of hiring 1.0 and 0.2 positions, and extended day salary buckets to support implementation of this program. AUSL will make recommendations to the Board as to the various positions to be filled in each school. The Professional Development Schools program is allocated funds at a rate of \$33,000 per teacher resident. An additional program allocation of \$350,000 is made for each participating school that serves as a training academy with 10 or more starting teacher residents onsite and \$265,000 for each participating school that serves as training site with 8 or more starting teacher residents onsite.

COMPENSATION: AUSL shall be paid the balance remaining from the total Professional Development Schools budget that is not allocated to cover the costs of hiring 1.0 and 0.2 positions, and extended day salary buckets at CPS schools. The total compensation payable to AUSL for the term shall not exceed \$5,600,000. AUSL will receive an initial payment of \$2,800,000 by December 15, 2012, and will receive the remaining balance of up to, but not to exceed, \$2,800,000 by May 15, 2013.

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 written agreement. Authorize the Chief Portfolio Officer of the Portfolio Office to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this contract is exempt from review because the vendor providing services operates as a not-for-profit organization.

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

FINANCIAL: Charge to: Portfolio Office: \$2,800,000.00
Fiscal Year: 2013
Budget Classification: 13615-353-54125-221307-494037
Source of Funds: Title II

Charge to Portfolio Office: \$2,800,000.00
Fiscal Year: 2013
Budget Classification: 13615-115-54125-232102-000000
Source of Funds: Gen Ed

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.

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).

12-0627-EX6

**APPROVE ENTERING INTO A SCHOOL MANAGEMENT CONSULTING AGREEMENT
WITH THE ACADEMY FOR URBAN SCHOOL LEADERSHIP
TO PROVIDE SCHOOL TURNAROUND SERVICES AT
JOHN HARVARD ELEMENTARY SCHOOL OF EXCELLENCE**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Approve entering into a School Management Consulting Agreement with the Academy of Urban School Leadership ("AUSL") to provide school turnaround services at John Harvard Elementary School of Excellence ("Harvard") with an annual per-pupil cost not to exceed \$420. Harvard was reconstituted based on its persistently poor performance, and has been managed by AUSL since 2007 as a CPS Turnaround School. A written School Management Consulting Agreement for AUSL's series is currently being negotiated. No payment shall be made to AUSL prior to the execution of the written School Management Consulting Agreement. The authority granted herein shall automatically rescind in the event a School Management Consulting Agreement is not executed by the Board and AUSL within 120 days of the date of this Board Report. Information pertinent to this agreement is stated below.

CONSULTANT: Academy for Urban School Leadership
3400 N. Austin Ave.
Chicago, IL 60634
(773)534-0129
Contact Person: Dr. Donald Feinstein
Vendor number: 39861

USER: Portfolio Office
125 S. Clark, 5th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Oliver Sicat, Chief Portfolio Officer

ORIGINAL AGREEMENT: The original School Management Consulting Agreement (authorized by Board Report 07-0425-EX4) was for a term commencing July 1, 2007 and ending June 30, 2012 and authorized AUSL to provide school turnaround services at Harvard. Board Report 07-0425-EX4 was amended by Board Report 08-1022-EX4 to update the language to the compensation section for AUSL. Board Report 08-1022-EX4 was amended by Board Report 10-1027-EX2 to transfer oversight of the agreement with AUSL to the Office of Autonomous Management and Performance Schools and to add federal contract provisions to the agreement due to Title 1 ARRA funds being used to provide compensation for FY11.

RENEWAL PROPOSAL: AUSL submitted a renewal proposal in May 2012 to continue providing school turnaround services at Harvard for a five-year period.

TERM: The School Management Consulting Agreement shall commence July 1, 2012 and shall end June 30, 2017, unless terminated earlier by the Board.

SCOPE OF SERVICES: AUSL will provide school turnaround services at Harvard which shall include the following:

1. Conduct principal recruitment and make recommendations to the CPS CEO regarding principal selection and appointment.
2. Conduct staff recruitment and make recommendations to the principal regarding selection of CPS teachers to serve at Harvard.
3. Provide curriculum development support services to implement a standards-based, assessment aligned curriculum.
4. Provide principal with assistance and support to implement data-driven instruction, utilizing interim assessments, both Learning First and local assessments, to inform pedagogy and professional development.
5. Provide principal with assistance and support to implement various after-school and extracurricular activities for students.
6. Assist the principal in providing parental involvement initiatives.
7. Assist the principal and the Local School Council to annually develop and implement a School Improvement Plan.
8. Provide a full-time professional field coach at Harvard who will provide ongoing school management consulting and professional development.
9. Provide enhanced fundraising opportunities to support the implementation of school initiatives.

DELIVERABLES: AUSL will furnish such additional information and reports to the Portfolio Office as necessary to evaluate AUSL's school turnaround services. The Portfolio Office and AUSL will work together to create a turnaround accountability plan.

OUTCOMES: AUSL's services will result in improved teaching and student learning and shall accelerate student achievement at Harvard, which has been a Level 2 school for the past 3 years. Harvard will continue to be held to academic expectations similar to a high performing district school, and will also be evaluated annually based on the specific outcomes, school progress goals, and benchmarks identified in the School Management Consulting Agreement.

COMPENSATION: AUSL shall be paid an annual per-pupil cost not to exceed \$420 for the operation of Harvard with two installments paid in September and January of each year based on student enrollment data. The general fund cost of the projected enrollment of 421 students in 2012-2013 (FY13) will be approximately \$176,820. For fiscal years FY14-FY17 payments will be contingent upon budget appropriation and approval.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written School Management Consulting Agreement. Authorize the President and Secretary to execute the written School Management Consulting Agreement.

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

FINANCIAL: Charge to Portfolio Office: FY13 - \$176,820 (based on projected enrollment of 421)

Budget Class: \$176,820 13615-115-54105-231002-000000 FY13

FY14 - FY17 payments will be contingent upon budget appropriation and approval.

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-P03), 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).

12-0627-EX7

**APPROVE ENTERING INTO A SCHOOL MANAGEMENT CONSULTING AGREEMENT
WITH THE ACADEMY FOR URBAN SCHOOL LEADERSHIP
TO PROVIDE SCHOOL TURNAROUND SERVICES AT
WILLIAM T. SHERMAN ELEMENTARY SCHOOL OF EXCELLENCE**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Approve entering into a School Management Consulting Agreement with the Academy of Urban School Leadership ("AUSL") to provide school turnaround services at William T. Sherman Elementary School of Excellence ("Sherman") with an annual per-pupil cost not to exceed \$420. Sherman was reconstituted based on its persistently poor performance, and has been managed by AUSL since 2007 as a CPS Turnaround School. A written School Management Consulting Agreement for AUSL's services is currently being negotiated. No payment shall be made to AUSL prior to the execution of the written School Management Consulting Agreement. The authority granted herein shall automatically rescind in the event a School Management Consulting Agreement is not executed by the Board and AUSL within 120 days of the date of this Board Report. Information pertinent to this agreement is stated below.

CONSULTANT: Academy for Urban School Leadership
3400 N. Austin Ave.
Chicago, IL 60634
(773)534-0129
Contact Person: Dr. Donald Feinstein
Vendor number: 39861

USER: Portfolio Office
125 S. Clark, 5th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Oliver Sicat, Chief Portfolio Officer

ORIGINAL AGREEMENT: The original School Management Consulting Agreement (authorized by Board Report 07-0627-EX6) was for a term commencing July 1, 2007 and ending June 30, 2011 and authorized AUSL to provide school turnaround services at Sherman. Board Report 07-0627-EX6 was amended by Board Report 08-1022-EX5 to update the language to the compensation section for AUSL. Board Report 08-1022-EX5 was amended by Board Report 10-1027-EX3 to transfer oversight of the agreement with AUSL to the Office of Autonomous Management and Performance Schools and to add federal contract provisions to the agreement due to Title 1 ARRA funds being used to provide compensation for FY11. The School Management Consulting Agreement with AUSL was subsequently renewed for a one year term, commencing July 1, 2011 and ending June 30, 2012 (authorized by Board Report 11-0427-EX3).

RENEWAL PROPOSAL: AUSL submitted a renewal proposal in May 2012 to continue providing school turnaround services at Sherman for a four-year period.

TERM: The School Management Consulting Agreement shall commence July 1, 2012 and shall end June 30, 2016, unless terminated earlier by the Board.

SCOPE OF SERVICES: AUSL will provide school turnaround services at Sherman which shall include the following:

1. Conduct principal recruitment and make recommendations to the CPS CEO regarding principal selection and appointment.
2. Conduct staff recruitment and make recommendations to the principal regarding selection of CPS teachers to serve at Sherman.
3. Provide curriculum development support services to implement a standards-based, assessment aligned curriculum.
4. Provide principal with assistance and support to implement data-driven instruction, utilizing interim assessments, both Learning First and local assessments, to inform pedagogy and professional development.
5. Provide principal with assistance and support to implement various after-school and extracurricular activities for students.
6. Assist the principal in providing parental involvement initiatives.
7. Assist the principal and the Local School Council to annually develop and implement a School Improvement Plan.
8. Provide a full-time professional field coach at Sherman who will provide ongoing school management consulting and professional development.
9. Provide enhanced fundraising opportunities to support the implementation of school initiatives.

DELIVERABLES: AUSL will furnish such additional information and reports to the Portfolio Office as necessary to evaluate AUSL's school turnaround services. The Portfolio Office and AUSL will work together to create a turnaround accountability plan.

OUTCOMES: AUSL's services will result in improved teaching and student learning and shall accelerate student achievement at Sherman, which has been a Level 3 school for the past 3 years. Sherman will be held to academic expectations similar to a high performing district school, and will also be evaluated annually based on the specific outcomes, school progress goals, and benchmarks identified in the School Management Consulting Agreement.

COMPENSATION: AUSL shall be paid an annual per-pupil cost not to exceed \$420 for the operation of Sherman with two installments paid in September and January of each year based on student enrollment data. The general fund cost of the projected enrollment of 408 students in 2012-13 (FY13) will be approximately \$171,360. For fiscal years FY14-FY16 payments will be contingent upon budget appropriation and approval.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written School Management Consulting Agreement. Authorize the President and Secretary to execute the written School Management Consulting Agreement.

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

FINANCIAL: Charge to Portfolio Office: \$685,440 (FY13 - FY16)

Budget Class: \$171,360 13615-115-54105-231002-000000 FY13

FY14 - FY16 payments will be contingent upon budget appropriation and approval.

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-P03), 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).

12-0627-EX8

APPROVE ENTERING INTO A NAVAL JROTC PROGRAM AGREEMENT WITH THE U.S. DEPARTMENT OF THE NAVY FOR GEORGE WESTINGHOUSE HIGH SCHOOL

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with the U.S. Department of Navy to establish and operate a Naval Junior Reserve Officers' Training Corps Program ("NJROTC Program") at George Westinghouse High School ("Westinghouse"). The agreement shall incorporate the NJROTC Standing Operating procedures and regulations as established by the Department of the Navy which regulate the operation of the Naval JROTC Program. A written agreement is available for Board signature. This Board Report is also to approve entering into employment contracts with JROTC instructors. Information pertinent to these agreements is stated below.

PROVIDER: U.S. Department of the Navy
Chief of Naval Education and Training (CNET)
250 Dallas Street
Pensacola FL 32508-5220
Attention: Dr. Joseph D. Smith (NJROTC Program Manager)
Phone: 850-452-9483

USER: George Westinghouse High School
3223 W Franklin Blvd
Chicago, Illinois 60624
Attention: Janice Keyon Jackson - Principal
Phone: 773-535-8670

TERM: The term of the Navy JROTC agreement shall commence upon the date stated in the agreement, which may be the date signed by the Department of the Navy and shall remain in effect until it is terminated by the parties as set forth in the agreement.

EARLY TERMINATION RIGHT: Both parties shall have the right to terminate upon the giving of one year's written notice.

PROGRAM TRANSFER AND DESCRIPTION: This represents a transfer of the NJROTC Program currently housed at Simeon Career Academy (authorized under Board Report 01-0221-PR11) to Westinghouse effective July 1, 2012. The Navy JROTC Program augments classroom instruction during the year through community service activities, drill competitions, field meets and other extracurricular activities. The Navy JROTC Program also provides a 4-year academic program curriculum that promotes and teaches good citizenship. The Navy JROTC Program is designed to do the following:

1. Give students an appreciation of the origin, advantages and responsibilities of citizenship in our country.
2. Develop in students an understanding of good leadership skills and the advantages of strong moral character.
3. Promote in the students an understanding for the need and application of our national security.
4. Develop in students a sense of pride and personal discipline.
5. Teach students to understand and respect the need for constitutional authority as the foundation of a democratic society.

PROGRAM FUNDING: The Department of the Navy will provide the following JROTC Program funding and support (1) cost share reimbursement for retired Navy JROTC instructors employed by the Board and approved by the Chief of Naval Education and Training, equal to one-half of the difference between the NJROTC instructor's entitled retired pay and the active duty pay and allowances excluding hazardous duty and proficiency pay which they would receive if ordered to active duty; (2) payment for 100% of the cost of cadet uniforms and other 'table equipment' items (computers, training weapons, uniforms, etc.) as required upon establishment of the NJROTC unit, and (3) payment for 100% of NJROTC textbooks. All other NJROTC Program costs are the responsibility of the Board.

OUTCOMES: The NJROTC Program will provide students with the opportunity to develop leadership skills,

responsibility, self-confidence, self-esteem, physical fitness, citizenship, and a spirit of patriotism.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreement with the Navy for establishment of the program. Authorize the Chief Talent Officer to execute all employment contracts for JROTC instructors, subject to approval by the General Counsel, without additional Board approval. Authorize the Executive Director for JROTC to execute any ancillary documents required by the Navy to effectuate the transfer of the Simeon NJROTC program to Westinghouse.

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this agreement is not applicable to MBE/WBE review.

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

FINANCIAL: Credit Navy JROTC payments to the General Fund.

George Westinghouse High School: \$254,669.57 Salary	Fiscal Year: 2012 - 2013
Budget Classification: 46301-115-51100-113119-000018	
George Westinghouse High School: \$92,788.05 Benefits	
Budget Classification: 46301-115-51330-1290001-000000	
Source of Funds: General Funds	

GENERAL CONDITIONS:

Inspector General – 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 member 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, applies to this agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, applies to this agreement.

Contingent Liability – Any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

President Vitale indicated that if there were no objections, Board Reports 12-0627-EX1 through 12-0627-EX8, with the noted abstentions, would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-EX1 through 12-0627-EX8 adopted.

12-0627-ED1

APPROVE THE CHICAGO PUBLIC SCHOOLS' NCLB DISTRICT IMPROVEMENT PLAN FOR THE 2011-2012 AND 2012-2013 SCHOOL YEARS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve the Chicago Public Schools' NCLB district improvement plan (DIP) for the 2011-2012 and 2012-2013 school years.

DESCRIPTION: The Chief Executive Officer of the Chicago Public Schools (CPS) is requesting approval of the two-year District Improvement Plan summarized on the attached Exhibit A which is required under the federal No Child Left Behind Act (NCLB). NCLB requires that District Improvement Plans identify strategies the district is pursuing or plans to pursue in order to make AYP.

In Illinois, any district failing to make adequate yearly progress (AYP) in reading and mathematics scores for five consecutive years or more must submit a school board-approved NCLB District Improvement Plan to the Illinois State Board of Education (ISBE) for review. CPS has not made AYP for eight consecutive years. The attached DIP includes a range of strategies addressing areas in which the District failed to meet AYP including reading and mathematics for all students and the following subgroups: various racial/ethnic subgroups, English Language Learners (ELLs), students with disabilities, and economically disadvantaged students. The DIP also contains content related to graduation rates for all students.

The DIP was completed collaboratively across a variety of CPS departments using the Rising Star system provided by ISBE. Rising Star is a web-based planning tool that includes the following components:

Self-Assessment: Districts use this section to assess their current level of implementation on 50 indicators (41 required) of effectiveness developed by the Center on Innovation and Improvement (www.centerii.org) For each required indicator, CPS provided a description of the current level of implementation, identified a priority rating and opportunity rating, and determined whether a plan would be developed for the indicator

Plans: Districts use this section to develop a plan for high priority indicators. For those indicators for which CPS determined a plan would be created, CPs provided a description of what successful implementation will look like and specific tasks that CPS will undertake over the next two years.

In addition to missing AYP targets, CPS also failed to meet Annual Measureable Achievement Objectives (AMAOs) for ELLs. For this reason, the DIP includes specific strategies and activities the District will take to improve outcomes of ELL students, as well as the completed "ELL template for Title III AMAO's" report. In addition, CPS has been identified by ISBE as "Needs Assistance" under the LEA Determinations process under the Individuals with Disabilities Education Act (IDEA). For this reason, the DIP includes the completed Needs Assistance 2 (NA2) template, which outlines corrective actions CPS is taking based on specific findings from ISBE.

The DIP also addresses the District's eligibility for the Race to the Top (RT3) grant through the completion of select RT3 indicators. For these indicators, CPS addressed expectations specific to RT3 to ensure that actions around these indicators were strategically aligned to ISBE and US Department of Education requirements. The DIP includes required assurances for participating school districts.

Monitoring and support of the DIP will be the responsibility of the Office of Strategy, Research and Accountability with the assistance of the Chief Executive Office, the Chief Instructional Office, and the Talent Office. The Chief Executive Officer or designee is authorized to modify the DIP as necessary throughout the 2011-2012 and 2012-2013 school years in order to keep information current and respond to ISBE and US Department of Education requirements.

By submitting the DIP, the Board of Education and CEO certify to ISBE that the following assurances have been met:

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

FINANCIAL: Within budgetary appropriations.

Exhibit A

CPS DISTRICT IMPROVEMENT PLAN TABLE OF CONTENTS

DISTRICT IMPROVEMENT PLAN	1-52
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Exhibit A

District Improvement Plan for 2011-2012 and 2012-2013 school years
City of Chicago SD 299
 Comprehensive Plan Report

Continuous Improvement

District Vision and Direction

Indicator CII1 - The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

Evidence: The CPS vision/mission statement is as follows: CPS consists of a system of schools that prepares every student, in every community, to succeed in college and career. This vision/mission statement is further articulated in its School Effectiveness Framework (SEF), which consists of a set of indicators that describe the essentials of an effective school. The SEF is aligned to the 5 Essentials for School Success created by the Chicago Consortium on School Research (CCSR) and the Rising Star indicators. An entire section of this framework is devoted to describing an effective school and classroom environment. CCSR and CPS define a supportive environment as one where the school is safe and orderly, teachers have high expectations for students, and students are supported by their teachers and peers. Our SEF includes a scale on which school communities rate themselves and a description of what both a "typical" school and an "effective" school looks like, so that schools can appropriately assess themselves and identify priorities for improvement.

Indicator IA08 - SP-The school board and superintendent present a unified vision for school improvement. (1124)

Status Tasks Completed: 0 of 1 (0%)

Level of Development: Initial: Limited Development 03/30/2012

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS believes that to re-shape the school system into a dynamic system of great schools that is flexible and responsive enough to continuously adjust to student need and ability, it must fundamentally change the way the district operates. The district is currently finalizing a strategic plan which describes the critical levers needed to execute on the district's vision/mission.

Additionally, CPS has identified a multi-pronged approach to improving instruction across all schools. First, the district is

working on implementing the Common Core State Standards as defined by the CPS Content Frameworks in Literacy and Mathematics. These Frameworks will better define what teachers teach at all grade levels, including ELLs and students with disabilities. Second, the district is working on establishing a common framework that describes effective instruction—the CPS Framework for Teaching. This Framework will better define how teachers teach and will include guidance for effective teaching students with a variety of needs, including ELLs, students with disabilities and students in Early Childhood programs. Finally, the district is focused on maximizing time in the classroom. By lengthening both the school day and year, teachers will have sufficient time to teach the CCSS and to deliver this instruction in a way that is engaging for all children. All relevant stakeholders, including principals, teachers, parents, community organizations, and students have been consulted on these initiatives and their feedback has been incorporated within the overall strategy. All central office departments also have been working collaboratively to design and implement these major initiatives. For example, the Department of Language and Cultural Education, the Office of Special Education and Supports and the Office of Early Childhood. Each office have been fully involved in the design of our content Frameworks and associated tools, ensuring that sample unit plans and performance assessments are designed with all learners in mind. They have been fully involved in the design of the Framework for Teaching and associated resource guides that are underway to ensure that instruction for ELLs and students with disabilities is effectively captured as well as instruction for students enrolled in Early Childhood programs. They were also fully involved in the design of the Full School Day, ensuring that time is maximized for all students.

Plan	Assigned to:	Robert Boik
	How it will look when fully met:	<p>This objective will be met when the district's theory of change has been finalized and communicated to all CPS stakeholders, including school leaders, teachers, parents, and community partners. All critical levers will have clear explanations and rationale and all parties will understand the activities and initiatives that need to be completed in order to realize appropriate end state.</p> <p>The theory of change will include a vision for instructional improvement aligned to the plan for Common Core standards implementation. It will also include a vision for how planning and instruction will meet the needs of all students, through a universal design approach. The theory will also provide a clear articulation of the roles of all parts of the organization in moving toward school improvement.</p>
	Target Date:	07/01/2012
	Tasks:	<ol style="list-style-type: none"> 1. Formal communication of district's theory of change.
	Assigned to:	Robert Boik

	Target Completion Date:	07/01/2012
	Comments:	In consultation with DoLCE and OSES to ensure that perspectives of English language learners and Students with Disabilities are explicitly reflected in the vision for school improvement.
Implement	Percent Task Complete:	0 of 1 (0%)
Indicator	IA09 - SP-The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)	
Status	Tasks Completed: 0 of 5 (0%)	
	Level of Development:	Initial: Limited Development 03/19/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>While CPS is fully developed in this indicator in most areas, the accountability system is limited in evaluating the performance of subgroups of students. Therefore, the plan associated with this indicator will focus mainly on our efforts to improve the way in which the superintendent, central office, and network office staff are held accountable to subgroups such as ELLs and students with disabilities.</p> <p>Currently, the CEO's contract specifies a series of school improvement and student learning outcomes for which he is held accountable. This contract ties the CEO's evaluation and compensation directly to improvement in student academic performance, as measured by state assessments, graduation rate and on-track percentages; compliance with laws relating to education access for ELL and Special Education students; and closure of the achievement gaps between subgroups, such as African-American students, Hispanic students, ELLs and students with disabilities.</p> <p>In addition, each Chief of Schools has an accountability scorecard that aggregates student proficiency scores and growth scores across the Network. CPS is revising the scorecards for Fall 2012 to include subgroup performance. These scorecard results are factored into the Chiefs' evaluation. Additionally, each Chief is eligible for a performance bonus based on student outcomes, which includes closure of subgroup achievement gaps for African-American students, Hispanic students, ELLs and students with disabilities.</p> <p>Furthermore, we are currently working on the implementation of improved monitoring systems to ensure that Networks are held accountable for both quality program implementation and results in student learning for all students, including ELLs and students with disabilities. These include providing: Clear guidance to networks and schools about high quality supports</p>

for ELLs and students with disabilities; live data (via the Chiefs dashboard) that ensures that Chiefs of Schools can track progress of ELLs and students with disabilities; regular compliance reports with corrective action plans for cases of non-compliance, and a follow up process to correct compliance findings. To continue to strengthen the common vision for programs for ELLs and students with disabilities across schools and networks, the District will establish clear expectations for cross-functional collaboration between central office staff, the compliance facilitators working out in the field, and Network staff, including Community Relations representatives, network Instructional Support Leaders (ISLs), and Family and Community Engagement Managers.

Plan	Assigned to:	Jennifer Cheatham
	How it will look when fully met:	<p>The District will continue to emphasize superintendent and central office staff accountability for student learning outcomes via superintendent contract, Chief of Schools scorecards, and central office department dashboards. Learning outcomes will also be monitored for English language learners and students with disabilities.</p> <p>Additionally, the district will further refine the School Effectiveness Framework so that it better defines Standards for School Quality in CPS. Implementation of these standards will be monitored across all schools, along with student learning outcomes, using a quality review process that will be developed and piloted in the upcoming school year</p> <p>In addition to the Standards for School Quality, key departments will refine/develop diagnostic rubrics to ensure program quality (as opposed to "school quality") for Special Education services, programs for English Language Learners, as well as Early Childhood programs. Currently, diagnostic tools exist for Special Education and Early Childhood. Robust standards for program quality for ELL programs will be established and understood widely by district leadership and will guide school improvement efforts.</p>
	Target Date:	06/01/2013
	Tasks:	<p>1. Development of Program Quality Rubrics for TPI, TBE, and Dual Language programs for ELLs</p>
	Assigned to:	Olivia Mulcahy and John McNulty
	Target Completion Date:	06/01/2013
	Comments:	<p>These rubrics will provide detailed criteria for excellence across all components of each program model for ELLs (Assessment, Curriculum, Instruction, Program Structure, Staff Quality and Professional Development, Family and Community Engagement, Supports and Resources, and Special Education Supports and Services). Development of the rubrics will be led by DoLCE Specialists and will engage stakeholders across the district, using the process itself to build shared understanding of the characteristics of high-quality programs for ELLs. This will provide clear common standards for district</p>

leaders to reference in district-wide decision making and to which all district leaders can then accountable

2. Professional Development around Rubrics/Integration of Considerations for ELLs across Central Office Departments and Network Teams

Assigned to: Olivia Mulcahy and John McNulty
 Target Completion Date: 06/01/2014
 Comments: Targeted PD to build administrator capacity around quality programs and practices for all ELLs across district including ELLs with disabilities. Rubric will integrate appropriate processes and protocols for addressing appropriate supports for students and representation and documentation of said representation at IEP meetings.

3. Development/Refreshing of Accountability Tools/Protocols that integrate appropriate and rigorous measures for school improvement and student learning specific to ELLs.

Assigned to: Ryan Crosby and John McNulty
 Target Completion Date: 12/01/2014
 Comments: Tools and protocols for ensuring district-wide accountability for ELLs based on the rubrics will be developed and integrated into district accountability tools. Measures based on review will be incorporated into network scorecards and department dashboards. Accountability of compliance with metrics established will be reported and monitored on a specific timeline.

4. Development of comprehensive Chief evaluation rubric

Assigned to: Steve Gering
 Target Completion Date: 07/31/2012
 Comments: Chiefs currently monitor progress only toward student achievement goals with a quantitative student outcomes dashboard. This has led to the Chiefs of Schools circumventing the principal and providing direct support to the school with little attention to developing the capacity of the principal. The new framework for Chiefs will be a more balanced approach that includes measures of growth in both student learning and principal leadership capacity development. This balanced approach will create an evaluation system for Chiefs that prizes both student outcomes and the leadership capacity in the principals to sustain the improvement long-term.

5. Design a school quality review process to understand the level of implementation of effective school practices.

Assigned to: Monica Lee
 Target Completion Date: 06/01/2013
 Comments: The District will design a quality review process that aligns with the Standards for School Quality captured in its School Effectiveness Framework. This Framework will include practices specific to ELLs and students with disabilities and include attention to early childhood education.

Implement Percent Task Complete: 0 of 5 (0%)

Continuous Improvement

District and School Improvement Processes

Indicator CII2 - The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

Evidence: CPS has adopted Rising Star as its tool for the District Improvement Plan. A cross-functional team of experts worked together to complete our assessments on the required indicators and to build action plans for those high priority indicators that are not fully implemented. This team included representation from our Chief Executive Office, Chief Administrative Office, Office of Family and Community Engagement, Office of Curriculum and Instruction, Department of Language and Cultural Education (DoLCE), and Office of Special Education and Supports (OSES). Priorities established in Rising Star were aligned to district priorities for the 2011-2012 and 2012-2013 school years. The district's instructional priorities include implementation of the Common Core State Standards, establishing the CPS Framework for Teaching and maximizing time in the classroom by lengthening both the school day and year.

Indicator CII3 - The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

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Evidence: CPS recently launched a new school improvement planning process, called the Continuous Improvement Work Plan (CIWP). The CIWP consists of four components: self-assessment on the School Effectiveness Framework (aligned to Rising Star), goal setting on scorecard indicators, development of mission and strategic priorities, developing a set of project milestones for acting on strategic priorities. Networks and schools are currently collaborating on the development of CIWPs that address each school's strategic priorities and that are aligned to the district's priorities. Many schools have identified priorities directly impacting student academic, social emotional and behavioral development, and some may be identifying priorities that also address physical development.

By May 2012, all CPS schools will have completed their CIWP. In 2012-13, schools will regularly review progress on their CIWP with Instructional Leadership Teams (ILTs) and with their Network chiefs. We also plan to learn from this first year's implementation and update the CIWP tool going forward to ensure that our planning processes are as effective as possible.

Indicator IA01 - SC-The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)

Status In Plan / No Tasks Created

Level of Development: Initial: Limited Development 05/09/2011

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS will continue to involve civic and municipal partners in conversations regarding the performance of schools. Moreover CPS will continue to engage Aldermen in a variety of issues: operations and facilities, academic, space utilization, staffing, school climate, portfolio planning, and other education-related requests. CPS will also continue to inform state and federal legislators about our stances on issues and continue to advocate our stances. CPS will work with these officials and listen to the comments and concerns of their constituents. CPS will use the progress report data to engage in a dialogue with civic leaders on next steps.

Plan **Assigned to:** Michael Rendina

How it will look when fully met: CPS will continue to involve civic and municipal leaders as partners in the conversation of the performance of schools. CPS will work with these officials and listen to the comments and concerns of their constituents. CPS will use the progress report data to engage in a dialogue with civic leaders on next steps.

Target Date: 03/30/2012

Indicator	IA02 - SC-The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)													
Status	Tasks Completed: 0 of 3 (0%)													
	Level of Development:	Initial: Limited Development 08/05/2011												
	Index:	6 (Priority Score x Opportunity Score)												
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)												
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)												
	Describe current level of development:	The District is in the planning stages of a formal initiative to address engaging community-based organizations (CBOs); it currently interacts with CBOs in a less formal fashion to address specific issues. For more strategic issues and decisions, members of CPS engage directly with small subsets of CBOs to gather their points of view and information on how decisions will affect particular communities.												
Plan	Assigned to:	Michael Rendina												
	How it will look when fully met:	The District is in the planning phase of an initiative to address how to best support and build partnerships with community-based organizations. Vital to this plan is the community's understanding of how the neighborhood schools and District are performing. As part of the new initiative, CPS will work directly with CBOs to help ensure community stakeholders understand the performance of their neighborhood schools												
	Target Date:	09/01/2012												
	Tasks:	<ol style="list-style-type: none"> 1. Develop and facilitate a training session for CBOs to discuss school performance and what it means for their schools and communities, through Informational Sessions at the Network and Collaborative level in addition to discuss School Report Cards. <table border="0" style="margin-left: 20px;"> <tr> <td>Assigned to:</td> <td>Michael Rendina</td> </tr> <tr> <td>Target Completion Date:</td> <td>06/30/2012</td> </tr> <tr> <td>Comments:</td> <td>The District will initially provide a session in each collaborative to ensure CBOs are empowered with accurate information to help our parents better appreciate the key drivers and measurements of school improvement. CBOS will acquire a clear understanding in a digestible format, which can be in turn shared with the parent base each CBO supports. Likewise, the District will garner from these sessions, an enhanced understanding of the unique challenges facing these communities with respect to achieving improved performance.</td> </tr> </table> 2. Work with community groups to help community members gain a better understanding of school performance and its implications, through Community Dialogues and Community Meetings which provide the opportunity for diverse, informed, and facilitated public deliberation. <table border="0" style="margin-left: 20px;"> <tr> <td>Assigned to:</td> <td>Michael Rendina</td> </tr> <tr> <td>Target Completion Date:</td> <td>06/30/2013</td> </tr> <tr> <td>Comments:</td> <td>Community Dialogues provide an opportunity for diverse</td> </tr> </table> 	Assigned to:	Michael Rendina	Target Completion Date:	06/30/2012	Comments:	The District will initially provide a session in each collaborative to ensure CBOs are empowered with accurate information to help our parents better appreciate the key drivers and measurements of school improvement. CBOS will acquire a clear understanding in a digestible format, which can be in turn shared with the parent base each CBO supports. Likewise, the District will garner from these sessions, an enhanced understanding of the unique challenges facing these communities with respect to achieving improved performance.	Assigned to:	Michael Rendina	Target Completion Date:	06/30/2013	Comments:	Community Dialogues provide an opportunity for diverse
Assigned to:	Michael Rendina													
Target Completion Date:	06/30/2012													
Comments:	The District will initially provide a session in each collaborative to ensure CBOs are empowered with accurate information to help our parents better appreciate the key drivers and measurements of school improvement. CBOS will acquire a clear understanding in a digestible format, which can be in turn shared with the parent base each CBO supports. Likewise, the District will garner from these sessions, an enhanced understanding of the unique challenges facing these communities with respect to achieving improved performance.													
Assigned to:	Michael Rendina													
Target Completion Date:	06/30/2013													
Comments:	Community Dialogues provide an opportunity for diverse													

representative of the community to engage in conversations amongst themselves to provide collective feedback to the District which reflects that of the community at large. Community Meetings provide an effective medium for the District to directly convey information and receive feedback on key challenges, strategies and initiatives, to ensure accessibility of accurate and timely information.

3. Continue work with CBOs to help community members understand school performance through Town Halls, Focus Groups and Webinars.

Assigned to: Michael Rendina

Target Completion Date: 12/01/2015

Comments: On an ongoing basis, the District may engage stakeholders to address targeted issues. These issues may include, but not limited, to the development of policy and strategic initiatives. Additionally, the District may seek engagement to address specific challenges facing particular communities. Depending on the stage of planning or the urgency of the issue, varying formats will be utilized.

Implement Percent Task Complete: 0 of 3 (0%)

Indicator IA03 - SC-The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)

Status Tasks Completed: 0 of 4 (0%)

Level of Development: Initial: Limited Development 03/28/2012

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS is in the development phase of a robust initiative for parent engagement. As it stands, CPS' interaction with parents centers on upcoming events, big announcements within CPS, and their students' performance in school. CPS looks to build an engagement program that utilizes and informs parents in a more meaningful fashion.

Local School Councils (LSCs) or Appointed Local School Councils (ALCSs) are established at all CPS schools, and Parent Advisory Councils (PACs) are established at all Title I-eligible schools. These parent committees ensure parent participation in the school's governance and school improvement planning process. LSCs have significant authority over school improvement planning, budgeting and principal contracting at most schools.

The District has established a parent advisory committee known as the Chicago Multilingual Parent Council (CMPC) to advise the Department of Language and Cultural Education (DoLCE) on matters pertaining to the development, implementation and evaluation of the District's bilingual education programs. Membership of the CMPC is composed of delegates representing each Network Collaborative, with

proportional representation of all language groups in the school District, to the extent possible. DoLCE establishes the guidelines and operational procedures of the CMPC in accordance with 23 Ill. Adm. Code 228.30 (c)(5). The CMPC as well as the Bilingual Advisory Committee (BAC) parent groups meet regularly and it is during these meetings that diverse stakeholders are given the opportunity to present on topics related to bilingual education. In addition, parents have a set time to present concerns and recommendations to the bilingual program implementation. Any items discussed during these meetings that require a response from the District via DoLCE's Director or Compliance Manager are given a follow-up by either the School Community Representatives assigned to the different schools, by members of the compliance unit or by DoLCE's program director. In addition, DoLCE is currently improving communication with the different members of the CMPC to ensure that there is clear two-way dialogue. DoLCE has taken the initiative of communicating and seeking advice from the members of the CMPC about the ISBE Audit and DIP as a form of gathering their recommendations. The District will continue to find a means to improve the process through which parents of ELLs communicate and interact with DoLCE and collaborate formally with the Office of Family and Community Engagement to ensure that the perspective of the multicultural family community is reflected in District strategies and initiatives.

Plan

Assigned to: Michael Rendina

How it will look when fully met: Once fully implemented, parents will be fully informed about their school's performance, what it means, and what they can do to strive for additional improvement. CPS wants to be sure parents are truly partners across the districting in the effort to building better neighborhood schools.

Target Date: 09/01/2012

Tasks:

1. Begin implementation of plan and host Network Informational Sessions, Collaborative Informational Sessions, and Training Sessions for parents.

Assigned to: Michael Rendina

Target Completion Date: 06/30/2012

Comments: Collaborative Informational Sessions ensure that information is readily accessible in a timely manner to parents across the city. These sessions are best utilized to provide further clarification on district wide issues and initiatives. Network informational sessions allow the District to ensure that parents across all 19 networks are fully informed on the details of particular issues. Likewise, these sessions, which are targeted to the constituents of a particular set of schools enable targeted discussions on specific issues facing those communities.

2. Work with parents to help build better neighborhood schools through Dialogue events which enable the District to most effectively gather parent insight on strategic issues and activities.

Assigned to: Michael Rendina

Target Completion Date: 06/30/2013

Comments: Dialogue events provide a timely opportunity to gather the collective insight of a particular community on a particular issue. This associated data gathered at these events better enable senior leadership to make decisions which take into account community specific needs, concerns, and priorities.

3. Continue working with parents to build better schools through ongoing support from the Parent Support Center and Hotline.

Assigned to: Michael Rendina

Target Completion Date: 12/22/2015

Comments: The Parent Support Center will offer a one-stop shop for parents to address issues, receive more detailed information, and ask questions that are not resolved at the school level. The unique ticketing system will ensure accountability, and enable parents to easily track the progress of their issue.

4. Establish formal collaboration between DoLCE and FACE to ensure consistent two-way dialogue and sharing of information across the District with the multicultural/multilingual community.

Assigned to: Olivia Mulcahy and Phil Hampton

Target Completion Date: 06/01/2014

Comments: The diagnostic rubric in development by DoLCE will include tools for parents to understand how the District defines high-quality for programs for ELLs and use these to 1) seek quality programs for their own children and 2) inform activity and discussion via LSC/Bilingual Advisory Committee (BAC)/Chicago Multilingual Parent Council (CMPC)

Implement Percent Task Complete: 0 of 4 (0%)

Indicator IA07 - SS-In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups. (1123)

Status In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/19/2012

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS deployed a goal setting process for schools and networks based on the metrics included on the Fall 2011 CPS scorecard. These metrics focus on student level growth on NWEA and EPAS assessments. Internal and external feedback on the scorecards included a recommendation to include subgroup data, which is being considered for the scorecards that will be released in Fall 2012. At that point, CPS will engage in a new round of goal setting that will include whole-school and subgroup performance targets. While CPS plans to tie school-level accountability to the set of interim assessments that have been adopted, specifically NWEA and EPAS, we feel that academic growth in these areas will also impact AYP performance, especially as ISBE moves to a

growth-focused model of accountability

CPS provides schools with access to student achievement data that aids in the setting of goals and monitoring progress throughout the year. This includes a new principal dashboard, which will launch in Fall 2012, through which principals will be able to access real-time data at the school, subgroup and student levels. Available data will include: assessment results, grades, attendance, misconducts, dropouts, and misconducts. CPS also produces a set of annual reports for each school with assessment results broken down by subgroup

The District is currently deciding on what metrics provide the best indicators of progress for English Language Learners and students with disabilities on school scorecards. For ELLs, these indicators may include performance aligned with AMAO targets, specifically proficiency and progress on the ACCESS and student performance in reading and math for the ELL subgroup. For students with disabilities, CPS is in the early stages of a process to identify appropriate assessments for measuring student growth for students for whom state and local assessments are not reliable measures.

Plan	Assigned to:	Not yet assigned
Indicator	IB01 - SS-The district operates with district-level and school-level improvement teams. (1132)	
Status	In Plan / No Tasks Created	
	Level of Development:	Initial: Limited Development 03/06/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Schools currently have established Instructional Leadership Team and Teacher Team structures that include Bilingual Lead Teachers or other teachers of ELLs to support cycles of continuous improvement. ILTs typically meet at least twice a month to analyze student progress and plan for instructional improvement. In addition, Networks bring together all ILTs each quarter to learn about major instructional initiatives and reflect on their systems, structures and school data. Continuous improvement cycles are also established with Networks through monthly dashboard review and professional development. Networks are also responsible for helping to build and monitor the quality of ILT structures, a process that will be further supported with a thorough School Quality Review process. Central office teams also focus on continuous improvement through monthly dashboarding. In addition, the district is developing a better structure for collaboration between both DoLCE and OSES and the Networks to ensure the needs of ELLs and students with disabilities are addressed while developing and implementing plans for instructional improvement. For example, current

		efforts are underway to form cross-functional teams comprised of the individuals from DoLCE and from the Networks who support ELLs in different geographic areas of the district - Bilingual Specialists, Bilingual Compliance Facilitators, Community Relations Representatives (from DoLCE): Instructional Support Leaders, FACE Managers (From Networks). These teams will maintain regular contact and convene periodically to remain abreast of each other's efforts and sustain a common vision for robust supports for ELLs.
Plan	Assigned to:	Not yet assigned
Indicator	IB03 - SR-For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	
Status	In Plan / No Tasks Created	
	Level of Development:	Initial: Limited Development 03/30/2012
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CPS has not typically used What Works in developing restructuring plans, although schools are expected to identify research-based practices in building a restructuring plan. CPS will consider utilizing Wise Ways in future restructuring plans, depending on the outcome of ISBE's NCLB waivers.
Plan	Assigned to:	Not yet assigned
Indicator	IB04 - SR-For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/30/2012
	Evidence:	Each restructuring plan is developed through a collaborative effort between the school and the Network office. The strategies employed in each restructuring plan are customized to the school's strengths and weaknesses. For example, schools missing AYP in specific subgroups develop restructuring plans focused primarily on those subgroups.
Indicator	IB05 - SR-For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/30/2012
	Evidence:	Restructuring plans are developed within the budget available to the school. In cases where additional funds are not provided, schools are expected to reallocate resources in the CIWP and associated budget to ensure successful

implementation of the restructuring plan.

CPS receives additional funding through a federal School Improvement Grant to implement intensive reforms in select restructuring schools. Twelve high schools currently receive additional funding through the School Improvement Grant (SIG). Using SIG funds, CPS is able to fully implement intensive, sustainable reforms to increase student achievement at its lowest performing high schools.

For schools that receive School Improvement grants, the Office of School Improvement works with the school to ensure a comprehensive budget allocation to ensure success.

Indicator IB06 - SR-For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/30/2012

Evidence: Restructuring plans are reviewed by the Network offices and the Office of Strategy, Research and Accountability to ensure that governance changes are included, and that the CIWP has been updated to reflect the restructuring plan, as applicable. The Board of Education approves both the restructuring plan and the CIWP.

The District's Office of School Improvement works with select restructuring schools to radically and quickly transform them through the use of a turnaround, restart, or transformation model. Funded through the School Improvement Grant (SIG), OSI implements intensive reforms in select schools in order to substantially raise student achievement and make adequate yearly progress. At CPS, the SIG has been used to implement the transformation and turnaround intervention models at twelve high schools. Through these reform models, OSI may, among other actions, replace the principal and school staff, change the schools instructional programs, and change the school's governance structure.

The Department of Language and Culture and the Office of Special Education and Supports meets with the Office of School Improvement to ensure items related directly to bilingual education including but not limited to compliance concerns are part of the conversation for turnaround schools. Furthermore DoLCE and OSES receives a report of schools going through the process of turnaround to determine if ELLs will be affected during the turnaround process.

Indicator IB07 - SR-The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)

Status In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/30/2012

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	While CPS expects schools and Networks to develop restructuring plans based on research and field-tested strategies, there is no formal process in place to ensure that each school has the same research base on which to draw in the development of the plan. Depending on the outcome of ISBE's NCLB waivers, CPS will consider revising the process in this area, for example by using What Works.	
Plan	Assigned to:	Not yet assigned
Indicator	IB08 - SR-The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/30/2012
	Evidence:	The restructuring planning template asks schools to provide a detailed description of each restructuring strategy, a description of how the school will evaluate the success of the plan, and how the school will monitor the implementation of the restructuring efforts. Schools also establish annual goals as a part of their school improvement planning process.
Indicator	IB09 - SR-The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/30/2012
	Evidence:	CPS currently uses a principal eligibility process to assess all potential principal candidates and their readiness to be an effective school leader. Principal candidates must pass the eligibility process in order to be appointed as a CPS principal. The newly developed principal competencies and the soon to be developed principal evaluation system, aligned to the new competencies, will ensure that a highly effective, empowered, and accountable principal is leading each CPS school. Furthermore, the district will guarantee that DoLCE and OSES will play an active role in the eligibility process and participate in the development of Principal evaluations.
Indicator	IB10 - SR-In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 05/09/2011

Evidence: The CPS new principal competencies and the new principal eligibility process, set to go on-line in May of 2012, has as a critical component the ability to effectively engage parents and community. All principals must effectively show their ability in this area to earn eligibility as a principal candidate.

Indicator IB11 - SR-The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)

Status Not a priority or interest

Level of Development: Initial: No development or Implementation 03/30/2012

Not a priority or interest

Explain why not a Priority or Interest: Schools have autonomy to include action steps in their plans that can lead to quick wins, but the district's priority in school planning is to have schools analyze their data and understand their needs to develop a comprehensive improvement strategy.

Indicator ID01 - SS-A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/26/2012

Evidence: For all schools, a school improvement team is established annually to write or update the school improvement plan. This team includes 6-12 members, including LSC members, teachers, parents, and school administrators. In most schools, there is considerable overlap between the school's Instructional Leadership Team and the teacher representatives on the school improvement planning team, which ensures alignment between the strategic plan of the school and the ILT's vision for instructional decision-making. This also ensures that the specific needs of students, including ELLs and students with disabilities, are addressed in the school improvement plan.

CPS's system of Local School Councils (LSCs) ensure parent and teacher participation in the school's governance and school improvement planning process. For schools that are not on probation under the CPS accountability system, LCSs have approval authority over the school improvement plan. LSCs and Parent Action Councils (PACs) are presented the school improvement plan and approve as applicable before the plan is submitted to the Board of Education.

For schools that are on probation under CPS's accountability system or in school improvement status under NCLB, the Board of Education assumes approval authority of the school's improvement plan. This allows the Chief of Schools for the school's Network to play a more integral role in the development of the plan. In these cases, the Chief of Schools and the Network team works with the principal and school-based planning team to develop a school improvement plan and budget designed to address the areas of academic deficiency that led to the school being on probation or in

school improvement status

Indicator	ID10 - SP-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)
Status	Full Implementation
Level of Development:	Initial: Full Implementation 03/26/2012
Evidence:	<p>CPS has placed substantial effort over the past several years on ensuring that each school has an Instructional Leadership Team (ILT). At this point, instructional leadership teams are in place in all schools and networks actively manage school leaders in ensuring that the teams are high functioning. ILTs receive regular training on key district initiatives and on interpreting and responding to data</p> <p>ILTS are supported in this work by Chiefs of Schools and Network data strategists. Data strategists receive ongoing training on developing and improving quality of ILT work, and hold regular meetings with each school to review data and engage in strategic planning. With the rollout of an updated Dashboard for principals in Fall 2012, the ILT and Network teams will have access to a range of data at the network, school, subgroup and student levels. This Dashboard will improve the ability of these teams to quickly look at data, identify areas of concern or subgroups of students in need of intervention, and make strategic decisions throughout the year.</p> <p>DoLCE and OSES are currently in the process of redesigning their approach to building the capacity of the ILTs to provide site-level guidance and support in the service of ELLs and students with disabilities and to share responsibility for monitoring and continuously improving the quality of programs for ELLs and students with disabilities.</p>

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Continuous Improvement

District Support for School Improvement and Student Achievement

Indicator	D11 - The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328)	
Status	Tasks Completed: 0 of 7 (0%)	
	Level of Development:	Initial: Limited Development 03/28/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Schools currently have access to a range of district-supported instructional materials adoptions that support differentiation for diverse learners. Beginning in 2012-13, schools will begin to shift towards implementation of the Common Core Standards. To facilitate this shift, the district is introducing the new CPS Frameworks for Content Standards in Literacy and Mathematics that lay out required critical areas of focus for each quarter and provide tools and templates for teachers to use to plan instruction. In addition, the new CPS Framework for Teaching will reflect the shifts in planning and instructional practice the Common Core Standards require. This alignment between planning tools and measures of effective instruction will help provide clear guidance for teachers on expectations for both curriculum and the delivery of instruction. Both guidance documents will be released and embedded in teacher and administrator training by summer of SY12.</p> <p>Furthermore, the district has recently established a partnership with Harvard University and the Center for Applied Special Technology (CAST) on Universal Design for Learning (UDL) to ensure that, as teachers learn how to use these new planning tools, they are planning with their diverse learners in mind. UDL is an approach that helps teachers consider multiple ways for presentation, engagement and assessment, which includes explicit attention to ELLs and students with disabilities.</p> <p>Finally, the district is currently vetting supplemental instructional materials for schools in the form of informational text sets. These materials will include options for ELLs written in their native language as well as materials written for a range of reading levels.</p>
Plan	Assigned to:	Jennifer Cheatham
	How it will look when fully met:	The District will provide all teachers of literacy and mathematics with the new CPS Frameworks for Content Standards in ELA and Math to support teachers in aligning units of instruction with the Common Core State Standards. The District will also provide teachers with CCSS-aligned beginning-of-year and end-of-year assessments along with quarterly interims so that teachers can make adjustments to

unit plans and address the needs of particular students or groups of students. The District will also provide guidance and training on using the Illinois English Language Proficiency Standards and their simultaneous implementation with the CCSS to teachers of ELLs.

The District will also provide all teachers with the new CPS Framework for Teaching, which describes effective delivery of differentiated instruction. This tool will support ongoing observation and feedback of teachers to help them improve their delivery of differentiated instruction.

In order to ensure appropriate training and support, the District will provide monthly professional development on the Content Frameworks and Framework for Teaching for the Network teams.

In addition, CPS is partnering with Harvard University's Graduate School of Education and the CAST Institute to train Network leaders on principles of universal design for learning. This training will empower Network leaders with the knowledge and skills necessary to embed these principles in their summer teacher training. The goal will be for teachers to understand high leverage ways to design Common Core aligned instruction to meet the needs of students of varied learner profiles. Each Network will design an Institute for their teacher leaders to train them both on universal design principles, use of the Content Frameworks and facilitating this learning with their colleagues. After the summer training, teachers will build units of study, in line with the Content Frameworks, with these universal design principles embedded. During the school year, these units will be modified to better meet the needs of the students they serve, after use of screening assessments and diagnostics. School use of programs and materials resulting from the Academic Intervention/Enrichment RFP will also provide students with additional, achievement-level instruction to better meet their needs.

Networks will primarily be responsible for supporting principals in implementing universally designed, Common Core aligned curriculum through summer teacher training, regular principal meetings, Instructional Leadership team workshops, and direct support to schools. Networks will also monitor the quality of data analysis and instructional planning for varied learners through participation in and debriefing of school instructional leadership team meetings and teacher team meetings.

CPS will know when this objective is fully met through a school quality review process that is under development. The quality review indicators will be in line with our School Effectiveness Framework and Standards for School Quality that includes measures for curriculum implementation and differentiation of instruction. The quality review process will reflect an integrated Universal Design for Learning approach to emphasize practices that address student diversity in general and particularly ensure that students with disabilities and English language learners are thoughtfully supported. The district quality review process will include a cycle of feedback, supports, and monitoring mechanisms to ensure that differentiated curriculum and instruction are implemented

effectively.

Target Date: 06/30/2013

Tasks:

1. Development and implementation of beginning and end of year as well as interim assessments aligned to the CCSS in ELA and Math

Assigned to: Michael Deuser

Target Completion Date: 06/01/2013

Comments: The beginning and end of year performance assessments are also used to measure growth for teacher evaluation. These assessments are being developed in partnership with content departments (literacy, mathematics, etc), as well as DoLCE, OSES. When appropriate, assessments will be delivered in a student's native language. Early Childhood Education (ECE) is working to ensure that preschool children are prepared for the CCSS when entering kindergarten, although there are no preschool standards in the Common Core.

2. Dissemination of the CPS Frameworks for Content Standards in Literacy and Mathematics with embedded Universal Design for Learning principles.

Assigned to: Elizabeth Cardenas Lopez and Jesch Reyes

Target Completion Date: 06/01/2013

Comments: Guidance on differentiation using a Universal Design for Learning approach will be embedded in the Content Frameworks and toolsets to ensure that all learners are considered at the outset, with particular attention to students with disabilities and English language learners

3. Dissemination of the CPS Framework for Teaching and associated resource guides (e.g. Early Childhood, Special Education, Bilingual, Career and Tech ed...etc)

Assigned to: Susan Kajiwara Ansai

Target Completion Date: 06/01/2013

Comments: Guidance on differentiation using a Universal Design for Learning approach will be embedded in the Framework for Teaching resource guides to ensure that all learners are considered at the outset, with particular attention to students with disabilities and English language learners.

4. Develop a mechanism to ensure that bilingual certified teachers/specialists are present at IEP meetings to explicitly address considerations around language learning.

Assigned to: Jean McKeown and Olivia Mulcahy

Target Completion Date: 06/01/2014

Comments: The Office of Special Education and Supports will collaborate with DoLCE to develop training for network and school leadership teams on the inclusion of bilingual support in IEP meetings and on appropriately formulating IEPs for students with disabilities who are also ELLs.

5. Develop and implement comprehensive professional development/training calendar that includes professional development opportunities related to ELLs and students with disabilities. Specifically, these offerings will include professional development designed to build awareness and understanding of the DoLCE Bilingual Handbook to ensure consistent compliance and continuous improvement of programs for ELLs.

Assigned to: Susan Kajiwara Ansai and Olivia Mulcahy
 Target Completion Date: 06/01/2014
 Comments: The PD calendar will include opportunities for teachers, teacher leaders, principals, and network teams. Professional development on ELL programs will aim to build capacity of entire district, not only direct providers of services to ELLs and will reflect the program quality indicators in the DoLCE diagnostic rubric.

6. Ensure Network professional development and support plan for schools adequately addresses schools' content training needs and monitoring for implementation.

Assigned to: Steve Gering
 Target Completion Date: 06/01/2013
 Comments: Each Network team will develop and implement a professional development plan for its portfolio of schools. This plan will include required outcomes across networks (aligned to district-wide priorities) and address particular needs within the network. The PD plan must also include targeted professional development for ELL program implementation and Special Education services. It must be approved and will be continuously monitored by the Chief Officer.

7. Develop comprehensive professional development calendar for Network Teams to address training on Content Frameworks and tools and the Framework for Teaching and resource guides.

Assigned to: Susan Kajiwara Ansai
 Target Completion Date: 06/01/2013
 Comments: Monthly PD will be provided to Network teams differentiated by role so that they are prepared to provide support to school leaders and, as appropriate, teachers. This PD will be provided in collaboration with DoLCE and OSES to ensure that Universal Design principles are reflected and the particular considerations for ELLs and students with disabilities are emphasized.

Implement Percent Task Complete: 0 of 7 (0%)

Indicator D13 - The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development. (2329)

Status Tasks Completed: 0 of 4 (0%)

Level of Development: Initial: Limited Development 03/28/2012
 Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: All schools currently have access to and have had training on the District's RtI toolkit. Implementation of comprehensive RtI varies by school. We are currently in the process of running a new RFP to update our list of quality vendors of research-

Plan	<p>Assigned to: Jennifer Cheatham</p> <p>How it will look when fully met: The District will ensure that all schools have access to the RtI Toolkit—which provides guidance to all schools on the effective implementation of RtI. All schools will receive clear guidance on the process of identifying students in need of intervention and will have access to centrally vetted academic and social-emotional research-based interventions. School teams (ILTs and teacher teams) will also have access to protocols for analyzing data to determine the effectiveness of interventions and appropriate next steps for individual students and groups of students. This guidance will include explicit guidance for ELLs who need intervention. Finally, all schools will have access to screening, diagnostic and progress monitoring assessments and data to inform appropriate interventions.</p> <p>Target Date: 01/30/2014</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. RFP and selection of academic and social/emotional intervention materials <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;">Assigned to:</td> <td>John Mellios and Jennifer Loudon</td> </tr> <tr> <td>Target Completion Date:</td> <td>06/30/2012</td> </tr> <tr> <td>Comments:</td> <td>The district has launched an RFP for academic and social/emotional interventions. These materials will be made available to schools that need them through a descriptive matrix and a vendor fair. Schools will also be able to consult with central office department leaders as they make their selections.</td> </tr> </table> 2. Update guidelines for use of screening assessments to identify students in need of intervention and benchmarks for progress monitoring. <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;">Assigned to:</td> <td>Michael Deuser</td> </tr> <tr> <td>Target Completion Date:</td> <td>09/01/2013</td> </tr> <tr> <td>Comments:</td> <td>As the RtI toolkit is updated, the district will re-visit cutpoints on screening assessments to better align with the district's new assessment tools.</td> </tr> </table> 4. Revisions to RtI toolkit and professional development plan <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;">Assigned to:</td> <td>Megan Tupa</td> </tr> <tr> <td>Target Completion Date:</td> <td>06/01/2013</td> </tr> <tr> <td>Comments:</td> <td>The District is working on updating the RtI toolkit so that it reflects best practices in RtI and better aligns to existing district resources. The District will ensure that its professional development calendar includes opportunities for Network and school leaders</td> </tr> </table> 	Assigned to:	John Mellios and Jennifer Loudon	Target Completion Date:	06/30/2012	Comments:	The district has launched an RFP for academic and social/emotional interventions. These materials will be made available to schools that need them through a descriptive matrix and a vendor fair. Schools will also be able to consult with central office department leaders as they make their selections.	Assigned to:	Michael Deuser	Target Completion Date:	09/01/2013	Comments:	As the RtI toolkit is updated, the district will re-visit cutpoints on screening assessments to better align with the district's new assessment tools.	Assigned to:	Megan Tupa	Target Completion Date:	06/01/2013	Comments:	The District is working on updating the RtI toolkit so that it reflects best practices in RtI and better aligns to existing district resources. The District will ensure that its professional development calendar includes opportunities for Network and school leaders
Assigned to:	John Mellios and Jennifer Loudon																		
Target Completion Date:	06/30/2012																		
Comments:	The district has launched an RFP for academic and social/emotional interventions. These materials will be made available to schools that need them through a descriptive matrix and a vendor fair. Schools will also be able to consult with central office department leaders as they make their selections.																		
Assigned to:	Michael Deuser																		
Target Completion Date:	09/01/2013																		
Comments:	As the RtI toolkit is updated, the district will re-visit cutpoints on screening assessments to better align with the district's new assessment tools.																		
Assigned to:	Megan Tupa																		
Target Completion Date:	06/01/2013																		
Comments:	The District is working on updating the RtI toolkit so that it reflects best practices in RtI and better aligns to existing district resources. The District will ensure that its professional development calendar includes opportunities for Network and school leaders																		
Implement	<p>Percent Task Complete: 0 of 4 (0%)</p>																		

Indicator D7 - SC-SP-The district monitors to ensure the intended curriculum is implemented with fidelity. {2326}

Status Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

Evidence: The district currently has a comprehensive package of assessments at the elementary level to monitor student growth and fidelity of curriculum implementation. This package will evolve to reflect alignment to Common Core Standards and use of performance assessment in alignment with the CPS Content Frameworks in Literacy and Mathematics. In preschool, children are assessed three times each year with the observational tool Teaching Strategies GOLD. This tool allows teachers to track each child's progress and provides teachers with the information necessary to develop plans for groups and individual children as they move through the developmental continuum. In the primary grades, schools use a primary literacy assessment to measure foundational skills and comprehension. In intermediate and upper grades, students take a beginning and end of year adaptive growth assessment. We also piloted a Common Core aligned benchmark assessment in grade 3-8 that included ELL students and students with disabilities, as appropriate. We also administer the ISAT assessment once per year as an additional summative measure for students including ELLs in grades 3-8. In high schools, we use the following assessments to monitor that a CRS-aligned curriculum with CCSS built-in is being implemented with fidelity. We have two summative assessments to measure growth across the year: an EPAS pre-test and an EPAS post-test (EXPLORE, PLAN, and ACT). Next year, we will administer two formative, CRS-aligned interim assessments, one in the middle of the first semester and one in the middle of the second semester. Between the first and second semesters, schools will have a choice between a formative EPAS test and a CRS-aligned interim assessment. We also administer PSAE to all students including ELLs at the end of the junior year. In addition, the District will continue to work with and assist schools to ensure that all students identified by the State as LEP are assessed annually for English language proficiency in a timely manner with ACCESS for ELLs®. Our District office and our Network offices regularly review the results of these assessments and include this review in continuous improvement conversations with each school.

Indicator D9 - SC-The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. {2327}

Status Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/23/2012

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS is currently developing the Frameworks for Literacy and Math Content standards that will guide planning, instruction and assessment aligned to the Common Core standards. These Frameworks are being developed by the Departments of Literacy and Math, in collaboration with Early Adopter CCSS pilot schools, and are modeled after by the PARCC model content frameworks. They provide quarterly expectations and benchmarks for implementing the Common Core standards. CPS is also in the process of developing a comprehensive high school course of study, aligned to the Common Core standards and workplace readiness expectations. This Course of study will provide the backbone for changes to graduation requirements and will also lead to guidance to teachers, parents and students on what the key academic, social and career-ready expectations are at each level.

CPS also currently offers STEM Programs of Study (POS) in various CTE pathways such as Health Sciences, Information Technology, and Manufacturing; these POS have been developed in partnership with industry and colleges. However, there is need to build better articulation into 2-year and 4-year postsecondary institutions, and to strengthen industry engagement in implementation of STEM POS in CPS. CPS also recently launched an Individual Learning Plan and is currently mostly focused on scaling use of the ILP in grade 9. Going forward, CPS intends to strengthen and scale its STEM POS, in particular in the near-term via its Early College STEM Schools (ECSS), which will each offer two or more Information Technology programs of study, and which will all provide opportunity to earn significant college credit while in high school, which will partner closely with industry partners to integrate work-based learning into the POS, which will drive core and CTE curriculum integration across the entire POS. All STEM POS will drive development of academic, technical, and employability skills, with ongoing college and career planning efforts throughout high school. These POS will accelerate students' trajectory into postsecondary education or employment after HS.

Plan Assigned to: Jennifer Cheatham

How it will look when fully met: All STEM Programs of Study will offer students the opportunity to earn significant college credit and industry certification. Early College STEM Schools (ECSS) will each offer two or more Information Technology programs of study, and will all provide opportunity to earn significant college credit while in high school. ECSS will also partner closely with industry partners to integrate work-based learning into the POS, which will drive core and CTE curriculum integration across the entire POS. All STEM POS will drive development of academic, technical, and employability skills, with ongoing individualized college and career planning efforts throughout high school. These POS will accelerate students' trajectory into postsecondary education or employment after HS. This

objective will be fully met within 4 years, i.e., at the end of FY16, which will be when we will have our first class of ECSS graduating seniors. At this time, we will be able to see success through the new STEM POS and ECSS model having been fully developed and implemented (as evidenced by POS and curriculum in place, work-based learning opportunities in place, college credit-earning opportunities in place, and STEM integrated well throughout the schools), and through student outcomes (significant college credit earned, industry certifications earned, internships and/or job shadows completed, and stronger graduation and college enrollment rates than the high schools exhibited under their old academic foci).

Target Date: 06/30/2016

Tasks:

1. Agree upon priority STEM career pathways for each Early College STEM School (ECSS)

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2013

Comments: In collaboration with industry and postsecondary partners, the district will identify Information Technology Pathways that have high labor market demand and/or growth potential.

2. Develop and implement comprehensive programs of study for 2 or more STEM career pathways for each ECSS, in collaboration with industry partners and City Colleges of Chicago, and incorporating opportunities to earn significant college credit and industry certifications while in high school, and ensuring strong integration between core academic and STEM career pathways coursework.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2014

Comments: The comprehensive programs of study (POS) will outline and guide a student's experience in an ECSS and allow for multiple and stackable postsecondary pathways. It will map core academic and IT course requirements, industry certification attainment, and the translation to postsecondary credit.

3. Develop and implement aligned work-based learning plan for all 5 ECSS, in collaboration with industry partners, including opportunities such as mentorships, job shadows, and internships.

Assigned to: ECSS Principals

Target Completion Date: 06/30/2016

Comments: The district will outline a work-based learning continuum throughout a student's high school career that will provide additional supports and exposure for students beyond the classroom. This will provide the framework for schools to organize industry partners around work-based learning needs.

4. Develop and implement plan for wrap-around supports needed to drive student success, including but not limited to counseling, after-school, tutoring, and data tracking support.

Assigned to: Akeshia Craven

Target Completion Date: 06/30/2016

Comments: Supports will be differentiated for ELLs and students with disabilities, taking into consideration the delivery of supports

for maximum access, and tailored content of supports based on the needs different subsets of these groups

5. Develop and implement plan to market program across city to attract student/parent interest

Assigned to: ECSS Principals

Target Completion Date: 06/30/2016

Comments: *With district support, schools will develop an elementary school and parent outreach strategy that will include but is not limited to hosting high school investigation events, parent open houses, educating counselors on ECSS, distributing promotional material, etc.*

6. Determine optimal staffing model to support ECSS, and support specialized staffing needs during ramp-up/incubation years.

Assigned to: Veenu Verma

Target Completion Date: 06/30/2016

Comments: *The district will identify program support needs to assist with model implementation and industry and postsecondary partner collaboration. In addition, there will be an assessment of flex IT teaching resources needed during the initial year or two of ECSS.*

7. Provide professional development to school and college faculty to ensure strong delivery of ECSS model.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2016

Comments: *Based on the POS outlined, partner and school input, the district will offer professional development that ensures schools are well-supported in delivering the ECSS model and ensuring acceleration of a student's trajectory toward postsecondary success.*

8. Determine optimal resource needs (lab set-up, equipment, etc.) to support ECSS model and equip school with necessary specialized learning materials during incubation years.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2014

Comments: *Based on the POS outlined, the district will identify baseline lab, equipment, and material requirements and facilitate the procurement of these resources.*

Implement Percent Task Complete: 0 of 8 (0%)

Indicator IA12 - SP-The district intervenes early when a school is not making adequate progress. (1128)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/28/2012

Evidence: *CPS has implemented for the past 6 years a Performance Policy that identifies schools that are not making adequate progress. Networks provide differentiated support to schools that are struggling. They have control over their resources (people, time, money) and can use them flexibly to provide targeted support to schools on probation. In addition, the district sends communication to the schools not meeting*

AMAO according to current state laws.

Indicator	IA13 - SP-The district works with the school to provide early and intensive intervention for students not making progress. (1129)	
Status	In Plan / No Tasks Created	
Level of Development:	Initial: Limited Development 03/16/2012	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	<p>CPS is focused on implementation of the Common Core State Standards to address Tier I instruction. In addition to the guidance provided by the RII Toolkit, a focus on intervention blocks has been incorporated into our Full School Day guidance in an effort to ensure that all students who are struggling receive Tier II and Tier III intervention during the school day during a designated time that does not interfere with core instruction. The development of comprehensive academic intervention plan with associated professional development will be a focus area in the future.</p> <p>DoLCE has begun partnering with the Department of Literacy to ensure that professional development focused on the implementation of the Common Core standards to address Tier I instruction incorporates principles of instruction for linguistic diversity and the needs of ELLs.</p> <p>The Office of Early Childhood Education (ECE) developed a plan of action in conjunction with OLCE to initiate the screening of preschool children who may be eligible for ELL services. This plan was piloted during the 09-10 school year and was fully implemented in all CPS schools during the 10-11 school year. The early identification of children in need of ELL services will allow identified students to begin receiving services as early as age 3. Teachers were trained and screening kits were distributed, and children screened. The annual screening of preschool children is monitored by OLCE just as at all other grade levels.</p> <p>In addition, CPS has established district-wide behavioral interventions for students, whose in-class or in-school behavior is a barrier to their learning, including anger management and trauma treatment. CPS will continue to develop early, in-class interventions as well as more intensive interventions to address behavioral barriers to learning. Also, the district provides Summer Bridge and Summer Support for English Language Learners.</p>	
Plan	Assigned to:	Not yet assigned

Indicator	IC01 - SP-The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)	
Status	In Plan / No Tasks Created	
	Level of Development:	Initial: Limited Development 03/26/2012
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Over the past three years, CPS Networks of schools have implemented regular performance review sessions with the schools they serve. These sessions look different from Network to Network, but across Networks Chiefs of Schools have regular data-based management touch points with their schools. DoLCE provides Networks with ELL data and participates closely with networks during the performance review sessions to ensure the needs of ELLs are address during these sessions. Additionally, OSES also provides Networks with data for students with disabilities through the annual "snapshot" process. Schools are currently working to develop continuous improvement work plans that outline milestones for the strategies they plan to implement in the upcoming school year. Next school year, Chiefs of Schools will incorporate progress monitoring on these work plans into their regular performance review sessions.
Plan	Assigned to:	Not yet assigned
Indicator	IC02 - SP-The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/26/2012
	Evidence:	CPS has divided its schools into geographic Networks. Each Network of schools is served by a Chief of Schools, a Deputy Chief of Schools, a data strategist, a family and community engagement specialist and a team of Instructional Support Leaders (ISLs), each with a specific focus (e.g. Math content, ELLs, etc.). Together these teams serve as the primary contact from the District to the schools. Early Childhood Program managers and directors provide direct support to chiefs, principals, and teachers as requested as all preschool programs are grant funded and administered on a citywide basis.
Indicator	IC05 - SC-SS-The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	
Status	Tasks Completed: 0 of 8 (0%)	
	Level of Development:	Initial: Limited Development 03/28/2012
	Index:	9 (Priority Score x Opportunity Score)

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	We are currently in the process of building Frameworks for Content Standards aligned to the PARCC Model Content Frameworks. These Frameworks and the accompanying tools will provide standardization of expectations and implementation across classrooms. These Frameworks will be made available to all schools by the summer of 2012. In other subjects, curricular expectations are currently set at the school level.	
Plan	Assigned to:	Jennifer Cheatham
	How it will look when fully met:	<p>The District will provide all K-12 teachers with the new CPS frameworks for Content Standards that are aligned with the Common Core State Standards, and eventually, Next Generation Science Standards (Science) – which represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. CPS Frameworks for Content Standards will apply Universal Design for Learning principles and they will include planning guides (which define the scope of content for each grade level that teachers across CPS must teach) and a set of tools to support planning and implementation of the Standards. To further support curriculum expectations the District will provide CCSS aligned beginning-of-the-year and end-of-year assessments along with quarterly benchmarks that teachers will use to make adjustments of unit plans and address the needs of particular students or groups of students.</p> <p>The District will also develop guidance for content area teachers (Science, Social Science, etc) with a focus on content area literacy with the help of our CCSS Early Adopter Schools. All tools for content areas will employ a Universal Design for Learning approach and include specific guidance for instructing English Language Learners using Illinois ELP Standards and WIDA tools (and the Spanish Language Arts and SALSA standards as appropriate), as well as for instructing students with disabilities. Network teams will deliver ongoing professional development for principals and teachers on the Content Frameworks to ensure effective planning and implementation.</p>
	Target Date:	06/01/2014
	Tasks:	<p>1. Development of CPS Literacy Content Framework: Planning Guides and sets of samples tools (literacy curriculum maps, unit plans, performance assessments, scoring tools and lesson plans) to support district-wide implementation of Common Core.</p>
	Assigned to:	Elizabeth Cardenas Lopez
	Target Completion Date:	06/30/2013
	Comments:	The Literacy Content Framework will be developed using a backwards design and standards based model and it will apply

Universal Design Principles for curriculum and instruction. The District will provide literacy planning guides teachers will be required to use to map their year-long instructional plans. Sample instructional tools such as curriculum maps, unit plans and performance assessments will be available to teachers to support successful implementation of the Common Core. Teachers will identify standard based outcomes for all learners and will engage in the process of developing their own unit plans, performance tasks and scoring tools in teacher teams in schools across the District starting in June 2012.

2. Development of Literacy Performance Tasks: Beginning and End-of-Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness along with quarterly benchmark assessments

Assigned to: Elizabeth Cardenas-Lopez
 Target Completion Date: 06/30/2013
 Comments: Beginning and End-of-Year performance tasks along with quarterly benchmark assessments will be developed by the District and in close collaboration with teachers to measure student growth in reading and writing in grades K-12. The beginning and end-of-year assessments will also be used for teacher evaluation. These assessments will include native language assessments, when possible, beginning with assessments in Spanish. Teachers will develop end-of-unit performance tasks using sample models provided by the District and will use student performance to inform planning and methods of instruction.

3. Adjustments of Frameworks to include expectations for literacy in the content areas

Assigned to: Elizabeth Cardenas Lopez
 Target Completion Date: 06/01/2013
 Comments: Over the course of the 2012-2013 academic year, the District will monitor implementation of the Literacy Framework and Toolsets and evaluate their usefulness for teachers and students across the district. Necessary adjustments to Framework and Toolsets will be made as informed by teacher and principals' feedback and students' performance in Benchmark Assessments. The Department of Literacy will continue to work with the Early Adopter Schools and Teacher Leader Professional Learning Communities (PLCs) as well as other content departments in CPS, to refine existing guides and Toolsets and to create new ones. Toolsets that will be refined and newly developed will incorporate fully Universal Design principles for learning, include the CCSS Language strands and integrate literacy in content areas with specific focus in academic language.

4. 3-Year development of CPS Mathematics Content Framework: Planning Guides for grades K-12 with corresponding sets of sample tools (sample tasks and performance assessments, tool for analyzing and modifying lessons/activities, samples of modified lessons, sample lesson plan template, etc.) to support district-wide implementation of Common Core.

Assigned to: Jesch Reyes
 Target Completion Date: 06/30/2014
 Comments: Key Dates:

06/30/2012 – version 1.0
 06/30/2013 – version 2.0
 06/30/2014 - Final

In 2012-2013, schools will begin implementing the CPS Bridge Plan for Mathematics, the three-year blueprint that will guide the full implementation of the CPS Mathematics Content Framework. It defines how the District will phase in new content and practice standards and build capacity to make the requisite shifts in instruction. Since an immediate shift to full implementation of CCSS-M would create large gaps in student learning, the first year of the Bridge Plan will focus on the development of planning guides 1.0 for grades 6-8, and High School Algebra I and Geometry – which define the scope of content that must be taught in 2012-13. Year 2 (2013-14) Planning Guides 2.0 will phase in K-5 and Algebra II, and continue adding new standards in grades 6-8, Algebra I, and Geometry. Year 3 (2014-15) will mark full implementation of CCSS-M, K-12. Additionally, for each year of the Bridge Plan, corresponding tools will support effective implementation of these standards. Development of the Planning Guides and its components will be led by Department of Mathematics specialists and will engage stakeholders from across the district. Planning resources and training will also reflect a universal design for learning lens, so that teachers proactively plan for the diverse needs of the students in their classes.

5. Use of Mathematics Performance Tasks: Beginning and End of Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness.

Assigned to: Jesch Reyes
 Target Completion Date: 06/30/2014
 Comments: In parallel with the 3-year CPS Bridge Plan for Mathematics, Beginning and End of Year performance tasks will be chosen from a bank of MARS Tasks, which demand the type of substantial chains of reasoning and non-routine problem solving that exemplify CCSS-M expectations. The selection of tasks will be led each year by the District in close collaboration with teachers. These assessments will include native language assessments, when possible, beginning with assessments in Spanish.

They will be used to measure student growth in mathematics in grades K-12. These assessments will also be used for teacher evaluation.

Teachers will also use MARS tasks formatively as interim assessments to inform planning and methods of instruction.

6. Development of CPS Science Content Framework: Planning Guides for grades K-12 with corresponding sets of sample tools (sample tasks and performance assessments, tool for analyzing and modifying lessons/activities, samples of modified lessons, sample lesson plan template, etc.) to support district-wide implementation of the Next Generation Science Standards.

Assigned to: Jesch Reyes
 Target Completion Date: 06/30/2013
 Comments: The upcoming release of the Next Generation Science Standards (estimated release: Dec 2012) will inform the

strategy, development and implementation of the CPS Science Content Framework. Planning Guides will define the scope of content that must be taught at each grade level. Additionally, corresponding tools will support effective implementation of these standards. Development of the Planning Guides and its components will be led by Department of Science specialists and will engage stakeholders from across the district. As with literacy and math, science resources will reflect universal design for learning principles.

7. Development of Science Performance Tasks: Beginning and End of Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness.

Assigned to: Jesch Reyes
 Target Completion Date: 06/30/2012
 Comments: Beginning and End of Year performance tasks developed by the District in close collaboration with teachers and will be used to measure student growth in Science in grades K-12. These benchmark assessments will also be used for teacher evaluation in instances where a teacher only teaches science.

8. Ongoing development of tools to guide and support instruction of ELLs and Students with Disabilities using CCSS.

Assigned to: Elizabeth Cardenas Lopez, Jesch Reyes, Olivia Mulc
 Target Completion Date: 06/01/2013
 Comments: The District will be vigilant to remain abreast of the national conversation regarding special populations and the CCSS, actively seek partnerships and resources to ensure that guides and supports for varied learner profiles are as robust and current as possible.

Implement Percent Task Complete: 0 of 8 (0%)

Indicator IC07 - SP-Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/16/2012

Evidence: Each year the district dedicates days to professional development. This school year there were 3 full days prior to the start of school and one day at the end of the year dedicated to teacher in-service workshops or equivalent professional educational experiences such as educational gatherings, demonstrations of instructional materials, visitation off/to other schools, institutions or facilities. In addition to those four days, each school received five and one half days to use for school improvement and school professional development. Teachers were also given one and a half days to use at their discretion for individual professional development needs. Each school is required to submit to their Network a professional development calendar listing the areas that they will be addressing for the following school year. Next year, it is our intent to extend the school day and school year as we address student achievement needs. Next year, there will be a total of 10 professional development days. Five of these days will

occur before the school year begins—two of which can be used over the summer for planning in teacher teams. There will be four days during the school year for data analysis and planning and then one day at the end of the year. Additionally, schools will have time for weekly collaboration time during the school day and after students are dismissed for professional development. Schools have the autonomy to use their professional development time and resources flexibly, to meet staff needs.

While professional development is planned at the discretion of the school to meet its own needs, Network and central offices provide professional development resources and offerings aligned with district priorities. Specifically, the Office of Professional Learning has developed a core set of professional development modules aligned to major district priorities (CCSS and REACH, for example) that can be used at the Network and school levels. The Office of Professional Learning is in the midst of developing additional modules that align to the components of the new CPS Framework for teaching.

Additionally, specialized departments also offer professional development for particular groups of teachers that may need support beyond what a school can provide. For example, the Department of Language and Cultural Education (DoLCE) offers a variety of professional development opportunities for teachers of linguistically and culturally diverse students, including training for teachers to become certified to administer the English language proficiency screeners and the annual assessment of ELLs ACCESS. DoLCE also offers Bilingual Lead Teachers (BLTs) four (4) quarterly forums per year. In these meetings, DoLCE communicates the expectation that information disseminated during these forums should be taken back to the schools and delivered to all school staff, and makes efforts to prepare BLTs and provide resources for them to provide site-level professional development and supports. Additionally, DoLCE has begun partnering with the Department of Literacy to ensure that professional development focused on the implementation of the Common Core standards incorporates principles of instruction for linguistic diversity and the needs of ELLs.

Similarly, the Office of Special Education and Supports (OSES) provides professional development for teachers who work with students with disabilities. They also provide ongoing professional development for case managers on issues related to quality implementation of special education services, IEP development, and compliance issues.

The Office of Early Childhood Education, in collaboration with DoLCE and OSES has provided Special Interest Groups (SIG) for teachers of children who are eligible for ELL services and for teachers requesting strategies for working with children who have mild language and speech concerns. In addition, multiple 5 part SIG are provided for both teachers and assistants along with presentations by national early childhood experts and poster sessions by superior early childhood teachers. Offerings and schedules will be modified for the 12-13 school year providing for early childhood content trainings

in early literacy and mathematics as well as strategies for working with children with special needs and ells. These activities will be made available to schools on an as needed basis. In addition PD, Information Sessions, and SIG activities will be provided for Networks as requested

Indicator	IC08 - SP-Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)
Status	Full Implementation
Level of Development:	Initial: Full Implementation 03/28/2012
Evidence:	Principals build into the professional learning cycle, where appropriate, time for support staff to engage in learning that aligns and applies to their work needs. Principals also provide release time for role-specific professional development opportunities (e.g. clerks will attend Oracle training which is specific to their role and responsibilities, Bilingual Lead Teachers attend quarterly forums organized by DoLCE, Case managers attend monthly meetings organized by OSES). Teachers have collaboration time each week and meet with other teachers and instructional support staff (e.g. special education resource teachers, counselors, bilingual teachers, art teachers) to plan for instruction, review data, and discuss strategies to address students' needs. Principals also include the full staff in whole staff meetings or development for matters that affect the entire school community.

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Continuous Improvement

District Allocation of Resources for School Improvement

Indicator IA06 - SC-SP-The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)

Status Tasks Completed: 0 of 6 (0%)

Level of Development: Initial: Limited Development 05/09/2011

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Chicago Public Schools has not commenced in the formal requirements gathering process for ISLE technical integration. To date, ISBE has not shared a level of technical detail that permits for detailed technical planning or requirement gathering. CPS has engaged in significant local efforts to date to link student data across local systems in support of integrated learner profiles. Starting in 2005, CPS began to implement a suite of web-enabled student information systems. The suite is I.M.P.A.C.T. (Instructional Management Program and Academic Communications Tool) and is available to every school in the district. The detail below provides information on each transactional module. Our daily user audience includes 20-30K employees. CPS intends to leverage advances in the K-12 technology space to begin to collapse the transactional tier into a model that begets one stop shopping for classroom educators. Our goal is to continue to evolve and optimize in support of the district's educational vision.

IMPACT SIM is the official 'system of record' for the district. It is used for student registration and enrollment, the management of student demographics, elementary class scheduling, student health, program placement (TBE/TPI), and program tracking. SIM via its Report Portal allows each school to access student information that ranges from registration to ELL status.

IMPACT Gradebook with Parent Portal is the primary conduit for the submission of daily attendance and grades at the school level. The Gradebook user base includes 22,000 teachers and 1000+ school and area administrators. Parent/Student Portal that allows for monitoring of grading and attendance events, with subscribership of over 150,000 members. We have sent over 2 million text message alerts since portal inception.

IMPACT SSM tracks special education services, holding approximately 55,000 Individualized Education Plans (IEPs). This system also tracks health services data for Medicaid reimbursement and clinician credentials tracking.

IMPACT CIM provides an integrated, remotely accessible system for teachers and administrators to access/organize assessment and achievement data to support differentiated classroom instruction. The system allows for collaborative lesson plans and digital curriculum content. Data includes ISAT, PSAT, DIBELS, ISEL, EXPLORE, PLAN, PSAT, ACCESS for ELLs.

IMPACT Verify serves as the district's system for the entry and tracking of student behavior: student code of conduct violations and site incidents, expulsion management, truancy monitoring, ELL status, and safety and security planning Current State Cross System Linkage: CPS has built a central Data Warehouse that holds the transactional information from the IMPACT systems. The Data Warehouse is a centrally managed hub that powers an analytics Dashboard. The Dashboard is accessible to all principals, network officers and central office administrators charged with implementing the district's educational strategies and analysis/performance measurements. The Dashboard includes metrics defined by educational leaders as measures of continuous school improvement. The Dashboard allows for district, network, and school-level metric review levels and allows for the ability drill down to individual student profile detail for any metric. This student level detail is the current 'learner profile' standard in the district.

Plan

Assigned to:

Phillip DiBartolo

How it will look when fully met:

Learner Profile Objective and Data Integration: Ultimately, the data provided to the ISLE solution will originate in the CPS enterprise data warehouse. Recent changes to administration and the move to common core standards will drive additional changes to the transactional systems and analytic measurements over the next 12 months. The assumption is that the local changes to educational strategy will be made in fidelity with the learning maps and strategies required by the state; in that respect the work of calibrating our internal systems to capture the right data elements will begin long before an actual technical bridge is built between systems. Success in this endeavor will require that CPS and ISLE create and share a common data dictionary and definitions for key performance metrics and root data elements. The technical objective for the Phase One implementation with the ISLE system involves a nightly feed of critical teacher and student profile data from CPS to ISLE. The data provision would occur in much the same fashion as the existing nightly feed to the ISBE SIS from CPS. Specifically, CPS will establish a data feed to the new ISLE system via Secure FTP transmission of required data components.

Required Evidence

- Successful data load of CPS information to ISLE from secure FTP file provided by CPS
 - Completion and dissemination of state data dictionary
- Integration Objective (User Experience): The CPS vision for participation in ISLE incorporates an element that is vital to the user experience: unified login credentials. Specifically, CPS

is expecting that the ISEL team will architect a solution that enables CPS teachers to use their existing login and password to access the default/required ISLE toolset once implemented.

Required Evidence

- Completion of Integration with CPS Active Directory credentials for authentication.

Optional Elements: At this time, CPS does not have a definitive forecast as to 'opting in' to the anticipated suite of transactional or teacher tools offered through ISLE

Target Date: 12/22/2013

Tasks:

1. Establish district team for ISLE implementation.

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2012

Comments: Technology team members for this initiative have been identified. Vikas Singla and Will Clark will lead for the data integration. Ed Wagner will serve as the consultative lead on Active Directory Integration during initial phase of discovery, likely delegating as we get into tactical detail.

2. Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2012

Comments: We require a standard business /technical requirements template or format from ISBE relative to the information sets they require to align their system design.

3. Continued outreach, requirements gathering, and IT systems analysis for ISLE implementation

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2013

Comments: The bulk of the requirements effort will occur during this period. It would be helpful for CPS to understand the overarching governance model (business process) that ISBE intends to employ to vet potentially conflicting requirements from state districts as they model the solution.

4. ISLE technical integration commences in January 2013. Technical integration involves two primary components: data integration and Account synchronization (authorization/authentication).

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2013

Comments: It would greatly benefit CPS to review any advance documentation on how the proposed solution will handle credentials (Active Directory compatibility) with respect to both business process and technologies. We must begin to align our internal strategies in advance of the commencement of activity.

5. Continued ISLE technical integration and initial ISLE launch in January 2014

Assigned to: Phillip DiBartolo

Target Completion Date 06/30/2014
 Comments: Is there a recommended methodology from the state with respect to phasing the deployment? Our sense is that initial launch should involve a small, but representative group of schools so as to inform strategic or technical changes prior to full implementation.

6. Full ISLE implementation

Assigned to: Phillip DiBartolo
 Target Completion Date: 12/22/2015
 Comments: Full implementation must be preceded by ISBE sharing the overarching data exchange framework between CPS and ALL state systems. We must be absolutely certain of ANY discreet differences in the data feeds sourcing the ISBE SIS and ISLE. Moreover, we need to ensure that ISBE is handling like data (here there is overlap) with consistency. At minimum, we need to know about variance in update latency, data /metric definition, etc.

Implement Percent Task Complete: 0 of 6 (0%)

Indicator IA10 - SP-The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)

Status Tasks Completed: 0 of 5 (0%)

Level of Development: Initial: Limited Development 03/27/2012
 Index: 3 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: As a district, we are committed to empowering principals as the instructional leaders of their schools. Principals must not only be held accountable for the academic achievement of their students, but must also have the ability to make decisions that drive learning in their schools, including how resources are allocated. We are in the process of directing more funding directly to the schools to give principals more control over resources they receive and empower them to do the work they believe needs to be done in order to drive student achievement.

Schools allocate resources each spring through the CIWP and budgeting process, through which the school aligns resources with their strategic plan for the coming year. This process is led by the principal and the CIWP team, which includes parents and teachers. The CIWP and a comprehensive budget are presented to the school's Local School Council and Parent Advisory Council for review and approval. For schools on probation under the CPS accountability system or in school improvement status under NCLB, the CIWP and budget are reviewed and approved by the Chief of Schools for the school's Network before being approved by the Board of

Education. Reallocation of resources throughout the school year takes place through an amendment process. Amendments to the budget must be approved by either the school's LSC or Chief of Schools, depending on the school's accountability status.

It is the district's intention to direct more funding directly to the schools to allow principals more control over how to align spending with the needs of their specific student populations. This will include the reallocation of approximately \$100 million in centrally-managed program funds to school discretionary budgets for the 2012-2013 fiscal year.

A district priority for the 2012-2013 school year is how to maximize time as a resource for instruction. CPS is currently in the process of planning for the Full School Day that will provide all students with enough time to learn, especially with the implementation of the more rigorous Common Core State Standards. The Full School Day will provide all teachers with additional time for collaboration and that time will be distributed in a more logical fashion throughout the year, to allow for data analysis and long term planning at the end of each quarter. Each school is currently in the process of completing a Full School Day plan. The Department of Language and Cultural Education (DoLCE), the Office of Special Education and Supports (OSES), and the Office of Early Childhood Education (ECE) are collaborating closely with district departments in charge of implementing the Full School Day plan to ensure the needs of the ELLs and students with disabilities are addressed as well as the needs of preschool students. This has included revisions of Individualized Education Plans (IEPs) to ensure that students with disabilities have properly allocated resource minutes, as appropriate, within the new schedule. ECE has also provided sample schedules and guidance for Early Childhood programs.

DoLCE has provided input from the perspective of Bilingual, Dual Language, and World Languages programs for the "Full School Day: Principal Guide to Parameters & Guidelines". The needs of all language learners are brought to the forefront in this document, as there is a section specifically on minute allocations for World Language, Dual Language, Transitional Bilingual Education, and Transitional Program of Instruction Programs. In addition, DoLCE helped develop sample schedules for Dual, TBE, and TPI, and has provided the Full School Day team with minute recommendations for World Languages. Both measurements reflect the different pathways to bilingualism in CPS.

The World Languages content area specialist for Central Office was asked to write the World Languages section of the "Full School Day Principal Guide 2: Maximizing Impact, Elementary Schools." In this section, it is outlined the district goals for World Language programs, described what a high quality elementary World Language program looks like, how the Full School Day provides an opportunity for schools to expand, increase, or maximize their World Languages programs, and I provided schools with basic guidelines regarding curriculum, scheduling, and integrating World

Assigned to: Ginger Ostro
 Target Completion Date: 07/01/2012
 Comments: This reallocation will allow schools flexibility in use of funds to support student need, and is combined with the coordinated RFPs we are conducting to better aid schools in purchasing academic and social-emotional interventions and out of school time services.

3. Schools complete their Full School Day plans for the 2012-2013 school year

Assigned to: Monica Lee
 Target Completion Date: 06/30/2012
 Comments: Full School Day plans require schools to design a schedule with the input of families and communities and that meets student need. Schools must ensure that all students have adequate time for core classes, intervention and the full range of course offerings.

4. Roll out new Hyperion budget planning tool for the 2013-2014 budget planning process to improve budget planning process.

Assigned to: Ginger Ostro
 Target Completion Date: 01/31/2013
 Comments: CPS will launch the Oracle-Hyperion budget planning system in the spring of 2012 for CPS Central Office budget planning for the 2013 fiscal year, and the spring of 2013 for school budget planning for the 2014 school year. This system will replace the current budget planning system (Public Sector Budgeting). Hyperion will be easier, faster, and more flexible than our current systems, and will reduce the need for IT support. It will also provide real-time reporting in a format that will create greater transparency in the budget process.

Indicator IA11 - SS-The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)

Status Full Implementation

Level of Development: Initial: Full Implementation 03/19/2012

Evidence: CPS has made major investments in both interim assessments and technology systems over the past 5 years. As a result of these investments, school staff have access to regular interim assessment data from grades K-11 delivered between 3 and 4 times per year. These assessments are delivered electronically and results are available immediately following administration. Real-time data on attendance, dropouts, grades and misconducts are also available through the District dashboard.

ELL assessment and related data is readily available to school personnel by utilizing IMPACT SIM and Dashboard. The IMPACT system allows staff to access individual student data and filter by various data points such as Program Year, Proficiency Level, Students to be Screened, Active Status, etc. and to generate an aggregate report of this information, known as the "ELL Profile," which can be used to inform instruction

and program decision-making. Schools can also generate ELL Reports that summarize specific data for the entire school ELL population. Data is also available on the District's Research, Evaluation, and Accountability website and via DoLCE data analyst.

Indicator IA14 - SP-The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)

Status Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/19/2012
 Index: 3 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS' Office of Talent currently has strong external partnerships that assist the district in recruiting, selecting, and supporting school staff to work in high needs schools. These programs include Chicago Teaching Fellows, Teach for America, and AUSL for teachers and New Leaders for New Schools, UIC Principal residents, and the newly formed Chicago Leadership Collaborative (CLC). These programs provide hundreds of qualified and specialized teachers and school leaders capable of addressing the needs of Chicago's highest-needs students and communities.

To ensure that the needs of English Language Learners are met, CPS maintains the Department of Language and Cultural Education to provide support to schools and teachers. The Department of Language and Cultural Education (DoLCE) develops and manages bilingual education and world language programs that directly impact over 150,000 students. DoLCE provides professional development opportunities for teachers and principals, generates funding and partnerships for language programs, and ensures that schools are in compliance with state, federal and district mandates that govern bilingual education. In addition most networks have added an Instructional Support Leader specialized in Bilingual Education to their staff.

Plan Assigned to: Alicia Winckler

How it will look when fully met: In order to fully meet the objective, CPS must not only have active pipeline strategies that are already in place, but needs accurate performance data with which to assess the success of various pipelines. The implementation of PERA and new performance evaluations will enable CPS' Talent Office to assess pipeline providers of teachers and school leaders and expand those that deliver candidates who are highly effective with high-needs student populations, such as Students with Disabilities and English Language Learners. DoLCE's diagnostic program tools and protocols (currently in

development) will provide the standard of excellence with regard to Staff Quality and Professional Development for programs designed to serve ELLs and guide recruiting, training, and support of personnel. DoLCE and the Talent Office will collaborate to ensure that this vision for excellence is embedded in metrics, evaluation and hiring practices.

Target Date: 09/30/2015

Tasks:

1. District will develop (automated) mechanisms to ensure that staffing/hiring for positions to serve ELLs can only be filled by properly certified personnel or those who have gone through a proper waiver process.

Assigned to: Sarah Hatfield and Kris Tiefenthaler

Target Completion Date: 12/01/2012

Comments: CPS will have more accurate and electronic data on potential candidates in Taleo that will screen, and acknowledge those individuals that meet the proper certifications earlier in the process to have more timely decisions with candidates

2. District engages teacher and principal preparation programs in discussion about performance metrics the district will use in the future to evaluate candidate sources

Assigned to: Sarah Hatfield

Target Completion Date: 06/30/2012

Comments: CPS is actively enhancing today the processes of finding top talent for the schools that are need of improvement. In changing the process of actively searching for the passive candidate, CPS also wants to measure the success of those candidates within our environment to quantify the sources that generated that talent pool.

3. District begins implementation of new teacher and principal evaluations

Assigned to: Director of Educator Effectiveness

Target Completion Date: 06/30/2012

Comments: CPS will begin implementation of REACH Students in the 2012-13 school year. REACH is designed to support teachers' growth through increased feedback and observation and the inclusion of multiple measures of performance.

4. District begins implementation of new application and selection system, including technology to create better transparency for hiring managers into candidate pool and enhanced candidate screening processes

Assigned to: Sarah Hatfield

Target Completion Date: 06/30/2013

Comments: CPS has begun the process of implementing an applicant tracking system (Taleo) that utilizes technology to capture all potential candidates that express interest in working for CPS. In this system the hiring manager will be able to see candidates ranked by core competencies by specific role requirements. This will allow the hiring manager to make better decisions based on the candidate pool.

5. District begins implementation of mentoring support for all 1st year teachers and peer evaluation. This data will be used to begin assessing pipeline providers of teachers.

Assigned to: Matthew Lyons
 Target Completion Date: 06/30/2013
 Comments: CPS intends to post Mentor Teacher roles by no later than June 1, 2012 with a target hiring date of no later than July 30, 2012 (subject to change). Candidates must pass the State evaluator certification assessment prior to being hired as observing teachers' classroom practice is a core function of their job role. The inclusion of Mentor Teachers' observation ratings of beginning teachers is subject to the agreement of the Chicago Teachers' Union, per State law.

6. New performance evaluation data will begin to show strengths and weaknesses of various pipeline providers' graduates, for teachers and principals

Assigned to: Director of Educator Effectiveness
 Target Completion Date: 06/30/2013
 Comments: New Principal evaluations will be implemented in the 2012-13 school year. As data becomes available based upon CPS' new Principal Competencies, CPS' Talent Office will be able to assess pipeline providers' strengths and weaknesses in preparing their graduates to lead CPS schools. This will be critical for CPS' strategic priority of ensuring a potent pipeline of highly effective school leaders.

7. As performance data on teachers and principals matures, the district will publish reports on the effectiveness of its teacher and principal preparation pipelines

Assigned to: Sarah Hatfield
 Target Completion Date: 12/22/2015
 Comments: In 2015 CPS will have a variety of data points to measure teacher and principal performance, the evaluation systems and Taleo. These systems will allow CPS to have a concise foundation of results and actions that connect sourcing of candidates and their performance within CPS.

8. District will adjust its pipeline strategies for teachers and principals in high-needs schools based upon the data we cultivate about the effectiveness of various programs' graduates, including expanding pipelines, restricting or closing sources, or shutting down ineffective programs within the district's control

Assigned to: Sarah Hatfield
 Target Completion Date: 12/22/2015
 Comments: In 2015, CPS anticipates having sufficient data to adjust its strategy for selecting high performing teachers and principals based upon performance data of its current employees.

Implement Percent Task Complete: 0 of 8 (0%)

Indicator **IB02 - SS-In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)**

Status **Full Implementation**

Level of Development: Initial: Full Implementation 03/28/2012

Evidence: In November 2011, Chicago Public Schools reorganized the Office of Performance and created the Office of Strategy.

Research, and Accountability (SRA). This office is tasked with driving a process of continuous improvement across the district. Two teams in this office lead the work: 1) The Strategy, Research & Analytics team is leading central office departments through a continuous improvement process that involves establishing strategic plans, setting goals and benchmarks, and conducting strategic analyses to assess performance of strategies, initiatives, and programs; 2) The Performance Data and Accountability team leads strategic planning, measurement, and data review processes across the networks. Together, these units within SRA are working to provide District leadership with data-based feedback on the strategies being implemented and this feedback is currently informing annual budget planning and other senior leadership decisions.

Both teams are closely working with the Department of Language and Cultural Education and OSES to ensure the ELL population and our students with disabilities are considered while developing the improvement plan for the district.

Indicator IC06 - SP-The district provides the technology, training, and support to facilitate the school's data management needs. (1149)

Status Full Implementation

Level of Development:

Initial: Full Implementation 03/26/2012

Evidence:

CPS has made major investments over the last several years in both data tools and training to support schools in their use of data. CPS has constructed a data warehouse that contains data on grades, attendance, student behavior, enrollment, dropouts, and assessments. This data warehouse is accessible to our schools through a performance management dashboard. The dashboard displays real time data on year-end and interim results. In addition to the technology interface, this is the third year that each network has had access to a data strategist (previously called a data analyst). The data strategist supports the chief and the schools in accessing, analyzing and making use of these data.

Going forward, our work for sustaining these efforts will primarily involve continued development of the skills of our network data strategists. We also plan two major technology upgrades. First, we plan to replace the dashboard interface with an even more user-friendly front end. Second, we plan to improve the access of central office analysts to the warehouse for ad hoc queries and requests from networks and schools.

Continuous Improvement

Teacher Leader Effectiveness and Supports

Indicator	RT3-1 - The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. (2586)	
Status	Tasks Completed: 0 of 12 (0%)	
	Level of Development:	Initial: Limited Development 03/28/2012
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The district has completed its PERA evaluation plan with the Chicago Teachers' Union (through the 90-day statutory negotiating period). The resulting evaluation plan for teachers, called REACH Students incorporates as measures of teacher effectiveness both professional practice using the CPS Framework for Teaching and student growth using two forms of assessment—NWEA/EPAS as well as a beginning and end of year performance tasks. Student growth will be included as 25% of the teachers' evaluation ratings in the 2012-13 school year. The new teacher evaluation system will be implemented in all CPS schools in the 2012-2013 school year.</p> <p>The principal evaluation system is still under development and will be ready to launch for the 2012-13 school year. The principal evaluation system will utilize the new CPS principal competencies as the basis for the effective practice component. The CPS principal competencies align with the new principal practice expectations cited by ISBE principal best practice. The new principal evaluation system will meet or exceed the expectations of utilizing student growth as part of the evaluation system as laid out in PERA.</p>
Plan	Assigned to:	Alicia Winckler
	How it will look when fully met:	This objective will be met when the evaluation plan is finalized and PERA evaluations are implemented beginning in the 2012-13 school year, with all teachers evaluated under PERA by the 2013-14 school year. The evaluation plan will have been developed in consultation with DoLCE and OSES to ensure supports for English language learners and Students with Disabilities are explicitly reflected.
	Target Date:	09/30/2012
	Tasks:	<p>1. Implement student feedback instruments to be included in teachers' evaluations, for all applicable teachers</p> <p>Assigned to: Matt Lyons</p> <p>Target Completion Date: 06/30/2014</p>

- Comments: CPS will implement a pilot of student feedback surveys in the 2012-13 school year and include student surveys in teachers' evaluations beginning in the 2013-14 school year. Good questions remain in regards to how to successfully implement these actions for Students with Disabilities and English language learners. The district is committed to working with the DoLCE and OSES to determine appropriate next steps for moving forward.
2. Begin training plan for Networks on teacher evaluation system
- Assigned to: Susan Kajiwara Ansai
- Target Completion Date: 06/30/2012
- Comments: Networks will be prepared to lead their schools in better understanding each component of the new teacher evaluation system, including a deep understanding of the CPS Framework for Teaching. Initial training to all CPS educators began in early April, 2012 to communicate the components of the REACH evaluation system clearly.
3. Begin hiring, training, and certification of peer observers (pending collective bargaining agreement)
- Assigned to: Matt Lyons
- Target Completion Date: 06/30/2012
- Comments: CPS intends to post Mentor Teacher roles by no later than June 1, 2012 with a target hiring date of no later than July 30, 2012 (subject to change). Candidates must pass the State evaluator certification assessment prior to being hired as observing teachers' classroom practice is a core function of their job role. The inclusion of Mentor Teachers' observation ratings of beginning teachers is subject to the agreement of the Chicago Teachers' Union, per State law
4. Complete training and certification of teacher evaluators
- Assigned to: Susan Kajiwara Ansai
- Target Completion Date: 06/30/2013
- Comments: All teacher and principal evaluators in Illinois must pass the State evaluator certification assessment prior to evaluating educators. CPS evaluators will begin taking the assessment in the Spring and Summer of 2012 and will continue throughout the Fall for newly appointed staff. Additionally, this work will continue as part of the district's staffing procedures in the future for at least all Principals, Assistant Principals, Chiefs of Schools, and Deputy Chiefs of Schools.
5. Implement roster verification processes for linking teachers to students
- Assigned to: Ryan Crosby
- Target Completion Date: 06/30/2012
- Comments: Roster verification for the 2011-12 school year, a test run that will set the district up for success in 2012-13, will launch for teachers in mid- to late-May and continue through the beginning of June. Principals will validate the verifications made by teachers prior to the end of the school year.
6. Implement classroom observations of all teachers using the CPS Framework for Teaching

Assigned to: Executive Director of Educator Effectiveness
 Target Completion Date: 06/30/2013
 Comments: As the foundation of REACH, the new teacher evaluation system, and for instructional professional development activities throughout the district in the future, classroom observations are a critical priority for the 2012-13 school year. Even in schools that will not implement fully the PERA legislation under REACH (i.e. at least 25 percent of evaluations based upon student growth measures) will conduct classroom observations based upon the CPS Framework for Teaching. Training of teachers and administrators to carry out this priority is already planned and will commence prior the end of the 2011-12 school year.

7. Implement student learning measures for all teachers

Assigned to: Michael Deuser
 Target Completion Date: 06/30/2013
 Comments: The updated district assessment system, which includes administration of NWEA, EPAS and performance tasks at beginning and end of year will be implemented in the 12-13 school year.

10. Make improvements (as needed) to classroom observations using the CPS Framework for Teaching for all teachers

Assigned to: Executive Director of Educator Effectiveness
 Target Completion Date: 06/30/2014
 Comments: Each year, but particularly after the first year of implementing REACH, CPS anticipates revisions being made to respond to suggestions and feedback from critical stakeholders and to outcomes data related to the evaluation system. These improvements will be made according to a process to be outlined in more detail throughout the 2012-13 school year.

11. Continue improving teacher evaluation practices and revise plans, as needed

Assigned to: Executive Director of Educator Effectiveness
 Target Completion Date: 06/30/2014
 Comments: In consultation with DoLCE, OSES, and ECE to ensure that perspectives of English language learners, Students with Disabilities, and early childhood programs are explicitly reflected in the vision, practices and measures for school improvement.

Indicator RT3-2 - The district provides induction and mentoring supports to all beginning teachers and principals. (2587)

Status Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/28/2012

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Principal Induction/Mentoring: Chicago Public Schools (CPS) currently provides induction training (2 days in the summer) for all new principals (first-year, new to district, new to a school, etc.) and coaching support during their first year in the new role. This work is currently coordinated by the Chicago New Teacher Center (CNTC). Principals are able to ask for continued coaching support during their 2nd year in as principal should they desire it. Currently mentor/coaches are selected based on historical relationships with program partners and CPS, not on performance evaluations that utilize student achievement data.

The New Teacher Center (NTC) induction program for teachers includes one-on-one mentoring and professional development in topics related to education of all students. The New Teacher Center in partnership with the CPS Talent Office provides new teachers with orientation and guidance, including specific professional development for teachers serving ELLs, students with disabilities, and preschoolers. The district will seek solid means of communication and collaboration between all offices and departments involved directly in instruction such as but not limited to Literacy, Math, Early Childhood Education, Specialized Services, Pathways, and DoLCE with Talent Office and NTC to ensure the district's goals are taken into consideration as NTC provides training and guidance to new teachers. The Talent Office will serve as liaison between the offices and departments mentioned above and NTC. In addition, DoLCE will elaborate a series of workshops, webinars, targeting new general education teachers, teachers of ELLs, and administrative staff about ELL specific items ranging from best practice to compliance.

Plan Assigned to: Alicia Winckler

How it will look when fully met: Principal Induction/Mentoring: CPS will have fully implemented the Chicago Leadership Collaborative (CLC) which will own responsibility for developing aspiring principals, inducting new principal hires, and providing mentoring/coaching support for the first year as a principal. This will provide a seamless system of development and support for aspiring and new principals. Mentor principals who work with aspiring principals and principal coaches who work with first-year principals will be identified and selected based on their past experience in generating student results. They will also be selected and assessed on their past experience and ability to mentor/coach others to produce student results.

Teacher Induction/Mentoring: All new teachers in their first year of teaching will receive sufficient induction and mentoring support through NTC in alignment with other district resources. This will increase teacher job satisfaction and effectiveness, which will improve retention.

Target Date: 06/30/2013

Tasks:

1. Recruit 100 new aspiring principal interns to participate in one of the principal preparation programs aligned to the CLC for the 2012-13, 2013-14, and 2014-15 school years.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: CPS will work with aspiring principal preparation programs affiliated and accepted into the Chicago Leadership Collaborative to recruit aspiring principals to participate in one of the preparation programs. Programs vary from being resident principals to participating in an internship while remaining in an Assistant Principal position. Additional training programs are being developed to support the development of a talent pipeline for principals.

2. Train all mentors who will be mentoring/coaching first-year teachers.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: NTC will provide ongoing training and support to Mentor Teachers and collaborate with CPS to provide calibration around the CPS Framework for Teaching. Mentor Teachers will participate in four Mentor Academies each year and bi-monthly professional development through professional learning communities, and study groups.

3. Provide induction and coaching to all first-year teachers during their first year as teachers.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: NTC will ensure that Mentor Teachers provide at least one face-to-face coaching interaction every 3 weeks to support new teacher growth and development. NTC Lead Coaches will provide support, guidance, and coaching expertise to CPS Mentor Teachers. Core components of this CPS Framework for Teaching embedded intensive coaching include engagement in the full NTC process of goal-setting, analysis of student work twice per year, and two formal observations of practice each year.

4. Develop a tool that will assess *aspiring principal/intern or first-year principal's leadership development and mastery of the CPS principal competencies.*

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: A rubric or assessment tool will be created to provide clarity and description for the CPS principal competencies. This tool can be used for self-assessment, as well as for development purposes for first-year principals and coaches. The tool will explicitly demonstrate varying levels of mastery and provide concrete examples of each level as it relates to the principal.

5. Enter into agreements with external partners to train all mentor principals who will be mentoring/coaching aspiring principal interns during their residency.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: Every aspiring principal in a CLC principal preparation program will be assigned a mentor principal, who will provide support and development opportunities throughout the internship. Mentor principals will receive training through one of several external partners (e.g., University of Illinois-Chicago, Teach for America, New Leaders for New Schools, Loyola University) to norm them in CLC and principal preparation program expectations. Training will also include understanding the CPS principal competencies, of which aspiring principals will be expected to master prior to securing a principalship in Chicago Public Schools.

A \$5,000 stipend will be provided to all trained mentor principals working with an aspiring principal affiliated with one of the CLC principal preparation programs. Stipends will be provided in two increments of \$2,500 at the end of each semester according to the CPS 2012-13 school year.

6. Enter into an agreement with the New Teacher Center to provide principal induction services through the 2012-2013 school year.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: Any first-year principal new to the principalship will have principal induction and mentoring services for their first year in the role, as defined by the ISBE New Principal requirements. Services will include at least 50 hours of face-to-face executive leadership coaching, 20 hours of professional development, and at least one Illinois Administrators Academy course. NTC will develop and execute a series of initial and on-going support aligned to ISBE New Principal requirements to provide necessary development for first-year principal development. At least 50 hours of executive one-on-one coaching and mentoring will focus on new principal's development plans. At least four professional development sessions, including at least one Illinois Administrators Academy course, engaging new principals in sharing best practices to create professional learning communities and networks of support and growth. NTC will select and train mentors for induction and coaching services from their own leadership/coaching training model.

7. Enter into an agreement with the New Teacher Center to provide teacher induction services through the 2012-2013 school year.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: CPS intends to renew the current agreement with NTC at the May 23, 2012 Board meeting. The agreement outlines four scopes of service to be provided to first year teachers. 1) Providing a full-released Mentor Teacher to work with up to 580 first year teachers; 2) Ongoing professional development, including on aligned to the CPS Framework for Teaching; 3) Peer observation (see IA14 above); 4) Regular collaboration to ensure work is aligned with DoLCE, OSES, and other CPS departments and initiatives.

8. Recruitment and selection of up to 40 mentor teachers.

Assigned to: Matt Lyons

Target Completion Date: 08/12/2012

Comments: CPS will conduct a national search for Mentor Teachers through online education job recruitment websites. CPS and NTC will collaborate to design a rigorous screening and interview process to identify a large, high-quality pool of candidates.

Implement Percent Task Complete: 0 of 8 (0%)

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Illinois
 RT3--City of Chicago SD 299
 125 S Clark St
 Chicago IL 60603 5200
 773-553-1000

ELL Template for Title III AMAOs

For Title III District Improvement Plan (DIP), the district must provide strategies and activities needed to ensure that ELLs meet Annual Measureable Achievement Objectives (AMAOs). Please note that required Title III DIP for districts that did not meet AMAOs for 2 consecutive years are different from the DIP for districts that did not meet AMAOs for 4 consecutive years. (Title III Public Law 107-110 SEC. 3122 (b) Accountability)

Please Note: Rising Star currently has 6 indicators under Comprehensive Planning which are identified as ELL (ell). These six indicators are supported by a corresponding ELL - specific, evidence based Wise Way and should be used for the Title III DIP. However, districts also need to use the other fourteen indicators under SmartStart (SS) and SmartPlan (SP) as they apply to their planning goals for improving the outcomes of English Language Learners.

Requirements for districts that did not meet AMAOs for 2-3 consecutive years:

The DIP shall specifically address the factors that prevented the district from achieving Title III AMAOs targets 1 (progress), 2 (proficiency), and/or 3 (AYP for LEPs). The district must describe objectives and strategies that will ensure that the district meets such objectives.

Requirements for districts that did not meet AMAOs for 4 or more consecutive years:

The District shall provide strategies and activities needed to ensure that ELLs meet AMAOs. The district must modify curriculum, instruction, and program to improve English Language Proficiency (ELP) and academic achievement of ELL students in the district. First, the district must analyze the reasons that the previous DIP did not achieve the desired results. Then, describe the objectives and strategies of the new or modified curriculum, instruction, and program supported by scientifically based research to improve ELP and academic achievement of ELL students in the district.

Directions:

Districts that did not meet Title III AMAOs for 4 consecutive years must modify their program, curriculum, and instruction to ensure that ELLs meet AMAOs in future. Therefore, the district must address all of the questions below. However, districts that did not make Title III AMAOs for 2 or 3 consecutive years should address those questions that apply to their plan for improvement.

Modification of Programs (Models)

1. Explain why the current ELL program model(s) should be modified to improve English language proficiency and academic achievement of ELL students in your district. Current models should be modified to reflect a reconceptualization of the "transitional" to a more developmental or "additive" approach based on research indicating that high-quality instruction promoting bilingualism and biliteracy contributes to increased cognitive development and academic performance. The process of acquiring two languages promotes higher cognitive and social levels of understanding (Cummins, 2001). Oral proficiency and literacy in the first language can be used to facilitate literacy development in English (August & Shanahan, 2006). Dual language programs are the most effective at developing bilingual/biliteracy skills and enhancing academic achievement among English Language Learners (Thomas & Collier, 2001). While not all schools can offer dual language instruction, many TBE programs can be redesigned to include more opportunities for students to read, write, speak, and listen at high levels of proficiency in English and their native language, thereby reaping the benefits of bilingualism and biliteracy.

2. Indicate the new or modified program models that the district will implement.

Program models	Self-contained	Push-In	Pull-Out	Team Teaching	Others
Transitional Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language/Two Way Immersion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Developmental Bilingual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheltered English Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Based English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Area Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newcomer Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Program models, please describe					
Three schools in the district began implementing new dual language programs over the last three years. Four additional schools have formed professional Learning Communities and in some cases Dual Language Leadership Teams to begin dual language program planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Five schools are piloting the Quality Teaching for English Learners (QTEL) professional development initiative. QTEL builds teachers' expertise in quality instruction for ELLs by engaging them with research-based practice that supports students' academic and linguistic development. The model stresses the use of scaffolding and supports to meet the specific learning needs of ELLs in a high-challenge, high-support environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twenty-eight schools are piloting E.L. Achieve, a focused approach to instruction for English Language Learners that explicitly builds receptive and expressive language by connecting reading, writing, listening and speaking.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Describe the objectives and strategies of the new or modified program model(s), supported by scientifically based research, that the district will implement to improve the English language proficiency and academic achievement of ELL students in your district.

Chicago Public Schools (CPS) is committed to providing rigorous, linguistic-and culturally-appropriate education for language learners, leading to English language proficiency, native language proficiency and high academic achievement. The new and modified program models offer more consistency and continuity of instruction in terms of both native and English language development, in line with the research cited in 1, above and provide more structured opportunities for fostering bilualism and biliteracy and increasing academic achievement.

Curriculum

1. Explain why the current ELL curriculum should be modified to improve English language proficiency and academic achievement of ELL students in your district.

Current ELL curricula vary throughout the district and should be modified to incorporate current research findings on language development and effective instructional practices for ELLs. Recent findings recommend developmental or extended bilingual education approaches and stress the value of bilingualism and biliteracy. Curricula used in programs for ELLs needs to be aligned with the Common Core Standards and use standard-based assessment to drive instruction. Teaching academic language across content areas, in any language, can strengthen the language development of ELLs as well as native English speakers, increasing academic achievement (National Center for Research on Cultural diversity and Second Language Learning, 1995). When schools value students' home language and culture, second-language learners more often succeed in school (Genesee et al., 2006)

2. Describe how the district will implement the new or modified curriculum to improve the English language proficiency and academic achievement of ELL students in your district.

CPS does not mandate curriculum for individual schools, but it does recommend research-based instructional materials and instructional best practices for ELLs. The essential vehicle for implementation of the additive bilingual approach will focus on building capacity through professional development targeting network ISLs, school principals as instructional leaders, bilingual and ESL teachers, and general education teachers serving newcomers (in particular those from low-incidence languages) , ELLs and former ELLs. We also intend to establishing stronger collaboration with networks Instructional Support Leaders (ISLs) and chiefs.

The district will systematically identify and recommend research-based models and instructional best practice to principals and teachers, providing resources at professional development sessions and making them available online. A starting point is including guidelines and recommended resources in the Department of Language and Cultural Education's (DoLCE) Bilingual Handbook.

3. Describe the process for ensuring that the new or modified curriculum will be aligned with standards-based objectives and criteria.

All CPS curricula are aligned with the Illinois State Standards, and are in the process of being aligned with the Common Core Standards (CCSS). In the 2012-2013 academic year, 60 schools that are "early adopters" of CCSS will continue to work closely with DoLCE and the Department of Literacy to ensure consistency of programs for ELLs with standard-based curriculum. A subgroup of bilingual teachers from the early adopter schools will function as a professional learning community/work group to review, analyze, modify and hone curricular units and other instructional tools that emerge from the early adopters work through the lens of language learners, to ensure that there is alignment to WIDA ELD standards (and SALSA standards where necessary).

To complement the newly developed (CCSS-aligned) CPS Literacy Content Framework, DoLCE, the Office of Specialized Education Services and the Department of Literacy are collaborating on developing further guidance, resources, and tools to assist teachers in considering diverse learner profiles at the forefront of planning CCSS-aligned units. All network teams have received professional development from Harvard University on Universal Design for Learning and are designing professional development to facilitate the incorporation of the UDL principles into the standards-based curriculum planning. Central office departments will support and build capacity of the network teams with tools and professional development (using "train-the-trainer" or co-facilitation models). By collaborating with direct liaisons at the network offices in critical areas of Special Education, Education of ELLs, and Early Childhood Education, central office departments will be better able to determine particular needs at the local levels to them target and tailor supports in implementing standards based curriculum and instruction.

CPS is in the process of selecting thematic text-sets that are aligned to CCSS to be offered as a supplement to current language arts curriculum. DoLCE has been involved in the selection process to ensure that the sets reflect appropriate choices for teachers to align instruction based on students English language proficiency levels according to WIDA ELD standards, and that the rigor and complexity of Spanish language texts are parallel to the Common Core literacy standards for English.

CPS has been invited to participate in the national "Understanding Language" initiative based out of Stanford that "aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards." District participation in this work may include reviewing exemplars and other resources for instruction that is based on CCSS and is tailored to meet the instructional needs of ELLs.

DoLCE and the Department of Literacy are also collaborating on development of a district language and literacy framework to facilitate curriculum planning and instructional practices that address the language needs of all students. In addition, DoLCE will develop a calendar of PD activities targeting school and network staff on topics related to the alignment of the newly adopted CCSS, WIDA ELD and SALSA standards and other issues related directly to effective instructional methodology.

Instruction

1. Describe how the district modifies and/or changes instruction to improve English language proficiency and academic achievement of ELL students in your district.

The district is in the process of creating clear guidelines for consistent, continuous, high-quality instruction for ELLs across the different bilingual program models schools may choose. DoLCE is engaged in a partnership with the Pilsen Little Village Network to develop well-defined bilingual education program models and provide the professional development and program supports needed to implement these models. The program models include dual language education, traditional TBE, late-exit TBE programs, and programs that add a heritage language component after students have transitioned out of TBE so that they continue developing two languages. We will be using findings from this partnership to support other networks in defining and improving their bilingual programs.

In addition, DoLCE has piloted the Quality Teaching for English Learners whole school professional development model that prepares principals and all teachers (bilingual and general education) to provide rigorous, scaffolded instruction for ELLs in all content areas and in any language.

Currently most schools serving ELLs have a Bilingual Lead Teacher (BLT) or a person designated by the school principal whose role is to support instruction, coordinate program implementation and advise school leadership on decisions affecting ELLs. DoLCE schedules quarterly forums for the BLTs each school year in which they collaborate in planning activities to assist their colleagues and students, as well as receive district updates and technical support. Themes include lesson planning, time distribution, assessments, and leadership skill-building. For FY2013, DoLCE will implement a new approach to our current BLT forums. The planning and content of the BLT forums will be developed as a joint effort between DoLCE and Network staff. This approach will ensure that network staff dealing directly with schools understand the importance of meeting the cognitive and linguistic needs of the district's ELL population. Furthermore, by establishing this joint effort the district ensures clear means of communication between network and central staff that will clearly benefit the ELL population.

2. Describe the process for ensuring that the district aligns ELL instruction with standards and provides instruction/activities that meet the needs of ELLs.

DoLCE is participating in a series of "Grade Level Release Days" organized by the Department of Literacy to prepare teachers in "Early Adopter" school in the development of unit plans and performance assessments aligned with CCSS. DoLCE's Bilingual Specialists serve as facilitators on these release days.

This year BLTs will participate in Professional Learning Community monthly meetings. Their charge is to promote new instructional models for ELLs, and integrate these models into the district's CCSS. In addition, The Department of Literacy has already presented about the CCSS and Illinois English Language Proficiency in the last quarterly BLT forum.

To support the networks in developing strong leadership and expertise on bilingual education, the district is in the process of creating a plan that will place bilingual specialists in every network. These specialists will be funded, trained and managed by DoLCE to ensure that they are highly qualified and can move forward the central vision for additive bilingual education. Among the many responsibilities these new positions will be accountable for are: working in collaboration with network staff to develop a network plan for bilingual programs, structuring professional development activities for bilingual and general education teachers on research-based instructional practices, aligning of instruction and Illinois learning standards and CCSS, modeling effective instruction for ELLs and others to be developed

3. Describe how individual ELL student assessments will be used to guide instruction.

A range of available instruments for assessing individual ELL students are already being used to guide instruction. These include ACCESS, and DIBEL/IDEL. Teachers rely on the data from these assessments to design differentiated instruction for ELLs, including grouping most effective for promoting language development. The district is currently exploring assessment tools in native languages; Schools have recently volunteered to pilot the EDL2 as a formative assessment tool for Spanish literacy, using the data to enhance Spanish literacy instruction and inform teachers of English literacy about the native literacy skills so that they can be thoughtful in building upon these assets and facilitating cross-linguistic transfer. The district is anticipating the availability of the PODER assessment as a tool to determine students' Spanish language development levels and inform more targeted native language instruction in Spanish. In the interim, some networks are working to pilot the LAS Links assessment for a similar purpose. The district will ensure that data analysts housed in the networks will analyze ELL assessment data and work in collaboration with network Instructional Support Leaders (ISLs) to develop more effective bilingual program models and instruction for ELLs. For FY2013 the district will ensure each network has a bilingual specialist that will be working exclusively with each network's ELL population.

Illinois
 -RT3--City of Chicago SD 299
 125 S Clark St
 Chicago IL 60603 5200
 773-553-1000

LEA Determinations

NA2 Requirement

For LEAs designated as "Needs Assistance" for two or more consecutive years (NA2) under the LEA Determinations process, ISBE, in accordance with Section 616(e) of IDEA and 34 CFR 300.604, must choose one or more enforcement actions. This year ISBE chose to advise LEAs of available sources of technical assistance that may help address the State Performance Plan (SPP) Indicator area(s) in which the LEA needs assistance. Therefore, LEAs using Rising Star must complete the following to meet the NA2 requirement.

Date:	5/21/2012
LEA Name:	Chicago Public Schools #299
Superintendent:	Jean Claude Brizard
SPP Indicator area(s) for which the LEA needs assistance:	12,13,15, and IDEA Part B Audit Findings

1) What national or state technical assistance resources did the LEA access to address the SPP Indicator area(s) in which it needs assistance? (Technical assistance resources are available at http://www.isbe.net/spec-ed/html/lea_determinations.htm and <http://therightidea.tadnet.org/technicalassistance>)

Indicator 12

- The District utilized all available resources to address the findings identified in indicator 12 including:
- ISBE guidance 10-2 Relating to Transitioning from Early Intervention to Early Childhood Special Education Services when Children Turn Three
- Designing and Implementing Effective Early Childhood Transition Processes
- Overview of IDEA/SPP Early Childhood Transition Requirements
- "When I'm 3, where will I be? - A family's transition workbook"
- Early Intervention to Early Childhood Transition FAQs
- Early Intervention to Early Childhood Tracking Form
- Statewide Collaborative Transition Training Presentation
- Early Intervention to Early Childhood Federal Register Citations
- Extended School year Services for Students with Disabilities
- Early Intervention to Early Childhoods Special Education Transition Memorandum
- Child Find Screening Data Collection Form
- Illinois School District's Responsibility Toward Early Intervention and The Result Of Part C of the Individuals with Disabilities Education Act
- Intergovernmental Agreement

Indicator 13

- Attended ISBE Transition Planning Institute, collaborating with ISBE and NSTTAC representatives on the Team Planning Tool for Student-Focused Planning Practices.
- Analyzed TPSA information completed by prior department manager
- Transition Manager reviewed pertinent ISBE documents and sought/seeks ongoing technical assistance from Scott Beever, Sue Shall cross and Sue Walter from ISBE regarding compliance with indicator 13,
- Questions and Answers Regarding SPP Indicator 13 Requirements, Item 8;
- Illinois State Performance Plan (SPP) Indicator 13 - Desk Audit;
- Web-based Examples and Non examples for SPP/APR Indicator 13 Checklist: Overview
- Illinois State Performance Plan Indicator 13 - Checklist to Meet SPP/APR Requirements;
- Secondary Transition and the SPP Indicator 13 Data Verification Rubric;
- State Performance Indicator 13 Frequently Asked Questions (FAQ) Document ;
- Chicago Public Schools has utilized the following during the 2011-2012 SY:
- NSTTAC evidence based secondary transition practices
- NSTTAC Web-based examples and non-examples for SPP/APR indicator 13
- NSTTAC age appropriate transition assessment guide
- State Performance Plan Indicator 13 FAQs
- TOTAL: Transition outreach for adult living training videos
- Transition Practices Self-assessment
- Illinois SPP Indicator 13 checklist
- Indicator 13 Verification Data Rubric Q&As for SPP Requirement #8
- Recommended consent form for agency invitation for IEP meetings

Indicator 15

- CPS reviewed a state performance plan document at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/530>.
- After reviewing identified resource document and upon additional investigation, the resource document for indicator 15 does not directly relate to the finding identified by ISBE. The finding was specific to State Board complaints. In order to remediate this finding Chicago Public Schools has implemented the following processes:
- Weekly conference calls with the Illinois State Board of Education Assistant Superintendent for Special Education, Beth Hanselman;
- An Education Manager for the Office of Dispute Resolution filters and logs all complaints and resolutions on a daily basis; and
- The Education Manager prepares and presents a weekly report to the Chief Officer of the Office of Special Education and Supports.
- OSEP FAQ on Identification and Correction (9.03.08)

- Exhibit A
- OSES in conjunction with the Office of Instruction utilized and fully examined the FAQs Regarding Identification and Correction of Noncompliance

Audit Findings

- CPS reviewed three documents in conjunction with the Office of Management and Budget. These documents were at http://www.isbe.net/spec-ed/html/grant_info.htm ; <http://www.isbe.net/funding/html/specialed.htm> , and http://www.isbe.net/spec-ed/html/idea_part-b.htm.

2) What actions did the LEA take as a result of accessing such technical assistance resources? (What policies/procedures/practices were revised to address the SPP indicator area(s) in which the LEA needs assistance?)

Indicator 12

- Convened a team of data analysts to collect information, filter information, compare data, contact schools, families, and agencies to ensure pertinent information is available for enrollment and evaluation purposes;
- Biweekly reports sent to CFCs to track enrollment and completion of cases;
- Established Saturday evaluations to address the increase in referrals for evaluation;
- Weekly meetings with the data analysts, the director for special education, the deputy for instruction, and the chief officer to review data, follow up on issues and create action items to ensure timely evaluations, eligibility determinations, and enrollment of students are complete;
- Meet regularly with CFCs, advocates, and EI groups to address issues and develop action items to avoid issues in the future;
- Trained early childhood teams in play-based evaluation techniques;
- Continued the 3 early childhood evaluation teams focused solely on EI referrals; and
- Transition Liaison position redefined based on recommendations and collaboration with the CFCs
- Engaged community partners to better address this issue, including, but not limited to: The Ounce of Prevention; Disability Advocates; Access Living; Department of Family and SSS; Headstart - City of Chicago.
- Established an Early Childhood Advisory Group to address issues of noncompliance with early childhood aged evaluations.
- Through this advisory group and through the Mayor's Office Taskforce on Early Childhood Education, CPS has committed to establishing and maintaining 10 dedicated Evaluation Teams to address the influx in referrals and evaluations. The teams will have dedicated management and accountability systems in place at the beginning of the 2012-2013 SY.

Indicator 13

Chicago Public Schools has worked very hard to address the findings outlined in indicator 13 of the State Performance Plan

- Updated our data reporting mechanism in IMPACT (December 2010 - June 2011)
- Informed all case managers of their role in Indicator 13 data collection and reporting (September 2010 - June 2011).
- Developed a guidance document instructing schools on how to report outside agency invitation/consent information (issued June 7, 2011)
- Received legal approval for a CPS/OSES outside agency consent form (launched June 7, 2011)
- Developed a memo for the district instructing schools to report this information for the current school year by June 30, as well as how to report this information moving forward (issued June 7, 2011)).
- Incorporated the ISBE Indicator 13 Rubric into transition training sessions to teach school how to monitor their own work with this tool. Training has reached over 600 district professionals in the 2010-2011 school year.
- Provided 1:1 coaching and support on transition to all schools that had IEPs "desk audited" for Indicator 13 this year. This will continue with additional schools as part of our ongoing professional development plans.

- Accessed and utilized all available resources provided by ISBE in addition to the personnel resources who support the transition services of students with disabilities
- Chicago Public Schools has been supported through direct consultation by Sue Walter, ISBE Statewide Transition Consultant.
- In addition, Chicago Public Schools attends the Illinois Statewide Transition Institute hosted by ISBE and NSTTAC. Multiple meetings have occurred to establish inter-rater reliability of tools.
- Indicator 15
- The Office of Special Education and Supports (OSES) has worked to remediate all identified areas of noncompliance. Actions taken in the past year to remediate findings include:
 - Restructured the Due Process Department to have a Dispute Resolution focus geared towards proactive resolution of issues and concerns district wide;
 - 50% decrease in due process cases with the assistance of multiple technical assistance documents from ISBE and OSEP;
 - Utilized ISBE NSTTAC technical assistance resources to restructure transition department;
 - Planning summer meeting to map out utilization of ISTAC technical assistance resources (Project Choices, IATTAP, ASPIRE, STARNET) during FY12;
 - Strategic hiring of parent liaison to serve as voice for parent group to inform OSES practice;
 - As part of strategic improvement, OSES worked with STARNET director to redefine all positions to support OSES in supporting families and providing professional development in a more global manner;
 - Utilize/analyze indicator data to inform practices – focus groups planned summer, • Restructuring the early childhood special education department within OSES to address the over 40% increase in referrals for evaluations over the past 2 years;
 - Committing to developing and establishing up to 10 dedicated evaluation teams to address the increase in referrals and the identified noncompliance;
 - Working directly with ISBE to address areas and indicators in which the district is deficient;
 - Utilizing training to inform all stakeholders about areas of noncompliance;
 - Examining tools to support tracking and decision making around due process cases (tool anticipated to be procured during the 2012-2013 school year);
 - Examining and making necessary technical upgrades to the reporting system to better meet the requirements established by the State surrounding reporting; and
 - Examining all policies and procedures in place currently to determine if key changes must be made to better address areas of noncompliance;

Audit Findings

Finding No. SA09-02 (Furniture and Equipment)

The Chicago Public Schools Grants Management staff will have completed approximately 180 random on-site school based monitoring reviews during school year 2009, 2010 that included testing of equipment items and asset registers. Instances of non-compliance are cited and schools are required to provide corrective actions and evidence of compliance. Additionally, Grants Management is working with the CPS Controller's Office on the development of a technology assisted electronic master equipment register that has asset postings at the time of purchase order and/or payment. Efforts have been taken to ensure the electronic register includes all required information as per OMB Circular A-87. The technology assisted fixed asset registry was implemented for the start of the 2010-2011 school year as a module within the overall financial system.

CPS has a stricter policy on equipment. At CPS, items with a per unit cost of \$500 (and sometimes less like in the case of iPads) are classified as equipment. This is stricter than federal guidelines that consider all materials and supplies exceeding \$1000 and all equipment exceeding \$500 as equipment.

Indicator 13 Actions taken:

In addition, we developed a detailed plan for Indicator 13, which included the following activities:

Indicator 13 TPSA PS6: The transition department will be redesigned to address the district needs, including a redefinition of the positions and review of staffing needs prior to the 2010-2011 school year

Indicator 13 TPSA SFP7 & 9: New transition planning guidelines with examples of transition activities and goal writing, with clear guidance on how both should be considered by the IEP Team and documented during the transition planning part of the IEP meeting, including the present level of performance in the IEP.

Indicator 13 TPSA SFP10: Transition coordinators will collaborate with new postsecondary coaches for the district to engage in college and career preparation, including but not limited to completing the FAFSA and participating in informational sessions and tours in accessible locations, with consideration of accommodations for both parents and students.

Indicator 13 TPSA SFP8 and COLLAB5 Transition manager will have quarterly engage local (Access Living), city (MOPD), and state agencies (DRS) in meeting to address participation of CPS students in planned events hosted by the agencies for students and their families that address career development activities and develop a comprehensive process to ensure that local, city, and state agencies address the post-school needs of students with disabilities indicated during transition planning.

Indicator 13 TPSA COLLAB3 Administrators, case managers, teachers, postsecondary coaches, parents, and counselors will be offered quarterly training courses offered by the Office of Special Education and Supports (OSES) on transition planning in relation to the process of student-centered transition planning, as well as their various roles in developing and/or implementing the transition plan.

Indicator 13 TPSA COLLAB1 Provide opportunities for roundtable discussions with school staff and possible employers to learn about the benefits and supports needed when hiring students with disabilities.

Indicator 13 TPSA PS3 CPS will host at least one Transition Fair to engage parents, agencies, and school personnel in a discussion of transition-related policies, practices, and procedures.

(For ISBE use only): Was the NA2 requirement completed on time by the LEA?

As a result of the ISBE review, the LEA's NA2 requirement:

ISBE reviewer comments:

Illinois
 RT3--City of Chicago SD 299
 125 S Clark St
 Chicago IL 60603 5200
 773-553-1000

Race to the Top Phase 3: Participating LEA Assurances

The Participating LEA, by the submission of these assurances by the LEA Superintendent (or equivalent authorized signatory), hereby certifies and represents that:

1. It has all requisite power and authority to execute the Participating LEA Assurances and submit the Participating LEA Scope-of-Work.
2. It is familiar with, supportive of, and committed to working on and implementing the Participating LEA Expectations as set forth on the Race to the Top 3, Participating LEA Expectations and State Supports Chart, available on ISBE's website at: http://www.isbe.net/racetothetop/PDF/rttt3_app_expectations_state_supports, in accordance with the district's ISBE-approved Scope-of-Work.
3. It will comply with all of the terms of the Race to the Top 3 Program and the State's subgrant.
4. The baseline information provided as part of the Participating LEA Data Request is accurate and complete.
5. It will participate in all State-led efforts to undertake district networking activities, disseminate implementation models, and evaluate program results relating to implementation of the Participating LEA Expectations, as referenced above, and the State's Race to the Top Phase 3 Plan.
6. It will be responsive to State or U.S. Department of Education ("ED") requests for information including on the status of the Participating LEA's Scope-of-Work, its implementation, outcomes, and any problems anticipated or encountered.
7. It will participate in meetings, webinars and telephone conferences with the State to discuss (a) progress of the Participating LEA in implementation of its Scope-of-Work; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for the subsequent year of the Race to the Top 3 grant period; and (d) other matters related to the Race to the Top Phase 3 grant and associated plans.
8. It will work with the State's Race to the Top 3 personnel to determine appropriate timelines for project updates and status reports throughout the grant period.
9. If the Participating LEA has any Tier I or Tier II schools, it will seek to leverage School Improvement Grant funds to support implementation of the Participating LEA Expectations, as referenced above.
10. It will only allocate its Participating LEA RTTT3 allocation for expenditures relating to implementation of the Participating LEA Expectations as set forth in its ISBE-approved Scope-of-Work.
11. It will participate in district network activity across all of the RTTT3 Participating LEAs to develop Type I and Type III assessment frameworks (as described in the State's RTTT3 Application, available at http://www.isbe.net/racetothetop/PDF/phase3_app.pdf, see pgs. 20-21) and items which can be used on a district-wide basis by all teachers in a given grade or non-tested subject area.
12. It will allocate ten percent (10%) of its Participating LEA allocation for developing and implementing Type II or Type III assessment frameworks and items (as described in the State's RTTT3 Application, available at http://www.isbe.net/racetothetop/PDF/phase3_app.pdf, see pgs. 20-21).
13. It will post to any website specified by the State or the U.S. Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top Program grant.
14. It agrees to serve as a pilot district for PARCC consortium and KIDS assessment.
15. It will fully cooperate in the PERA Research-based Study.
16. It will participate in State technical assistance and accountability infrastructure for induction and mentoring programs.
17. The Participating LEA acknowledges and accepts its responsibility to comply with these assurances and carry out the activities in its approved Scope-of-Work. If ISBE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, ISBE will take appropriate enforcement action, which could include a collaborative process between ISBE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43, including temporarily withholding funds,

disallowing costs, or terminating the LEA's status as a Participating LEA.

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12-0627-ED2

**AMEND BOARD REPORT 11-0525-ED3
APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS PROVIDERS
FOR HIGH QUALITY EARLY CHILDHOOD SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with providers listed in Exhibit "A" to provide high quality early childhood services to children ages birth to five and their families at a cost not to exceed the aggregate amount of ~~\$55,740,000.00~~ **\$57,730,000.00**. Providers were selected on a non-competitive basis pursuant to submitted proposals and evaluated on past services and the ability to meet program guidelines as mandated by the Illinois State Board of Education and the Chicago Public Schools. Written agreements for services are being negotiated. No services shall be provided by any provider and no payment shall be made to any provider prior to the execution of such provider's written agreement. The authority granted herein shall automatically rescind as to each provider in the event a written agreement for such provider is not executed within 120 days of the date of this Board Report. Information pertinent to these agreements is stated below.

This June 2012 amendment is necessary to align the Board Report with the current allocation for the program. No written amendments to the contracts are required.

PROVIDERS: See Exhibit "A"

USER: Office of Early Childhood Education
125 S. Clark Street, 9th Floor
Chicago, IL 60603
Contact: Paula Cottone (773) 553-2010

TERM: The term of each agreement shall commence on July 1, 2011 and shall end on June 30, 2012. The agreements shall have no options to renew.

EARLY TERMINATION RIGHT: The Board shall have the right to terminate each agreement with 30 days written notice.

SCOPE OF SERVICES: Providers will furnish one or more of the following services: early childhood center based educational services in a full day setting for preschool children ages 3 and 4; infant – toddler center based Prevention Initiative services in a full day setting for children ages birth to age 3; or Prevention Initiative Model Services to children ages birth to age 3 and their families. Programs must be developmentally appropriate and meet the needs of each age group and their families. Center based educational programs must include a Research Based Curriculum with activities that foster cognitive, language, physical, social, creative, emotional and personal (self-help) development. Prevention Initiative programs must be designed so that parents will gain knowledge and skills in parenting through implementation of a research based program model which will guide the provision of services and provide for coordination of services.

DELIVERABLES: Providers will deliver appropriate educationally sound and research based preschool and/or infant toddler programs to eligible children enrolled in child care centers and/or case management and/or parent educational services to children and families eligible for the Prevention Initiative programs as described by the Illinois State Board of Education.

OUTCOMES: Providers' services will result in young children developing a strong foundation for learning and being better prepared to enter preschool and/or kindergarten. At-risk children and families will have access to coordinated services and extra preparation prior to kindergarten.

COMPENSATION: Each provider shall be paid quarterly upon invoicing based upon approved budgets and the number of children served during the prior quarter; the sum of payments to all providers shall not exceed ~~\$55,740,000.00~~ **\$57,730,000.00**. The first payment shall be made within 30 days of contract execution; subsequent payments shall be made during the months of November, March, and June after all financial and program information including budget, certification, enrollment, expenditure documents and reports have been reviewed and approved by the Board.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Early Childhood Education Officer or the Deputy Chief Early Childhood Education Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the 2007 Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, a determination shall be made as to when transactions should be excluded from contract specific M/WBE goals. It has been determined that the participation goal provisions of the Program do not apply to transactions where the pool of providers includes not-for-profit organizations.

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

FINANCIAL: Charge to: Office of Early Childhood Education Fiscal Year: 2012

Budget Classifications:	11385-115-54105-111085-376619	(\$54,310,000	<u>\$56,600,000</u>	FY12)
	11385-115-54105-119041-000000	(\$1,400,000	<u>\$1,130,000</u>	FY12)

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 June 23, 2004 (04-0623-PO4), 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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Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
1	ABC Preschool	89885	3800 N. Austin	60634	Patricia	Bentz	773-685-9033
2	Abraham Lincoln Centre	98987	3858 S. Cottage Grove	60653	Michael	Goltz	773-268-3854
3	Ada S McKinley Community Services, Inc.	21166	725 S. Wells Suite 1A	60607	George	Jones Jr.	312-554-0600
4	A-Karasel Child Care Centers	20221	3030 N. Kedzie	60618	Anthony	Moreli	708-452-0053
5	Alain Locke Charter School	04730	3141 W. Jackson Blvd.	60612	Claire T.	Hartfield	312-491-9100
6	Albany Park Community Center, Inc	45712	3403 W. Lawrence, Suite 300	60625	Harold	Rice	773-583-5111
7	All About Kids Learning Academy, Inc	81328	514 E. 75 th St.	60619	Tess	McKenzie	773-892-2800
8	Allison's Infant and Toddler Center	81401	5522 S Racine	60636	Allison	Caldwell	773-436-3193
9	Asian Human Services	22957	4753 N. Broadway Suite 700	60640	Marlene	Hodges	773-293-8450
10	Black Rhino, Inc. "DBA" Building Blocks Learning Academy	89889	1120 West 69th St	60621	Michelle	Redd	773-488-2222
11	Board of Trustees City Colleges of Chicago	50568	226 W. Jackson Blvd 11th Fl.	60606	Artya	Nash	312-553-2856
12	Board of Trustees University of Illinois at Chicago	32571	809 S. Marshfield Ave	60612	Luis	Vargas	312-996-2862
13	Bunyard Developmental Childcare Association	14164	545 W 119 th Street	60628	Bernice	Singleton	773-568-5200
14	Caring Hands A Step Ahead Learning Center	39924	4208 N. Broadway	60613	Regina	Parker Robertz	773-404-8664
15	Carole Robertson Center for Learning	45717	2020 W Roosevelt	60608	Gail	Nelson	312-243-7300

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
16	Casa Central Social Services Corporation	26509	1343 N. California	60622	Ellen	Chavez	773-645-2300
17	Catholic Bishop of Chicago Archdiocese of Chicago Office of Catholic Schools	19931	835 N. Rush St.	60611	Julie	Ramski	312-534-3868
18	Catholic Charities of the Archdiocese of Chicago	40249	721 N. LaSalle Rm. 205	60610	Michael M.	Bolland	312-655-7000
19	Centers For New Horizons, Inc.	50642	4150 S. King Drive	60653	Cynthia	Clay	773-373-5700
20	Chesterfield Tom Thumb Day Care Center	38893	9214 S. Cottage Grove	60619	Britt L.	Savage	773-874-3985
21	Chicago Child Care Society	31512	5467 S. University	60615	Taya	Griffin-Aaron	773-643-0452
22	Chicago Commons Association	45713	744 N. Monticello Ave.	60624	Janice	Woods	773-826-4825
23	Chicago Urban Day School	35664	1248 W 69th Street	60636	Georgia	Jordan	773-483-3555
24	Chicago Youth Centers	13155	218 S. Wabash Ave. Suite 600	60604	Harry	Wells	312-913-1700
25	Children's Center for Creative Learning, Inc.	14308	7944 - 58 S Western	60620	Tonnette R.	Williams	773-471-4927
26	Children's Development Corporation	39927	1050 E. 95th Street	60619	Leon I.	Walker	773-721-3200
27	Children's Garden Child Development Center, Inc.	76366	8902 S. Brandon Ave	60617	Sharon	Berkley	773-933-5363
28	Children's Home & Aid Society of Illinois	25624	125 S. Wacker Suite 1400	60606	Houri	Guecykian	312-424-6861
29	Children's House - Lake Meadows, Inc. The	14165	16601 S Kedzie . #201. Markham, IL	60428	Debi	Fuller	708-339-1111

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
30	Children's Place Association, The	15006	1436 W. Randolph St	60607	Cathy	Krieger	312-660-3020
31	Children's Village Day Care and Kindergarten	61655	9011 S. Cottage Grove	60619	Julia	Draper	773-873-1700
32	ChildServ	45715	8765 W. Higgins Road, Suite 450	60631	James	Jones	773-693-0300
33	Chinese American Service League	45716	2141 S. Tan Court	60616	Brenda	Arksey	312-791-0454
34	Chipper Preschool and Kindergarten	96450	8225-29 S. Kedzie Ave.	60652	Amaryllis	Nelson	773-778-5757
35	Christopher House	47278	2507 N. Greenview	60614	Julie	Dakers	773-472-1083
36	Concordia Place	41430	3300 N. Whipple	60618	Kiki	Collias	773-463-1600 x112
37	Creative Mansion Children's Academy, Inc.	23107	4745 S. Ellis Ave	60615	Marjorie C.	Jones	773-268-6066
38	Dorothy Sutton Branch Headstart and Daycare	64457	8601 S. State St.	60619	Ola	Kirksey	773-723-4445
39	Dorsey Developmental Institute	30658	2050 E. 93rd Street	60617	Cathy	Dorsey	773-375-4300
40	Early Child Care Services, Inc.	64468	160 N. LaSalle N. 201	60601	Stacey	Olszewski	312-814-4782
41	Easter Seals Metropolitan Chicago	18567	1939 W. 13th St	60608	Barbara	Zawacki	312-491-4110
42	El Hogar Del Niño	47279	1710-18 S Loomis St.	60608	Livier	Salazar	312-733-5584
43	Erie Neighborhood House	45679	1701 W Superior	60622	Louis	Falk	312-432-2217
44	Erkson Institute	73654	451 N LaSalle St	60654	Linda	Gilkerson	312-893-7138

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
45	Eyes on the Future Child Care Center	34287	6969 N. Ravenswood	60626	Azieb	Gebrehiwet	773-396-6315
46	Ezzard Charles School Day Care Center	13853	7946 S. Ashland Ave	60620	Eldora	Davis	773-487-0227
47	Fairlyland Nursery School, Inc.	41417	4350 N. Milwaukee Ave.	60641	Sharon	Kalinowski	773-725-1246
48	Family Focus, Inc.	48890	310 S. Peoria, Suite 301	60607	Kareem	Pender	312-421-5200
49	Firman Community Services, Inc.	23710	144 W 47th Street	60609	Marguerite	Young	773-373-3400
50	First Congregational Church Day Care Center	29517	1305 N. Hamlin	60651	Leocadia	Lopez	773-384-8118
51	First Start Child Care Academy	91794	4753-59 W. Washington	60644	Patricia	Tyus	773-379-4928
52	Fresh Start Daycare, Inc	61657	6924 W. North Avenue	60607	Marvin	Britt	773-479-2870
53	Gads Hill Child Care Center	27716	1919 W. Cullerton	60608	Barbara	Castellan	312-226-0963 x250
54	Golden Gate Day Care Center, Inc.	09480	432 E. 134th Street	60627	Beatrice	Evans	773-928-7085
55	Granny's Daycare Center	85076	645 W. 127th St	60628	Priscilla	Bolling	773-848-5827
56	Happy Holiday Nursery & Kindergarten	20010	401 E. 111th Street	60628	Alethia	Travis	773-921-7009
57	Happy Kids Learning Center, Inc	89690	4545 N. Kedzie Ave	60625	Katya	Martinez	773-866-1405
58	Healthy Families Chicago	41407	2100 S. Marshall Blvd	60623	Diane	Scruggs	773-257-0111
59	Henry Booth House	34288	2929 S. Wabash Ave Suite 203	60616	Scott	Perkins	312-949-3609

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Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
60	Higher Learning Daycare & Education Center	89693	2526 E. 73rd St.	60649	Willi	Horton	773-734-1251
61	Holy Family Ministries	89692	790 Frontage Rd.	60093	Susan	Work	773-273-6013
62	Home of Life Community Development Corp.	31519	4647 W. Washington Blvd.	60644	Delores	Sheppard	773-626-8655
63	Howard Area Community Center	24412	7648 N. Paulina	60626	Bruce	Pasey	773-262-6622
64	Hull House Child Development Services	47297	1030 W. Van Buren	60607	Naomi	Samuels	312-906-8600
65	Human Resources & Development Counseling DBA New Zion Child Care	64464	1960 W. 13th St.	60608	Glenda	Steerd	312-733-1262
66	Illinois Action For Children	91629	4753 N. Broadway Suite 1200	60640	Maria	Wheelan	773-769-8011
67	Imani Children's Academy	61659	11443 S. Halsted	60628	Shirley	Powell	773-660-9667
68	Improved Child Care Management Services (Corp.)	31520	520 N Halsted Suite 412	60622	Mildred	Burnside	773-737-0231
69	Institute for Positive Education (New Concept)	41418	7825 S. Ellis	60619	Anthony	Daniels-Halisi	773-651-2425
70	Irving Park Early Learning Center, Inc.	31405	3023 W. Montrose	60618	Rose	Ocasio	773-539-7422
71	It Takes a Village Child Care	41420	4000 W. Division	60651	Nakisha	Harris	312-675-0056
72	Itsy Bitsy People Palace, Inc.	61658	7419 S Cottage Grove	60619	Mary	Sawyer	773-846-7396
73	Jewish Community Centers of Chicago	30857	30 S Wells St., Suite 4000	60606	Jerold	Wolf	312-775-1803

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Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
74	JFH Educational Academy, Inc. DBA Jolly Fun House Playchools	24757	7559 W. Addison	60634	Georgia	Bowie	773-637-6115
75	Jones Academy, Inc.	80623	4344 S. Wentworth Ave.	60609	Felicia	Jones	773-307-7507
76	Keeper's Institute Infant/Child Care	15069	2718 W. 59 th St.	60629	Anne G.	Campbell	773-434-8835
77	Kenyatta's Day Care Center	20187	2334 E. 75th Street	60649	Brenda	Owens	773-221-3777
78	Kiddy Kare Preschool & Kindergarten	23109	4401 S. Kedzie	60632	Todd	Chentnik	708-903-3137
79	Kids Place II, Inc.	64459	1318 West 95th St	60643	Judith	Porter	773-445-6500
80	Kidwatch Plus, Inc.	29531	3901 N. Ridgeway	60618	Jeanne	Prete	773-539-5431
81	Kimball Day Care Center	97894	1636 N. Kimball	60647	Alberta/Anoosh	Varda	773-235-7200
82	Korean American Community Services	41421	4300 N. California Ave.	60618	Inchul	Choi	773-583-5501
83	Kove Learning Academy, Inc.	14295	3137 W. 71st Street	60629	Angeline	Kutz	773-476-3083
84	LEARN Charter School	06770	1132 S. Homan Ave.	60624	Gregory	White	773-826-7502
85	Lake Shore Schools	09062	5811 N. Clark	60660	Farah	Essa	773-561-6707
86	Lava Inc. - Chatterbox Preschool	14305	3613 W. Devon Ave	60659	Lansa	Bunimovich	773-478-2434
87	Lee's Cuddles N Care, Inc	89886	6100 W. North Ave	60639	Andriella	Lee	773-745-8054
88	Legacy Charter	05870	4217 W. 18 th Street	60623	Lisa	Kenner	773-542-1640

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	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
89	Les Finch's Learning Tree	76742	4217 W. 16th St.	60623	Ruth	Cruz	773-521-6434
90	Little Angels Family Daycare	61660	6701 S. Emerald	60621	Nashone	Greer	773-488-8777
91	Little Elite Academy, Inc.	64461	8748 S. Aberdeen	60629	Latrice	Harrell	773-448-7990
92	Little Folks Cottage Daycare	89687	5926 W. Madison	60644	Cheryl	Jackson	773-379-4419
93	Little Folks Daycare	89691	2527 E. 73rd St.	60649	Rochelle	Hopkins	773-221-0300
94	Little Giant Child Care Center	23792	3863 W. Harrison	60624	Gloria	Grandberry	773-265-6330
95	Little Hands Child Creative Center	61671	7146 S. Ashland Ave	60636	Sharon	Dale	773-474-0363
96	Little Kiddies, Inc.	61662	1447 W. Devon	60660	Doris	Eneamokwu	773-465-7702
97	Little Kids Village Learning	64462	2656 W. 71st St.	60629	Sherri	Thompson	773-776-4753
98	Little Leaders of Tomorrow	14790	301 S. Mayfield Ave.	60644	Denise	Buckman	773-378-8302
99	Little People Day Care & Kindergarten, Inc	20143	7428 N Rogers Ave.	60626	Marlena L	Bansa	773-761-2305
100	Loop Learning Center, Inc	14743	2001 S. Michigan Ave	60616	Matilda A.	Walker	312-225-8828
101	Loren Children's Learning Center, Inc.	64463	2106 E. 79th St	60649	Idris	Alohan	773-359-9400
102	Love Learning Center / Day Care	20145	228 E. 61st Street	60637	Burchell	Love	773-752-0243
103	Lutheran Day Nursery	31521	1802 N. Fairfield Ave	60647	Bruce	Ray	773-486-4222

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Office of Early Childhood Education
Community Partnership Programs

Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
Lutheran Social Services of Illinois	35873	1001 E. Touhy Ave. Suite 50 Des Plaines, IL	60018	Denver	Bitner	847-635-4600
Marcy-Newberry Association	23115	1073 W. Maxwell	60608	Ben	Kendrick	312-829-7555
Marijac Social Center	49913	212 S. Francisco	60612	Maureen	Hallagan	773-584-3232
Mary Crane Center	47285	2974 N. Clybourn	60618	Wanda	Ho	773-938-8161
Maryville Academy	18663	1150 N. River Road	60016	Amy	Kendall-Lynch	773-205-3605
McCann's Daycare Center	14123	8612 S. Stony Island	60617	Yvonne	McCann	773-375-7932
Metropolitan Family Services	46701	1 N. Dearborn Ste. 1000	60602	Colleen	Jones	312-986-4135
Montessori Academy and Association, inc.	61664	11025 S. Halsted St.	60628	Ardelia J.	Irvin	773-468-0033
Mosaic Early Childhood Academy	81908	5332 W. Addison	60641	Nisha	Bhojani	773-777-7411
Mother's Touch Day Care, Inc.	26616	2501 W. 71st Street	60629	Ethel	Daniel	773-436-3177
Mt. Ararat Day Care Center	61663	6514 W. Higgins Ave	60656	Xochitl	Salvador	773-593-9763
New Hope Lutheran School	23587	6416 S. Washlenaw	60629	Celeste	Shores	773-776-9849
New Pisgah Day Care Center	61665	8130 S. Racine Ave	60620	Stanley	Smith	708-473-7726
N/A, LTD - The Learning Tree	41423	8128 S. Kedzie Ave	60652	Joann	Williams	773-778-8802
North Avenue Day Nursery	45664	2001 W. Pierce	60622	Steven	Koill	773-342-4499

Exhibit A
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Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
119	North Kenwood Day Care Center	23618	516-518 E. 43 rd St.	60653	Michelle	Williams	773-268-2223
120	Northwest Institute for Contemporary Learning	27558	4040 W. Division	60651	Shirley	Allison	773-921-2800
121	Northwestern University Settlement Association	31814	1400 W. Augusta Blvd.	60622	Jose	Alatorre	773-278-7471
122	One Hope United	95028	215 N. Milwaukee Ave. Lake Villa	60046	Timothy	Snowden	312-949-5580
123	Onward Neighborhood House	26323	600 N. Leavitt	60612	Mario	Garcia	312-666-6726
124	Options for Youth	99910	5234 S Blackstone, #H	60615	Pat	Mosena	773-288-1682
125	Ounce of Prevention Fund	30597	33 W. Monroe, Suite 2400	60603	Sarah	Bradley	312-922-3863
126	Pathways to Learning Child Care Centers, Inc.	14681	3450-54 W. 79TH ST	60652	Lisa	Edwards	773-436-9244
127	Pinks Child Care Academy, LTD.	41424	8236 S. Kedzie Ave.	60652	Ernie	Pinkston	773-719-9013
128	Precious Little One's Learning Center, Inc.	64465	221 E. 51st St	60615	Nicole	Jones	773-285-9902
129	Promoting Good Behavior	20168	1341 191st. St.	60430	Evelyn	Wilson	708-957-0604
130	Rachel's Learning Center, Ltd	80743	3430 W. Roosevelt Rd.	60624	Rochelle	Ray	773-533-1834
131	Ravenswood Community Daycare, Inc.	62059	4908 N. Damen	60625	Lisa	Merdinger	773-271-4495
132	Salvation Army	12143	10 W Algonquin, Des Plaines, IL	60016	Dorothy	Coleman	773-382-4701
133	SGA Family and Youth Services	34171	11 E Adams, Suite 1500	60603	Martha	Guerrero	312-663-0305
134	Shining Star Child Development Institute	53512	3012-16 E 92nd St	60617	Gicele T	Wray	773-978-7827

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Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
135	Sinai Community Institute	41406	2653 W. Ogden	60608	Cynthia	Williams	773-257-6651
136	Small Stride Academy	14760	10317 S. Western Ave.	60643	Margaret B.	Allen	773-239-0040
137	South Central Community Services, Inc.	35476	8316 S. Ellis Ave.	60619	Judith	Bradley	773-483-0900
138	South Harper Montessori School	39996	8358 S. Stony Island	60617	Georgina	Coachman	773-734-0375
139	South-East Asia Center	34289	1124 W. Ansie	60640	Peter	Poir	773-989-7433
140	St. Augustine College	24428	1333-45 W. Argyle	60640	Andrew	Sund	773-878-7502
141	St. Vincent DePaul Child Development Center	12055	2145 N. Halsted	60614	Carrie	Callas	312-943-6776
142	Stepping Stones Early Childhood Learning Center	41425	1300 E. 75 th St.	60619	Nelda	Jones	773-493-0000
143	Teddy Bear Nursery School, Inc.	13575	2649 W. 51st Street	60632	Edward	Schmitt	773-476-0700
144	Thresholds Mothers' Project	30462	4101 N. Ravenswood	60613	David	Esposito	773-572-5298
145	Tiglio, Inc	76360	3155 W. Diversey	60647	Alberta/Anoosh	Varda	773-342-7777
146	Tiny Tot Villa Inc.	27163	8128 S. Martin Luther King Drive	60619	Judith	Tyson	773-483-6251
147	Trinity United Church of Christ Child Care Centers	17231	532 W. 95th Street	60628	Janet	Moore	773-966-1518
148	True to Life Foundation	97909	1712 E. 87th St	60617	Velinda	Alexander	773-374-7046
149	Tuesday's Child	44841	4028 W. Irving Park Road	60641	Katherine	Conklin	773-282-5274
150	University of Chicago	33123	5801 S. Ellis	60637	Carol	Zuchtes	773-702-8604
151	V & J Day Care Center, Inc	61669	1 E. 113th St	60628	Reaver G	Barlowe-Bell	773-785-3940

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
152	Vireva Nursery School & Kindergarten	96501	1935 W. 51st St.	60609	Isaac	Jones Jr.	773-925-8417
153	Wee Care Nursery School	41427	1845 E. 79 th St.	60649	Sonya	Williams-Morgan	773-221-4442
154	Wee Wee Center for Creative Learning, Inc.	61670	2434 W. 71st St.	60629	Kimberly	Rush	773-471-0869
155	West Austin Development Center	69701	4920 W. Madison	60644	Tamera	Fair	773-378-1396
156	Whiz Kids Nursery Center, Inc.	64466	518 W. 103rd St.	60628	Kimberly	Craft	773-233-9445
157	Women's Treatment Center	41408	140 N. Ashland Ave	60607	Jewell	Oates	312-850-0050
158	Woodlawn Organization	13726	6040 S. Harper St.	60637	Georgette	Greenlee	773-256-2905
159	YMCA	30499	801 N. Dearborn	60610	Erskine	Cunningham	312-932-1212
160	Young Achievers Academy, Inc.	64467	520 E. 79th St.	60619	Zuli	Turner	773-846-9707
161	Young Scholars Developmental Institute	14167	3038 W. 59th Street	60629	Elizabeth	Campbell	773-918-1944

President Vitale abstained on Board Report 12-0627-ED2.

Vice President Ruiz abstained on Board Report 12-0627-ED2.

12-0627-ED3

**APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS PROVIDERS
FOR HIGH QUALITY EARLY CHILDHOOD SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with providers listed in Exhibit "A" to provide high quality early childhood services to children ages birth to five and their families at a cost not to exceed the aggregate amount of \$56,130,000.00. Providers were selected on a non-competitive basis pursuant to submitted proposals and evaluated on past services and the ability to meet program guidelines as mandated by the Illinois State Board of Education and the Chicago Public Schools. Written agreements for services are being negotiated. No services shall be provided by any provider and no payment shall be made to any provider prior to the execution of such provider's written agreement. The authority granted herein shall automatically rescind as to each provider in the event a written agreement for such provider is not executed within 120 days of the date of this Board Report. Information pertinent to these agreements is stated below.

PROVIDERS: See Exhibit "A"

USER: Office of Early Childhood Education
125 S. Clark Street, 9th Floor
Chicago, IL 60603
Contact: Paula Cottone (773) 553-2010

TERM: The term of each agreement shall commence on July 1, 2012 and shall end on June 30, 2013. The agreements shall have no options to renew.

EARLY TERMINATION RIGHT: The Board shall have the right to terminate each agreement with 30 days written notice.

SCOPE OF SERVICES: Providers will furnish one or more of the following services: early childhood center based educational services in a full day setting for preschool children ages 3 and 4; infant – toddler center based Prevention Initiative services in a full day setting for children ages birth to age 3; or Prevention Initiative Model Services to children ages birth to age 3 and their families. Programs must be developmentally appropriate and meet the needs of each age group and their families. Center based educational programs must include a Research Based Curriculum with activities that foster cognitive, language, physical, social, creative, emotional and personal (self-help) development. Prevention Initiative programs must be designed so that parents will gain knowledge and skills in parenting through implementation of a research based program model which will guide the provision of services and provide for coordination of services.

DELIVERABLES: Providers will deliver appropriate educationally sound and research based preschool and/or infant toddler programs to eligible children enrolled in child care centers and/or case management and/or parent educational services to children and families eligible for the Prevention Initiative programs as described by the Illinois State Board of Education.

OUTCOMES: Providers' services will result in young children developing a strong foundation for learning and being better prepared to enter preschool and/or kindergarten. At-risk children and families will have access to coordinated services and extra preparation prior to kindergarten.

COMPENSATION: Each provider shall be paid quarterly upon invoicing based upon approved budgets and the number of children served during the prior quarter; the sum of payments to all providers shall not exceed \$56,130,000.00. The first payment shall be made within 30 days of contract execution; subsequent payments shall be made during the months of November, March, and June after all financial and program information including budget, certification, enrollment, expenditure documents and reports have been reviewed and approved by the Board.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Early Childhood Education Officer or the Deputy Chief Early Childhood Education Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the 2007 Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, a determination shall be made as to when transactions should be excluded from contract specific M/WBE goals. It has been determined that the participation goal provisions of the Program do not apply to transactions where the pool of providers includes not-for-profit organizations.

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

FINANCIAL: Charge to: Office of Early Childhood Education Fiscal Year: 2013

Budget Classifications: 11385-362-54105-119027-376651 (\$55,000,000 FY13)
11385-362-54105-119027-376652
11385-115-54105-119041-000000 (\$1,130,000 FY13)

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 June 23, 2004 (04-0623-PO4), 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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Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
1	ABC Preschool	89685	3800 N. Austin	60634	Patricia	Bentz	773-685-9033
2	Abraham Lincoln Centre	98987	3858 S. Cottage Grove	60653	Michael	Goltz	773-268-3854
3	Ada S. McKinley Community Services, Inc.	21166	725 S. Wells Suite 1A	60607	George	Jones Jr.	312-554-0600
4	A-Karrasel Child Care Centers	20221	3030 N. Kedzie	60618	Anthony	Moreli	708-452-0053
5	Alain Locke Charter School	04730	3141 W. Jackson Blvd.	60612	Claire T.	Hartfield	312-491-9100
6	Albany Park Community Center, Inc	45712	3403 W. Lawrence, Suite 300	60625	Harold	Rice	773-583-5111
7	All About Kids Learning Academy, Inc	81328	514 E. 75 th St.	60619	Tess	McKenzie	773-892-2800
8	Allison's Infant and Toddler Center	81401	5522 S. Racine	60636	Allison	Caldwell	773-436-3193
9	Asian Human Services	22957	4753 N. Broadway Suite 700	60640	Marlene	Hodges	773-293-8450
10	Black Rhino, Inc. "DBA" Building Blocks Learning Academy	89689	1120 West 69th St.	60621	Michelle	Redd	773-488-2222
11	Board of Trustees City Colleges of Chicago	50568	226 W. Jackson Blvd. 11th Fl.	60606	Artiya	Nash	312-553-2856
12	Board of Trustees University of Illinois at Chicago	32571	809 S. Marshfield Ave	60612	Luis	Vargas	312-996-2862
13	Bunnyland Developmental Childcare Association	14164	545 W. 119 th Street	60628	Bernice	Singleton	773-568-5200
14	Caring Hands A Step Ahead Learning Center	39524	4208 N. Broadway	60613	Regina	Parker Robertz	773-404-8664
15	Carole Robertson Center for Learning	45717	2020 W. Roosevelt	60608	Gail	Nelson	312-243-7300

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
16	Casa Central Social Services Corporation	26509	1343 N. California	60622	Ellen	Chavez	773-645-2300
17	Catholic Bishop of Chicago Archdiocese of Chicago Office of Catholic Schools	19931	835 N. Rush St.	60611	Julie	Ramski	312-534-3868
18	Catholic Charities of the Archdiocese of Chicago	40249	721 N. LaSalle Rm. 205	60610	Michael M.	Bolland	312-655-7000
19	Centers For New Horizons, Inc.	50642	4150 S. King Drive	60653	Cynthia	Clay	773-373-5700
20	Chesterfield Tom Thumb Day Care Center	38893	9214 S. Cottage Grove	60619	Britt L.	Savage	773-874-3985
21	Chicago Child Care Society	31512	5467 S. University	60615	Taya	Griffin-Aaron	773-643-0452
22	Chicago Commons Association	45713	744 N. Monticello Ave.	60624	Janice	Woods	773-826-4825
23	Chicago Urban Day School	35664	1248 W. 69th Street	60636	Georgia	Jordan	773-483-3555
24	Chicago Youth Centers	13156	218 S. Wabash Ave, Suite 600	60604	Harry	Wells	312-913-1700
25	Children's Center for Creative Learning, Inc.	14308	7944 - 58 S. Western	60620	Tonnette R.	Williams	773-471-4927
26	Children's Development Corporation	39927	1050 E. 95th Street	60619	Leon I.	Walker	773-721-3200
27	Children's Garden Child Development Center, Inc.	76366	8902 S. Brandon Ave.	60617	Sharon	Berkley	773-933-5363
28	Children's Home & Aid Society of Illinois	25624	125 S. Wacker Suite 1400	60606	Houri	Guecykian	312-424-6861
29	Children's House - Lake Meadows, Inc., The	14165	15601 S. Kedzie , #201, Markham, IL	60428	Debi	Fuller	708-339-1111

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
30	Children's Place Association, The	15006	1436 W. Randolph St	60607	Cathy	Krieger	312-660-3020
31	ChildServ	45715	8765 W. Higgins Road, Suite 450	60631	James	Jones	773-693-0300
32	Chinese American Service League	45716	2141 S. Tan Court	60616	Brenda	Arksey	312-791-0454
33	Chipper Preschool and Kindergarten	96450	8225-29 S. Kedzie Ave.	60652	Amaryllis	Nelson	773-778-5757
34	Christopher House	47278	2507 N. Greenview	60614	Julie	Dakers	773-472-1083
35	Concordia Place	41430	3300 N. Whipple	60618	Kiki	Collias	773-463-1600 x112
36	Creative Mansion Children's Academy, Inc.	23107	4745 S. Ellis Ave.	60615	Marjorie C.	Jones	773-268-6066
37	Dorsey Developmental Institute	30058	2050 E. 93rd Street	60617	Cathy	Dorsey	773-375-4300
38	Early Child Care Services, Inc.	64468	160 N. LaSalle N. 201	60601	Stacey	Oliszewski	312-814-4782
39	Easter Seals Metropolitan Chicago	18567	1939 W. 13th St.	60608	Barbara	Zawacki	312-491-4110
40	El Hogar Del Niño	47279	1710-18 S. Loomis St.	60608	Livier	Salazar	312-733-5584
41	Erie Neighborhood House	45679	1701 W. Superior	60622	Louis	Falk	312-432-2217
42	Erikson Institute	73654	451 N. LaSalle St.	60654	Linda	Gilkerson	312-893-7138
43	Eyes on the Future Child Care Center	34287	6969 N. Ravenswood	60626	Azieb	Gebrehiwet	773-396-6315
44	Ezzard Charles School Day Care Center	13853	7946 S. Ashland Ave	60620	Eldora	Davis	773-487-0227

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
45	Fairyland Nursery School, Inc.	41417	4350 N. Milwaukee Ave.	60641	Sharon	Kalinowski	773-725-1246
46	Family Focus, Inc.	48890	310 S. Peoria, Suite 301	60607	Kareem	Pender	312-421-5200
47	First Start Child Care Academy	91794	4753-59 W. Washington	60644	Patricia	Tyus	773-379-4928
48	Fresh Start Daycare, Inc	61657	6924 W. North Avenue	60607	Marvin	Britt	773-479-2870
49	Gads Hill Center	27716	1919 W. Cullerton	60608	Barbara	Castellan	312-226-0963 x250
50	Happy Holiday Nursery & Kindergarten	20010	401 E. 11th Street	60628	Alethia	Travis	773-821-7009
51	Happy Kids Learning Center, Inc.	89690	4545 N. Kedzie Ave.	60625	Katya	Martinez	773-866-1405
52	Healthy Families Chicago	41407	2100 S. Marshall Blvd.	60623	Diane	Scruggs	773-257-0111
53	Henry Booth House	34288	2929 S. Wabash Ave. Suite 203	60616	Scott	Perkins	312-949-3609
54	Higher Learning Daycare & Education Center	89693	2526 E. 73rd St.	60649	Will	Horton	773-734-1251
55	Holy Family Ministries	89692	790 Frontage Rd.	60093	Susan	Work	773-273-6013
56	Howard Area Community Center	24412	7648 N. Paulina	60626	Bruce	Pasey	773-262-6622
57	Illinois Action For Children	91629	4753 N. Broadway Suite 1200	60640	Maria	Whelan	773-769-8011
58	Imani Children's Academy	61659	11443 S. Halsted	60628	Shirley	Powell	773-660-9667
59	Improved Child Care Management Services Corp.	31520	520 N. Halsted Suite 412	60622	Mildred	Burnside	773-737-0231

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
60	Institute for Positive Education (New Concept)	41418	7825 S. Ellis	60619	Anthony	Daniels-Halisi	773-651-2425
61	It Takes a Village Child Care	41420	4000 W. Division	60651	Nakisha	Harris	312-675-0056
62	Jewish Community Centers of Chicago	30857	30 S. Wells St., Suite 4000	60606	Jerold	Wolf	312-775-1803
63	JFH Educational Academy, Inc. DBA Jolly Fun House Playschools	24757	7559 W. Addison	60634	Georgia	Bowie	773-637-8115
64	Jones Academy, Inc.	80623	4344 S. Wentworth Ave.	60609	Felicia	Jones	773-307-7507
65	Keeper's Institute Infant/Child Care	15069	2718 W. 59 th St.	60629	Anne G.	Campbell	773-434-8835
66	Kenyatta's Day Care Center	20187	2334 E. 75th Street	60649	Brenda	Owens	773-221-3777
67	Kiddy Kare Preschool & Kindergarten	23109	4401 S. Kedzie	60632	Todd	Chentnik	708-903-3137
68	Kids Place II, Inc.	64459	1318 West 95th St.	60643	Judith	Porter	773-445-6500
69	Kidwatch Plus, Inc.	29531	3901 N. Ridgeway	60618	Jeanne	Prete	773-539-6431
70	Kimball Day Care Center	97894	1636 N. Kimball	60647	Alberta/Anoosh	Varda	773-235-7200
71	Korean American Community Services	41421	4300 N. California Ave.	60618	Inchul	Choi	773-583-5501
72	Kove Learning Academy, Inc.	14295	3137 W. 71st Street	60629	Angeline	Kutz	773-476-3083
73	LEARN Charter School	06770	1132 S. Homan Ave.	60624	Gregory	White	773-826-7502
74	Lake Shore Schools	09062	5611 N. Clark	60660	Farah	Essa	773-561-6707

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
75	Lava Inc. - Chatterbox Preschool	14305	3613 W. Devon Ave.	60659	Larisa	Bunimovich	773-478-2434
76	Lee's Cuddles N Care, Inc	89686	6100 W. North Ave.	60639	Andrella	Lee	773-745-8054
77	Legacy Charter	05870	4217 W. 18 th Street	60623	Lisa	Kenner	773-542-1640
78	Les Finch's Learning Tree	76742	4217 W. 16th St.	60623	Ruth	Cruz	773-521-5434
79	Little Angels Family Daycare	61660	6701 S. Emerald	60621	Nashone	Greer	773-488-8777
80	Little Folks Cottage Daycare	89687	5926 W. Madison	60644	Cheryl	Jackson	773-379-4419
81	Little Folks Daycare	89691	2527 E. 73rd St.	60649	Rochelle	Hopkins	773-221-0300
82	Little Giant Child Care Center	23792	3863 W. Harrison	60624	Gloria	Grandberry	773-265-6330
83	Little Hands Child Creative Center	61671	7146 S. Ashland Ave	60636	Sharon	Dale	773-474-0363
84	Little Kids Village Learning	64462	2656 W. 71st St.	60629	Sherri	Thompson	773-776-4753
85	Little Leaders of Tomorrow	14790	301 S. Mayfield Ave.	60644	Denise	Buckman	773-378-8302
86	Little People Day Care & Kindergarten, Inc.	20143	7428 N. Rogers Ave	60626	Marlena L.	Bansa	773-761-2305
87	Loop Learning Center, Inc.	14743	2001 S. Michigan Ave.	60616	Matilda A.	Walker	312-225-8828
88	Loren Children's Learning Center, Inc.	64463	2106 E. 79th St.	60649	Idris	Alohan	773-359-9400
89	Love Learning Center / Day Care	20145	228 E. 61st Street	60637	Burchell	Love	773-752-0243

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
90	Lutheran Day Nursery	31521	1802 N. Fairfield Ave	60647	Bruce	Ray	773-486-4222
91	Lutheran Social Services of Illinois	35873	1001 E. Touhy Ave. Suite 50 Des Plaines, IL	60018	Denver	Bitner	847-635-4600
92	Marcy-Newberry Association	23115	1073 W. Maxwell	60608	Ben	Kendrick	312-829-7555
93	Marillac Social Center	49913	212 S. Francisco	60612	Maureen	Hallagan	773-584-3232
94	Mary Crane Center	47285	2974 N. Clybourn	60618	Wanda	Ho	773-938-8161
95	Maryville Academy	18663	1150 N. River Road	60016	Amy	Kendall-Lynch	773-205-3605
96	McCann's Daycare Center	14123	8612 S. Stony Island	60617	Yvonne	McCann	773-375-7932
97	Metropolitan Family Services	46701	1 N. Dearborn Ste. 1000	60602	Colleen	Jones	312-986-4135
98	Mosaic Early Childhood Academy	81908	5332 W. Addison	60641	Nisha	Bhojani	773-777-7411
99	Mother's Touch Day Care, Inc.	26616	2501 W. 71st Street	60629	Eihel	Daniel	773-436-3177
100	New Pisgah Day Care Center	61665	8130 S. Racine Ave.	60620	Stanley	Smith	708-473-7726
101	NIA, LTD. - The Learning Tree	41423	8128 S. Kedzie Ave.	60652	Joann	Williams	773-778-8802
102	North Avenue Day Nursery	45664	2001 W. Pierce	60622	Steven	Koll	773-342-4499
103	North Kenwood Day Care Center	23618	516-518 E. 43 rd St.	60653	Michelle	Williams	773-268-2223
104	Northwestern University Settlement Association	31814	1400 W. Augusta Blvd.	60622	Jose	Alatorre	773-278-7471

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
105	One Hope United	95028	215 N. Milwaukee Ave. Lake Villa	60046	Timothy	Snowden	312-949-5580
106	Onward Neighborhood House	26323	600 N. Leavitt	60612	Mario	Garcia	312-666-6726
107	Options for Youth	99910	5234 S. Blackstone, #H	60615	Pat	Mosena	773-288-1682
108	Ounce of Prevention Fund	30597	33 W. Monroe, Suite 2400	60603	Sarah	Bradley	312-922-3863
109	Pathways to Learning Child Care Centers, Inc.	14681	3450-54 W. 79TH ST	60652	Lisa	Edwards	773-436-9244
110	Pinks Child Care Academy, LTD.	41424	8236 S. Kedzie Ave.	60652	Ernie	Pinkston	773-719-9013
111	Precious Little One's Learning Center, Inc.	64465	221 E. 51st St	60615	Nicole	Jones	773-285-9902
112	Rachel's Learning Center, Ltd	80743	3430 W. Roosevelt Rd.	60624	Rochelle	Ray	773-533-1834
113	Ravenswood Community Daycare, Inc.	62059	4908 N. Damen	60625	Lisa	Merdinger	773-271-4495
114	Salvation Army	12143	10 W. Algonquin, Des Plaines, IL	60016	Dorothy	Coleman	773-382-4701
115	SGA Family and Youth Services	34171	11 E. Adams, Suite 1500	60603	Martha	Guerrero	312-663-0305
116	Sinai Community Institute	41406	2653 W. Ogden	60608	Cynthia	Williams	773-257-6651
117	Small Stride Academy	14760	10317 S. Western Ave.	60643	Margaret B.	Allen	773-239-0040
118	South Central Community Services, Inc.	35476	8316 S. Ellis Ave.	60619	Judith	Bradley	773-483-0900
119	South Harper Montessori School	39996	8358 S. Stony Island	60617	Georgina	Coachman	773-734-0375
120	South-East Asia Center	34289	1124 W. Ainslie	60640	Peter	Port	773-989-7433

Exhibit A
Chicago Public Schools
Office of Early Childhood Education
Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
121	St. Vincent DePaul Child Development Center	12055	2145 N. Halsted	60614	Carnie	Callas	312-943-6776
122	Stepping Stones Early Childhood Learning Center	41425	1300 E. 75 th St.	60619	Nelda	Jones	773-493-0000
123	Teddy Bear Nursery School, Inc.	13575	2649 W. 51st Street	60632	Edward	Schmitt	773-476-0700
124	Thresholds Mothers' Project	30462	4101 N. Ravenswood	60613	David	Esposito	773-572-5298
125	Tiglio, Inc	76360	3155 W. Diversey	60647	Alberta/Anoosh	Varda	773-342-7777
126	Tiny Tot Villa Inc.	27163	8128 S. Martin Luther King Drive	60619	Judith	Tyson	773-483-6251
127	Trinity United Church of Christ Child Care Centers	17231	532 W. 95th Street	60628	Janet	Moore	773-966-1518
128	True to Life Foundation	97909	1712 E. 87th St.	60617	Velinda	Alexander	773-374-7046
129	Tuesday's Child	44841	4028 W. Irving Park Road	60641	Katherine	Conklin	773-282-5274
130	University of Chicago Charter School	03060	1313 E. 60th Street	60637	Michael	Bradley	773-834-9075
131	V & J Day Care Center, Inc.	61669	1 E. 113th St.	60628	Reaver G.	Barlowe-Bell	773-785-3940
132	Wee Care Nursery School	41427	1845 E. 79 th St.	60649	Sonya	Williams-Morgan	773-221-4442
133	Wee Wee Center for Creative Learning, Inc.	61670	2434 W. 71st St	60629	Kimberly	Rush	773-471-0869
134	West Austin Development Center	69701	4920 W. Madison	60644	Tamera	Fair	773-378-1396
135	Whiz Kids Nursery Center, Inc.	64466	518 W. 103rd St.	60628	Kimberly	Craft	773-233-9445
136	Women's Treatment Center	41408	140 N. Ashland Ave	60607	Jewell	Oates	312-850-0050
137	YMCA	30499	801 N. Dearborn	60610	Erskine	Cunningham	312-932-1212

Exhibit A
 Chicago Public Schools
 Office of Early Childhood Education
 Community Partnership Programs

	Agency Name	Vendor #	Address	Zip	Name	Last Name	Phone
138	Young Achievers Academy, Inc.	64467	520 E. 79th St.	60619	Zuli	Turner	773-846-9707
139	Young Scholars Developmental Institute	14167	3038 W. 59th Street	60629	Elizabeth	Campbell	773-918-1944

President Vitale abstained on Board Report 12-0627-ED3.

Vice President Ruiz abstained on Board Report 12-0627-ED3.

12-0627-ED4

AUTHORIZE TUITION PAYMENTS TO VARIOUS COLLEGES AND UNIVERSITIES FOR EARLY CHILDHOOD CERTIFICATION, ALTERNATIVE CERTIFICATION AND CREDENTIAL PROGRAMS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize tuition payments to various Universities and Colleges for course work leading to Illinois Type 04 (Early Childhood) certification, alternative 04 certification, Director's Credentials, Mentoring Credentials, and Infant Toddler Specialist Credentials at a cost not to exceed \$3,000,000.00. The University and College pool was selected because they have approved Illinois State Board of Education certification, alternative certification, or credentialing programs. All have past experience with the Chicago Board of Education. No written agreement is required for tuition payments. Information pertinent to this program is stated below.

UNIVERSITIES AND COLLEGES: See Exhibit "A"

USER: Office of Early Childhood Education
125 South Clark Street, 9th Floor
Chicago, IL 60603
Paula Cottone
773-553-2010

PAYMENT PERIOD: Tuition payments are authorized for university/college courses scheduled from July 1, 2012 through June 30, 2015.

PROGRAM DESCRIPTION: Graduate level courses leading to an Illinois Initial Type 04 Certificate, an Alternative Type 04 Certificate, Child Care Director's Credentials, Early Childhood Mentoring Credentials, and Infant Toddler Credentials will be provided by the universities and colleges listed. Increased funding provided through the Preschool for All program and the Early Childhood Block Grant of the Illinois State Board of Education, necessitates that grant recipients establish programs to enable child care staff to obtain the required early childhood certificates and credentials.

PARTICIPANTS: Participants in the program must be current employees of child care agencies participating in the Community Partnership Program funded through Preschool For All of the Illinois State Board of Education. Each participant must have prior approval of their agency director and must meet all entry criteria of the specific college / university. Applicants must complete application / enrollment documents according to the individual college / university requirements.

OUTCOMES: This program will result in an increased number of credentialed and state certified staff working in child care programs funded by the Community Partnership Program of the Chicago Public Schools. Approximately 30 - 50 teachers, each year, will complete the certification program and teach in child care classrooms. Additionally 20-25 participants, each year, will obtain Director's Credentials and Infant Toddler Specialist Certificates which will enhance the quality of child care programs participating in the Community Partnership Program.

COMPENSATION: Total tuition payments to the universities and colleges during the payment period shall not exceed \$3,000,000.00.

AUTHORIZATION: The Deputy Chief Early Childhood Education Officer is authorized to direct payments to be made to the universities and colleges as necessary.

AFFIRMATIVE ACTION: Pursuant to section 3.7 of the Revised Remedial Plan for Minority and Business Enterprise Contract Participation (M/WBE Plan) this matter is exempt from review because it is for tuition payment.

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

FINANCIAL: Charge to: Office of Early Childhood Education: \$3,000,000.00
Fiscal Year: 2012-2013, 2013-2014, 2014-2015
Budget Classification: 11385-362-54520-119027-376650
Source of Funds: Early Childhood Block Grant – Illinois State Board of Education

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 June 23, 2004 (04-0623-PO4), 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
Chicago Public Schools
Office of Early Childhood Education
Universities and Colleges

<u>College / University</u>	<u>Address, City, State, Zip</u>	<u>Contact Information</u>	<u>Vendor #</u>
Board of Trustees of the University of Illinois	809 South Marshfield Avenue Chicago, IL 60607	Luis A. Vargas (312) 996-8406, (312) 996-9005	32571
Chicago Consortium of Colleges and Universities	13425 Misty Meadow Dr. Palos Heights, IL 60463	Bernard Ferren (773) 874-6165	34823
Chicago State University	9501 S. King Drive Chicago, IL 60628	Deborah Parker (773) 221-3004	28386
Erikson Institute	451 North LaSalle Street Chicago, IL 60611	Linda Gilkerson (312) 893-7138	73654
Harold Washington College	30 East Lake Street Chicago, IL 60601	Mary Kalela (312) 553-5840	42846
Kendall College	900 North North Branch Street Chicago, IL 60642	Joseph Cicchetto (312) 752-2146	30781
National Louis University	1000 Capitol Drive Wheeling, IL 60090	Paula Jorde Bloom (847) 947-5055	48030
Ounce of Prevention Fund	33 West Monroe, STE 2400 Chicago, IL 60603	Sarah Bradley (312) 922-3863	30597
Roosevelt University	430 South Michigan Ave Chicago, IL 60605	Diana L. Kidd (847) 619-8676	26375

Vice President Ruiz abstained on Board Report 12-0627-ED4.

12-0627-ED5

**AUTHORIZE TUITION PAYMENTS TO THE ILLINOIS INSTITUTE OF TECHNOLOGY FOR
MATHEMATICS AND SCIENCE COURSEWORK**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize tuition payments to the Illinois Institute of Technology for mathematics and science coursework. Illinois Institute of Technology is one of six universities participating in this program that were selected based on their previous involvement with mathematics and science programs in the Chicago Public Schools. The other participating universities, DePaul University, University of Chicago, University of Illinois – Chicago, Northwestern University and Loyola University, are authorized under separate Board Reports. The total tuition payments to all participating universities under the related Board Reports shall not exceed \$570,000. No written agreement is required for tuition payments. Information pertinent to this program is stated below.

UNIVERSITY: Illinois Institute of Technology
Department of Mathematics and Science Education
3300 S. Federal
Chicago, IL 60616
Contact: Norman Lederman
Phone: 312-567-3658
Vendor #26500

USER: Office of Curriculum and Instruction
Department of Math and Science
125 S. Clark Street
Chicago, IL 60603
Jesch Reyes
773-553-6239

PAYMENT PERIOD: Tuition payments are authorized for university courses scheduled from July 1, 2012 through June 30, 2013.

PROGRAM DESCRIPTION: Payments cover tuition for authorized CPS teachers enrolled in courses at a participating university under the: 1) the Algebra Initiative Coursework and 2) the Chicago Transformational Teachers Institute (CTTI). The Algebra Initiative provides an opportunity for CPS middle grades teachers to pursue Algebra Certification so that an increased number of elementary schools can offer a high school algebra course to well-prepared middle grades CPS students. This enhances the opportunities for students to be on a pathway to take advanced mathematics courses in high school. The CTTI program provides math and science leadership development for CPS high schools to create and/or enhance and offer a well-developed fourth-year mathematics or science course at their respective schools. This enhances the opportunities for high school students to be better-prepared for post-secondary mathematics and science. The Illinois Institute of Technology participates in the CTTI program.

PARTICIPANTS: CTTI participants will also be selected based on an application process geared towards teacher leaders who have demonstrated content knowledge and readiness to take on increased responsibility for school change.

OUTCOMES: The key outcomes of the CTTI program include teacher-led work in the refinement, implementation and vertical articulation of rigorous 12th grade (including Advanced Placement) mathematics and science curricula; as a result, creating increased options for CPS students to enroll in *more challenging courses of study in mathematics and science, leading to increased postsecondary options.*

COMPENSATION: Tuition payments to all 6 universities during the payment period shall not exceed \$570,000 total through June 30, 2013.

AUTHORIZATION: The Director of Math and Science is authorized to direct payments to be made to the universities as necessary.

AFFIRMATIVE ACTION: Pursuant to Section 5.2.3 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, tuition payments to other educational institutions are exempt from MBE/WBE review.

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

FINANCIAL: Charge to: Office of Curriculum and Instruction, Department of Math and Science
Not to exceed \$570,000
Budget Classification:
13710-353-54305-221049-494037-2013 (Algebra Initiative)
13710-353-54305-221084-494037-2013 (CTTI: Math Tuition)
13710-353-54305-221085-494037-2013 (CTTI: Science Tuition)
Source of Funds: Various local and federal funds

President Vitale thereupon declared Board Reports 12-0627-ED1 through 12-0627-ED5, and 12-0627-AR1 adopted.

12-0627-PR1

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE AGREEMENT WITH CITY YEAR, INC. FOR IN-SCHOOL AND OUT-OF-SCHOOL MENTORING AND TUTORING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the agreement with City Year, Inc. for in-school and out-of-school mentoring and tutoring services to a maximum of twenty-five (25) CPS schools at a total cost not to exceed \$3,000,000.00. Vendor was selected on a Non-Competitive basis: the sole-source request was presented to the Non-Competitive Procurement Review Committee and approved by Chief Purchasing Officer. 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 execution of the 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.

VENDOR:

- 1) Vendor # 31218
CITY YEAR, INC.
36 S. WABASH., STE 15
CHICAGO, IL 60603-2953
Andy Tousignant
312 423-7185

USER INFORMATION :

Project
Manager: 10870 - Office of Pathways To College and Career

125 South Clark Street

Chicago, IL 60603

Wendell, Miss Heather Marie

773-553-1909

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #11-0727-PR28) in the amount of \$1,147,000.00 is for a term commencing upon execution and ending June 30, 2012 with the Board having 2 options to renew for 1 year terms. The cost of the first option shall not exceed \$3,000,000 and the cost of the second option shall not exceed \$4,200,000. 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 Purchasing Officer.

OPTION PERIOD:

The term of this agreement is being renewed for one (1) year and shall commence on July 1, 2012 and shall end June 30, 2013.

OPTION PERIODS REMAINING:

There is one (1) option period for a term of one (1) year remaining.

SCOPE OF SERVICES:

During this option period Vendor will provide in-school and out-of-school programming at a maximum of twenty-five (25) Chicago Public Schools (CPS). City Year will work towards creating a transformative environment for CPS youth through comprehensive and differentiated academic and behavioral interventions and whole-school programs. City Year will create settings for positive peer relationships and attitudes; provide consistent and caring adult role models; develop academic efficacy, behavioral improvement and increased attendance; increase the graduation pipeline; and support connections between schools and families.

DELIVERABLES:

During this option period City Year corps members will be assigned in teams of eight to provide in-school and after-school programming at up to 25 schools. City Year will serve students through in-class and whole-school/Tier 1, Tier 2, and after-school programming. All corps members working in CPS schools will receive weekly training by City Year to improve their services to CPS youth.

OUTCOMES:

Vendor's services will result in:

ATTENDANCE: 50% of students in City Year's focus group will improve their attendance from fall to spring.

BEHAVIOR: 50% of students in City Year's focus group will improve their behavior from fall to spring.

COURSE PERFORMANCE: 50% of students in City Year's focus group will improve their grade by a level from fall to spring.

COMPENSATION:

Vendor shall be paid during this option period as specified in the renewal agreement; total not to exceed the sum of \$3,000,000.00.

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 Officer of Pathways to College and Career to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the MBE/WBE provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to various units: \$3,000,000.00

Fiscal Year: 2012-2013

Budget Classifications:

XXXXX-115-54125-119034-000000-2013 \$2,475,000.00

11390-115-54125-119034-000000-2013 \$525,000.00

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).

12-0627-PR2

APPROVE EXERCISING THE FINAL OPTION TO RENEW THE AGREEMENT WITH EDUCATIONAL IDEAS, INC., DBA BALLARD AND TIGHE PUBLISHERS (BALLARD AND TIGHE) FOR THE PURCHASE OF TEST MATERIALS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew the agreement with Educational Ideas, Inc., DBA Ballard & Tighe Publishers, for the purchase of test materials for the Department of Student Assessment at a cost for the option period not to exceed \$150,000.00. A written renewal agreement is currently being negotiated. No payment shall be made to Vendor during the option period prior to the execution of the written renewal agreement. 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.

VENDOR:

- 1) Vendor # 97862
EDUCATIONAL IDEAS INC DBA BALLARD
& TIGHE, PUBLISHERS
471 ATLAS ST.
BREA, CA 92821
Nancy Lafferty
800 321-4332
714-255-9828

USER INFORMATION :

Contact: 11210 - Assessment
125 S Clark Street, 11th Floor
Chicago, IL 60603
Deuser, Mr. Michael K.
773-553-2320

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-0826-PR36) in an amount not to exceed \$150,000.00 was for a term commencing November 19, 2009 and ending June 30, 2010, with the Board having three (3) options to renew for additional 1-year periods. The agreement was renewed (authorized by Board Report 10-0623-PR21) for a term commencing July 1, 2010 and ending June 30, 2011, and further renewed (authorized by Board Report 11-0525-PR44) for a term commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a non-competitive basis based on Ballard and Tighe's ability to meet ISBE's requirement of the No Child Left Behind Act.

OPTION PERIOD:

The term of this agreement is being renewed for an additional one-year period commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Ballard & Tighe will continue to provide their Oral English language proficiency assessment system consisting of Provider's Pre-IPT (IDEA Proficiency Test) screener materials for Pre-K students (ages 3 and 4 only) in the quantities specified in the renewal agreement.

DELIVERABLES:

Vendor will continue to provide their Pre-IPT screener test materials in the quantities specified in the renewal contract.

OUTCOMES:

The oral language proficiency assessment materials furnished by Ballard & Tighe are mandated by ISBE for use with pre-K students enrolling for the FY2013 school year. They evaluate students' oral proficiency in English within the two language domains of listening and speaking. These assessment materials will aid in the initial identification of English language learners and placement of these students into the most appropriate instructional program available. Progress in English oral language development can be monitored to ensure that each student is achieving appropriate levels of growth and is prepared to achieve gains in a general education classroom without the aid of language support services.

COMPENSATION:

Vendor shall be paid during this option period in accordance with the unit prices contained in the written renewal agreement; total not to exceed the sum of \$150,000.00.

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 Instruction Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

The M/WBE requirements for this agreement include 15% total MBE and 5% total WBE. However, the Waiver Review Committee recommends a full waiver of the MBE/WBE participation requirements of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts be granted due to the contract scope being not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to: Citywide Testing: \$150,000.00

Budget Fiscal Years: 2012-2013

FY13 funding is contingent upon budget appropriation and approval.

11290-115-54125-211204-000000-2013

\$150,000.00

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 June 23, 2004 (04-0623-PO4), 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).

12-0627-PR3

APPROVE EXERCISING THE OPTION TO RENEW AGREEMENTS WITH UMOJA STUDENT DEVELOPMENT CORPORATION AND EDUCATORS FOR SOCIAL RESPONSIBILITY FOR ADVISORY IMPLEMENTATION SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreements with Umoja Student Development Corporation and Educators for Social Responsibility to provide advisory implementation services to Small Learning Communities at a total cost for the option period not to exceed \$123,000. Written documents exercising this option are currently being negotiated. No payment shall be made to any Vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each Vendor in the event their written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Contract Administrator : De Longeaux, Mr. Sebastien / 773-553-2280
 CPOR Number : 11-0908-CPOR-1475

VENDOR:

- 1) Vendor # 24684
 UMOJA STUDENT DEVELOPMENT CORPORATION
 2935 W. POLK
 CHICAGO, IL 60612
 Ted Christians
 773 534-8877

- 2) Vendor # 23814
 EDUCATORS FOR SOCIAL RESPONSIBILITY
 23 GARDEN STREET
 CAMBRIDGE, MA 02138
 Michele Tisiere
 617 492-1764

USER INFORMATION :

Project 13725 - Early College and Career
 Manager: 125 S Clark Street
 Chicago, IL 60603
 Gann, Ms. Susan E
 773-553-1038

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report 11-0928-PR20 as amended by 12-0523-PR4) in the amount of \$146,000 are for a term commencing upon execution and ending July 31, 2012, with the Board having 1 option to renew for a 9 month term. The original agreements were awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of each agreement is being extended for 9 months commencing August 1, 2012 and ending April 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendors will continue to provide advisory strategies to support personalized academic and postsecondary growth for students. Vendors will work with schools to create an effective advisory. Vendors will build supports with each school to create school wide advisory plans, build leadership capacity to sustain the work when the Vendors' contracts expire, and assist in gaining full participation of all faculty in a robust implementation of advisory.

DELIVERABLES:

Vendor will continue to provide the following deliverables; 1) Collaborative creation with schools to build advisory curriculum to meet the school's needs, 2) Design and deliver professional development, 3) Design and assist in implementation of a system of peer accountability among teachers, 4) Provide support for teachers struggling to implement advisory, and 5) Provide on-site evaluation of implementation of advisory.

OUTCOMES:

Vendors' services will result in: 1) An advisory curriculum customized to each school's needs centered around student achievement and postsecondary success, 2) 100% teacher implementation of advisory, and 3) Sustainability plan for 2013-2014 advisory implementation.

COMPENSATION:

Vendors shall be paid as specified in their renewal agreements. During this option period, the compensation payable to Umoja Student Development Corporation shall not exceed \$55,000 and the compensation payable to Educators for Social Responsibility shall not exceed \$68,000; total aggregate compensation for all vendors not to exceed \$123,000.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize Chief Education Officer or designee to execute all ancillary documents required to administer or effectuate the option agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, MBE/WBE provisions of the Program do not apply to transactions where the vendor(s) providing service operate as Not-for-Profit organizations. This agreement is exempt from MBE/WBE review.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the federal Department of Education Small Learning Communities grant.

13727-336-54125-221033-543521-2013	\$65,000.00
13727-336-54125-221033-543517-2013	\$16,000.00
13727-336-54125-221033-543518-2013	\$42,000.00

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).

12-0627-PR4

APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS VENDORS FOR ONLINE DATABASE SUBSCRIPTION SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with various vendors to provide online database resource subscription services to the Department of Libraries of the Chicago Public Schools at a total cost not to exceed \$229,236.39. Vendors were selected on a competitive basis pursuant to Board Rule 7-2, under Chief Purchasing Officer Request # 12-0430-CPOR-1519. Written agreements for Vendors' services are currently being negotiated. No services shall be provided by and no payment shall be made to any Vendor prior to execution of their written agreement. The authority granted herein shall automatically rescind as to each Vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to the agreements is stated below.

USER INFORMATION :

Project 10840 - Instructional Tools and Technology
Manager: 125 South Clark Street
 Chicago, IL 60603
 Dunn, Mr. Jeremy
 773-553-6215

TERM:

The term of the agreements with The Gale Group, Encyclopedia Britannica and Rosen Publishing Group shall commence on July 1, 2012 and end June 30, 2013; the agreement with ABC-CLIO LLC shall commence September 1, 2012 and end August 31, 2013. Each agreement shall have one option to renew for a period of twelve months.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

Each of the vendors below shall provide access to the identified resources. The user group will provide a list of passwords for each school to the vendors. Vendors will maintain a list of sites and their passwords and will ensure that all students and teachers have 24 hours a day and 7 days a week access to the subscription sites. Vendors will assign a representative who will field both phone calls and email requests from CPS for technical assistance.

The Gale Group will provide unlimited on-site and remote access for the following databases:

1. Student Resources in Context;
2. Student Resource Center Junior;
3. Discovering Collection;
4. Info Trac Junior;
5. Info Trac Student;
6. Junior Reference Collection;
7. LitFinder;
8. Educator's Reference Complete

Encyclopaedia Britannica will provide the following services:

1. Unlimited on-site and remote access to Britannica Online School Edition and Spanish Reference Center;
2. Up to 10 days (2 sessions per day) of in-person professional development services free of charge;
3. During the subscription term, Chicago Public Schools will also receive a special discount of 20% on all Britannica print products.

ABC-CLIO LLC will provide unlimited and on-site remote access to the following databases:

1. American History;
2. World History-Modern;
3. World History-Ancient Medieval

Rosen Publishing Group, Inc. will provide unlimited on-site and remote access to the Teen Health and Wellness database. This database provides students access to information on topics including diseases, drugs, alcohol, nutrition, mental health, bullying, green living, financial literacy and more.

DELIVERABLES:

Each vendor will provide 24 hour and 7 day access to their respective database content as described above and will also provide monthly usage reports detailing the site usage per school and district-wide. Encyclopaedia Britannica will provide up to 10 days of in-person professional development services at no additional charge.

OUTCOMES:

Access to noted databases will improve student achievement by providing access to a rich collection of text, video and audio content. Formats include full-text magazines, newspapers, podcasts, and reference books that are relevant to current events, the arts, science, popular culture, health, people, government, history, sports and more. The databases successfully support the Chicago Public Schools curriculum, support effective teaching using technology, and help students develop the information retrieval and processing skills that are required for students to be college and career ready.

COMPENSATION:

The maximum compensation for each vendor is as follows:

Rosen Publishing Group, Inc. - \$20,811.39;

The Gale Group - \$117,175.00;

ABC-CLIO LLC - \$38,000.00; and

Encyclopaedia Britannica - \$53,250.00;

total compensation for all vendors not to exceed the sum of \$229,236.39 in the aggregate.

REIMBURSABLE EXPENSES:

None

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize Chief Purchasing Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this contract is exempt from MBE/WBE review as payments made are for software license fees.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

10840-324-54505-221216-380116-2013

\$229,236.39

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 # 16434
ROSEN PUBLISHING GROUP, INC.
29 E 21ST STREET
NEW YORK, NY 10010
Jennifer Caparello
800 237-9932

- 2)
Vendor # 31979
GALE GROUP, THE
27500 DRAKE ROAD
FARMINGTON HILLS, MI 48331-3535
Gillian Haist
248 699-4253

- 3)
Vendor # 89607
ABC-CLIO LLC
130 CREMONA DR. STE C
SANTA BARBARA, CA 93117
Harry Barfoot
805 968-1911

- 4)
Vendor # 12542
ENCYCLOPAEDIA BRITANNICA
331 N. LASALLE ST.
CHICAGO, IL 60654
Mable G. Mannion
800 621-3900X7113

12-0627-PR5

APPROVE ENTERING INTO AN AGREEMENT WITH CITYSPAN FOR CONSULTING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Cityspan Technologies to provide consulting services to Office of Pathways to College and Career at a cost not to exceed \$313,250. Vendor was selected on a non-competitive basis: the non-competitive request was presented to the Non-Competitive Procurement Review Committee on April 3, 2012, and was approved by the Chief Purchasing Officer. The consultant previously has worked with the Board to develop and maintain the Cityspan data platform. This agreement expands the data system to create an enterprise solution for documenting and tracking Out-of-School Time (OST). A written agreement for Consultant's services is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the 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.

VENDOR:

- 1) Vendor # 97779
CITYSPAN TECHNOLOGIES
2054 UNIVERSITY AVE, 5F
BERKELEY, CA 94704
Cityspan
510 665-1700

USER INFORMATION :

Contact: 10870 - Office of Pathways To College and Career
125 South Clark Street
Chicago, IL 60603
Craven-Howell, Miss Akeshia Elaine
773-535-5100

TERM:

The term of this agreement shall commence on July 1, 2012 and shall end June 30, 2013. This agreement shall have two (2) options to renew for periods of 12 months each. Costs for the two options to renew are not to exceed the amount specified in this Board Report.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

Cityspan will provide an enterprise license for Cityspan software, customization of the software and hosting of software. Cityspan will provide attendance tracking and contract management systems to the Chicago Public Schools to support the management of Out of School Time, Supplemental Educational Services ('SES') and other CPS enrichment programs. The software will collect student level data and generate summary reports that meet requirements of CPS and its funding sources.

DELIVERABLES:

Cityspan will:

- 1) Provide software licensing, hosting and user support including the development of Cityspan's code base, data center operations, internet connectivity, security monitoring and user support services. The enterprise license will provide CPS with an unlimited number of school sites and Community Based Organizations ('CBO') database instances.
- 2) Support the development of the RFP and Service Plans for CSI and ASAS.
- 3) Customize the software, and perform data imports/exports, to meet CPS SES data collection requirements for the FY12-13school year.
- 4) Develop site-level and administrative reports to meet ASAS, CSI, Debate, and Decathlon requirements.
- 5) Develop and deploy the Youth Employability Assessment across CPS participating schools and generate reports to summarize assessment results.
- 6) Create user roles and permissions to enable CBO access to school-level information.
- 7) Develop reports and custom navigation to allow CBO access to selected software features and report.
- 8) Develop a tracking module that allows CPS to collect common data items across program initiatives. The module will also serve as a base module for CPS schools that do not have specific funding sources.
- 9) Prepare APR reports for CPS 21st CCLC schools and enter the results into the US Department of Education PPIC system.

OUTCOMES:

Consultant's services will result in a district-wide data management and tracking system that is linked to existing Board data systems. This system also will provide reports to the local, state, and federal funding agencies per the mandates of the funding sources. The system will link with the existing board systems to provide information to schools and the district about student participation and involvement in OST programming.

COMPENSATION:

Consultant shall be paid as follows \$230,000 on the later of July 15, 2012 or within 30 days of contract execution and \$83,250 will be paid on June 15, 2013; total not to exceed the sum of \$313,250.

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 Officer of Pathways to College and Career to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include 30% total MBE and 7% total WBE participation. However, this agreement is exempt from MBE/WBE review; as it is a software based agreement and the specialized IT services and equipment are only available from this vendor.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Office of Pathways to College and Career
Fiscal Year: 2012-2013

11390-332-54125-297920-430125-2013	\$219,000.00
10870-115-54125-290025-000000-2013	\$94,250.00

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).

12-0627-PR6

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH ATLANTIC RESEARCH PARTNERS, INC. TO PROVIDE SCHOOL AND NETWORK PERFORMANCE MANAGEMENT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreement with Atlantic Research Partners, Inc. to provide school and network performance management services to Network Chiefs and the Office of Professional Learning at a total cost for the option period not to exceed \$2,400,000. A written renewal agreement is currently being negotiated. No payment shall be made to vendor prior to the execution of the renewal agreement. The authority granted herein shall automatically rescind in the event the 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 : 10-250024

Contract Administrator : Escareno, Miss Masocorro / 773-553-2280

VENDOR:

- 1) Vendor # 11360
ATLANTIC RESEARCH PARTNERS, LLC
13820 OLD ST.AUGUSTINE RD. STE
113-256
JACKSONVILLE, FL 32258
Joseph Wise
904 651-6700

USER INFORMATION :

Contact: 10825 - Office of Professional Learning
125 South Clark Street
Chicago, IL 60603
Gauthier, Ms. Jillian L.
773-553-2159

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 10-0623-PR36) in the amount of \$3,600,000 was for a term commencing August 1, 2010 and ending June 30, 1012, with the Board having 1 option to renew for 2 years. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of the agreement is being renewed for 2 years commencing July 1, 2012 and ending June 30, 2014.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendor will provide services to Networks and schools in support of the implementation of Network and School Performance Management. Vendor will provide services to (1) support Network Chiefs, principals and instructional leadership teams in implementing performance management processes that drive school improvement and (2) provide executive coaching to Network Chiefs to support them in the development of their network principals and the implementation of their Network strategies. Vendor will provide support in the following categories:

1. Support with Performance Management Meetings:

a. Performance Management meetings with Principals and Network Chiefs assist with improving Network performance management sessions, which are intended to monitor principals' school-level strategies and to provide feedback and support to principals on their progress. Support will be provided to Network Chiefs in planning for meetings and following-up after a PM meeting.

b. Performance Management meetings with Principals and Instructional Leadership Teams - assist principals and instructional leadership teams in effectively utilizing the PM process to monitor and refine their schools' strategies. The primary purpose of these meetings is to monitor the schools' strategy at a more granular level as well as establish, monitor, and support PM processes with teacher teams.

2. Provide Executive Coaching Services to Network Chiefs to support Principal Leadership: Services provided by the vendor will be tailored to the individual needs of each Network Chief.

DELIVERABLES:

Vendor will provide training, coaching, and strategic support to Chief Area Officers, principals and instructional leadership teams in the following areas: helping develop and refine their strategy, building and managing teams, gathering and analyzing data, organizing for and leading effective performance management meetings, problem solving based on data, developing instructional based action items aligned to strategy and developing materials, tools and protocols to support all aspects of performance management implementation. This list is not meant to be exhaustive, but merely illustrative of types of supports that may be provided.

OUTCOMES:

Vendor's services will support a performance management culture at the Network and school level in order to improve student achievement by enhancing the capacity of Network Chiefs, principals and instructional leadership teams to: 1) develop a strategy focused on instructional improvement, 2) hold ongoing data-driven discussions to identify successes and failures of the strategy; and 3) continuously improve the strategy to reflect the new information. Network Chiefs, principals and instructional leadership teams will use the performance management process as a tool to improve student outcomes.

COMPENSATION:

Vendor shall render services at the specific rates identified in their agreement; total compensation during this option period shall not exceed \$2,400,000.00.

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement include: 25% total MBE and 5% total WBE participation. However, the Office of Business Diversity recommends granting a full waiver of the MBE/WBE goals, as required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, due to the contract scope being not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Not to Exceed: \$2,400,000
Various Units: Networks and Schools
Source of Funds: Various
Fiscal Year: 2013 and 2014

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).

12-0627-PR7

APPROVE EXTENDING THE AGREEMENT WITH PHONAK, LLC FOR THE PURCHASE OF ASSISTIVE LISTENING DEVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with Phonak, LLC for the purchase of assistive listening devices for the Office of Special Education and Supports at a total cost for the extension period not to exceed \$75,000. The current agreement with Phonak has no options to renew. This extension will allow for the purchase of listening devices for students that require them over the next six months. A written extension document is currently being negotiated. No payment shall be made to Phonak, LLC during the extension 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 extension is stated below.

VENDOR:

- 1) Vendor # 69878
PHONAK, LLC
4520 WEAVER PARKWAY
WARRENVILLE, IL 60555
Aggie Henry
630-821-5205

USER INFORMATION :

Contact: 11670 - Citywide Special Education & Supports
125 South Clark Street 8th Floor
Chicago, IL 60603
Lofton, Miss Eboney Lian
773-553-1800

ORIGINAL AGREEMENT:

The original agreement (authorized by Board Report 09-0325-PR16) in the amount of \$150,000.00 was for a term commencing on April 15, 2009 and ending June 30, 2010, with the Board having two (2) options to renew for one (1) year terms. The agreement was renewed (authorized by Board Report 10-0428-PR38 as amended by 11-0427-PR) for a term commencing on July 1, 2010 and ending June 30, 2011 in the amount of \$150,000.00. The agreement was further renewed (authorized by Board Report

11-0427-PR50) for an additional term commencing on July 1, 2011 and ending June 30, 2012 in the amount of \$150,000.00. The original agreement was awarded on a non-competitive basis because Vendor is the sole provider of Frequency Modulated ("FM") assistive listening devices with data logging capabilities.

EXTENSION PERIOD:

The term of this agreement is being extended for six months commencing July 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendor will continue to supply assistive listening devices and accessories for students who have auditory difficulties. These devices will be compatible with all types of personal hearing instruments (i.e. personal hearing aids, cochlear implant).

DELIVERABLES:

Vendor will continue to supply assistive listening devices and accessories designated in Exhibit A of the original agreement for students who have auditory difficulties.

OUTCOMES:

These purchases will result in: (i) new equipment (receivers and transmitters), accessories, and repairs delivered in a timely manner, as Phonak is locally based; (ii) postage paid shipping provided on all in-warranty repairs; (iii) fitting and technical support; (iv) ongoing training provided on the Phonak product line; (v) repair services provided on existing models and estimates for repairs provided upon request; and (vi) a trade-in allowance provided for obsolete equipment (regardless of manufacturer).

COMPENSATION:

Vendor shall be paid during this extension period in accordance with the unit prices contained in the agreement; not to exceed the sum of \$75,000.00 for the extension period.

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

The M/WBE goals for this contract include: 30% total MBE and 7% total WBE participation. However, the Office of Business Diversity recommends a waiver of the MBE goal for this contract as required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts be granted because the contract is not further divisible.

The Vendor has identified the following:

Total WBE - 31%

HF Wilson Engineering
1401 Nagel Blvd.
Batavia, Illinois 60510
Contact: Anna McEvoy

Chela Logistics, Inc.
1521 Brummel Ave.
Elk Grove Village, Illinois 60009
Contact: Marcela Orr

Eara Advertising Resources
1728 Laurel Canyon Boulevard, Suite D
Los Angeles, California 90046
Contact: Lynda Gluck

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Office of Special Education and Supports: \$75,000.00

*Grant numbers subject to change.

11670-220-56105-261002-462055-2013	\$7,500.00
11670-220-53405-261006-462055-2013	\$2,500.00
11670-220-55005-261006-462055-2013	\$55,000.00
11670-220-55005-120412-462055-2013	\$10,000.00

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).

12-0627-PR8

APPROVE EXERCISING THE SECOND OPTION TO RENEW THE AGREEMENT WITH STERICYCLE, INC. FOR BLOODBORNE PATHOGENS SUPPLIES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the second option to renew the agreement with Stericycle, Inc. for bloodborne pathogens supplies to be provided to the Office of Special Education and Supports at a cost for the option period not to exceed \$125,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during the option period prior to the 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 : 08-250043

Contract Administrator : Matthews, Ms. Trineda L. / 773-553-3204

VENDOR:

- 1) Vendor # 31084
STERICYCLE, INC.
4010 COMMERCIAL AVE.
NORTH BROOK, IL 60062
Eric Schaeffer
847 943-6720

USER INFORMATION :

Contact: 11675 - Citywide Special Education Resource
125 South Clark Street 8th Floor
Chicago, IL 60603
Najera-Porte, Miss Rosalba
773-553-1880

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #09-0624-PR34) in the amount of \$2,250,000.00 is for a term commencing July 1, 2009 and ending June 30, 2011, with the Board having 2 options to renew for a 1 year term each. The first option to renew was exercised for one additional year (authorized by Board Report #11-0525-PR36), commencing on July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for 1 year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendor will continue to provide supplies and equipment, such as protective equipment packs, clean up kits and sharp containers necessary to protect Board employees from bloodborne pathogens. Vendor shall provide mail-back kits and properly dispose of mailed back materials upon receipt

DELIVERABLES:

Vendor will continue to process supply orders, deliver supplies directly to schools, remove bio-hazardous waste from schools, accept bio-hazardous waste mailed back from schools, and bill for supplies on a monthly basis.

OUTCOMES:

Vendor's products will result in a safe work and learning environment at all CPS facilities.

COMPENSATION:

Vendor shall be paid during this option period as follows: monthly as invoices are submitted and verified in accordance with the prices set forth in the written agreement; total not to exceed the sum of \$125,000.00 for this option period.

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 Special Education and Supports to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

This contract is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The M/WBE goals for this agreement are 25% total MBE and 5% total WBE participation.

The Vendor has identified and scheduled the following:

Total MBE - 25%

Equity Industrial Supply, Inc.
1101 N. Ellsworth Ave.
Villa Park, Illinois 60181
Contact: Robert Butler

Total WBE - 5%

B & L Distributors, Inc.
7808 College Drive - Suite 4NE
Palos Heights, Illinois 60463
Contact: Donna Alm

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Office of Special Education and Supports	\$125,000.00
11675-220-54105-253007-000000-2013	\$125,000.00

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 June 23, 2004 (04-0623-PO4), 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 Ruiz abstained on Board Report 12-0627-PR8.

12-0627-PR9

WITHDRAWN

APPROVE EXERCISING THE FINAL OPTION TO RENEW THE AGREEMENT WITH CHALK, LLC FOR CONSULTING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew the agreement with Chalk, LLC to provide consulting services to the Office of Special Education and Supports at a cost for the option period not to exceed \$346,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Consultant during the option period prior to the 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.

Contract Administrator : De Longeaux, Mr. Sebastien / 773-553-2280
CPOR Number : 11-0225-CPOR-1409

VENDOR:

- 1) Vendor # 96657
CHALK, LLC
2647 WEST WILSON AVE.
CHICAGO, IL 60625
Maria Condus
312-213-2099

USER INFORMATION :

Contact: 11670 - Citywide Special Education & Supports
125 South Clark Street 8th Floor
Chicago, IL 60603
Clark, Miss Rebecca Gail
773-553-1800

ORIGINAL AGREEMENT:

The original agreement (authorized by Board Report 10-0526-PR28) in the amount of \$236,000.00 was for a term commencing July 1, 2010 and ending June 30, 2011, with the Board having 2 options to renew for 1 year terms. The first option (authorized by Board Report 11-0427-PR48 as amended by 12-0523-PR9) was exercised for a term commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for 1 year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Consultant will continue to provide expert consultation and support to the Office of Special Education and Supports (OSES) on the Least Restrictive Environment (LRE) Monitored Programs and Instruction. LRE Monitored Programs projects will constitute approximately 90% of contract time and value.

Consultant has unique and specialized skills needed to assist Chicago Public Schools in fulfilling its Corey H. settlement obligations by completing the following:

- (1) Providing training on conducting Education Connection program completion, benchmark-indicator compliance, and district prescribed action plan (DPAP) visits;
- (2) Conducting the on-site monitoring and DPAP visits at assigned schools;
- (3) Preparing the program completion, benchmark-indicator compliance, DPAP, and any supplementary report to be submitted to the Court Monitor;
- (4) Debriefing with school administration to discuss preliminary findings; and
- (5) Creating guidelines for OSES and schools to monitor quality of the eIEP.

Instruction projects will constitute approximately 10% of current contract time and value and will include the following:

- (1) Creating a needs assessment tool to determine quality of current co-teaching practices;

- (2) Designing training materials on effective co-teaching approaches and strategies;
- (3) Developing processes and practices of effective co-teaching approaches; and
- (4) Creating an evaluation tool to measure the effective use of both teachers in the co-teaching setting.

Consultant will complete specific LRE Monitored Program and Instruction projects as well as other educational projects and other activities requiring specialized expertise, as requested by the Board.

DELIVERABLES:

Consultant will develop and complete the following:

A. Education Connection (EC) Program Completion, Benchmark-Indicator Compliance and District Prescribed Action Plan Visits

Tasks and Deliverables

1. Visit 24 assigned schools;
2. Conduct interviews, review Individualized Education Programs ("IEP"), review documents and observe classrooms;
3. Organize a binder of materials reviewed;
4. Complete *Education Connection Reports*. Twelve reports will be completed by March 2012 and the remaining twelve reports will be completed by June 2012; and
5. Meet with LRE staff to review 24 final reports for submission to the Court Monitor.

B. EC Program Completion, Benchmark-Indicator Compliance and District Prescribed Action Plan Visit Training

Tasks and Deliverables: Delivery/Service Dates: June 2012

1. Revise and prepare, based on Court Monitor input and requested changes, the training program and all necessary materials for training staff identified by the Director of LRE Monitored Programs;
2. Conduct training sessions with identified staff as need. Training will model all aspects of visit, scoring of probes, and writing reports; and
3. Review and edit Program Completion and/or DPAP templates and reports completed by other teams as requested.

C. eIEP Guidelines

Tasks and Deliverables Delivery/Service Dates: January 2012

1. Update and revise eIEP guidelines for OSES and schools to monitor quality of eIEP;
2. Pilot eIEP guidelines during EC visits;
3. Obtain feedback from various stakeholders;
4. Design and conduct training on completing eIEP guidelines; and
5. Evaluate and revise guidelines as necessary.

D. Effective Co-Teaching Approaches

Tasks and Deliverables: Delivery/Service Dates: June 2012

1. Create needs assessment tool to determine quality of current co-teaching practices with input from Director of Instruction;
2. Design training materials on effective co-teaching approaches and strategies;
3. Develop processes and practices of effective co-teaching approaches; and
5. Develop an evaluation tool for schools to self-monitor co-teaching implementation progress.

E. Monthly Summary of Consultant Activities

Consultant shall create and submit to the Board's Project Managers a Monthly Summary Report due the last business day of each month that details the total amount of time spent on each task. The report will include the specific description of the task and deliverable.

OUTCOMES:

Consultant's services will result in the following:

1. Quality instruction for students in the LRE;
2. A developed process for effective LRE monitoring visits and reports;
3. LRE program capacity building and consistency among CPS staff;
4. Improved system-wide consistency, quality and accuracy in eIEP development and writing;
5. Increased capacity to implement effective co-teaching approaches; and
6. Increased inclusive best practices in classroom and schools.

COMPENSATION:

Consultant will invoice the Board at a rate of \$60 an hour for Linda Lara and \$70 an hour for Maria Condu for a maximum of 2662 hours per employee and a total of 5323 hours for Chalk, LLC. Any periods of work of less than an hour will be computed on a pro rata basis to the nearest quarter (1/4) hour. The total compensation payable to Consultant shall not exceed \$346,000.

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 Officer of Special Education and Supports to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include: 25% total MBE and 5% total WBE participation. However, the Office of Business Diversity recommends a waiver of the MBE goal be granted as the services provided under the agreement are not further divisible.

The Vendor has identified the following:

Total WBE - 100%

Maria Conduz
2647 West Wilson Ave.
Chicago, Illinois 60625

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Office of Special Education and Supports: \$346,000.00 Fiscal Year: 2013

*Grant numbers subject to change.

11670-115-54125-221083-000000-2013	\$18,000.00
11670-220-54125-221083-462052-2013	\$304,400.00
11670-220-54125-261006-462052-2013	\$23,600.00

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 June 23, 2004 (04-0623-PO4), 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).

Board Report 12-0627-PR9 was withdrawn.

12-0627-PR10

APPROVE ENTERING INTO AN AGREEMENT WITH VARIOUS NON-PUBLIC SPECIALIZED SCHOOLS TO PROVIDE SPECIALIZED PROGRAM SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with various Non-Public Specialized School Providers ("Providers") for the purpose of offering specialized program services to the Office of Special Education and Supports at a cost not to exceed \$41,770,000.00 over a two year term. A written agreement is currently being negotiated. No payment shall be made to any Provider prior to execution of their agreement. These payments are reimbursed through the Illinois State Board of Education. Student placement in a Non-Public Specialized School is made directly by the Board. The Illinois State Board of Education (ISBE) requires Non-Public Specialized School Providers and local school districts to execute Non-Public Facility Placement Contracts for each student who is placed in a Non-Public Specialized School.

Specification Number : 11-250062

Contract Administrator : Flores, Miss Nanzi / 773-553-2280

USER INFORMATION :

Contact: 11670 - Citywide Special Education & Supports
125 South Clark Street 8th Floor

Chicago, IL 60603
Clark, Miss Rebecca Gail
773-553-1800

TERM:

The term of each agreement shall commence on July 1, 2012 and shall end on June 30, 2014. The agreements 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 the agreements with 30 days written notice.

SCOPE OF SERVICES:

These Providers will provide special education services to students with disabilities. These services will include providing age-appropriate Individual Education Program (IEP) mandated instructional and related services, programming to prepare students for their successful and timely reintegration to a school with their non-disabled peers, and the development of appropriate Individual Education Programs (IEP). These services will include the administration of appropriate assessments and maintaining progress data and attendance records. In addition, these Providers will continue to work with CPS schools, community agencies and family groups to build more effective networks of support services and advance a least restrictive environment to the students.

DELIVERABLES:

Providers will continue to furnish age-appropriate programs, related-services, tests, progress notes, progress data HSMP reports, and other reports required by the Office of Special Education and Supports.

OUTCOMES:

Services provided by the Non-Public Specialized School Providers will enable CPS to achieve the following:

1. Increase the number of students with disabilities who are reintegrated into public schools.
2. Establish coordinated, innovative practices between the public schools and the Non-Public Specialized School Provider to: (a) reduce the referral rate of special education students to Non-Public Specialized Schools; (b) maximize available support services for students and their families, and (c) facilitate the transition of Non-Public Specialized School students and their families, and returning students to public school.
3. Increase progress of students with disabilities on IEP goals, overall academic indicators and behavioral indicators.

COMPENSATION:

Each Provider will be allocated a certain number of "Reserved Seats" and will be paid a negotiated per diem rate for these Reserved Seats for each scheduled school day. Reserved Seat payments are guaranteed and are not based on attendance or enrollment. When the actual seat usage by CPS students in any given month exceeds the aggregate Reserved Seat allocation for that month, the Provider shall be paid the per diem rate approved by the Illinois Purchase Care Review Board (IPCRB Rate) for the additional seat usage. The payment is enrollment-based. Payments to the Providers during the term shall not exceed \$41,770,000.00 in the aggregate. As provided in the agreement with each Provider, the Board may increase or decrease the number of Reserved Seats by giving fifteen (15) business days prior written notice.

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Officer of Special Education and Supports to execute all ancillary documents required to administer or effectuate these student placements and agreements, including but not limited to executing the Non-Public Facility Placement Contracts required by ISBE for each student placed. Authorize the Chief Officer of Special Education and Supports to increase or decrease the number of Reserved Seats and adjust the per diem rates for each Provider without seeking additional Board authority unless such increase or decrease or rate adjustment causes the aggregate value of this Board Report to exceed \$41,770,000.00.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, a determination will be made as to when transactions should be excluded from the contract specific M/WBE goals. It has been determined that the participation goal provisions of the Program do not apply to transactions where the pool of providers includes Not-for-Profit organizations.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Office of Special Education and Supports:

11675-114-54305-124904-376711-2013

\$20,885,000.00

11675-114-54305-124904-376711-2014

\$20,885,000.00

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).

- | | |
|---|---|
| <p>1) Vendor # 31488
BEACON THERAPEUTIC SCHOOL M
10650 S LONGWOOD
CHICAGO, IL 60643
Susan Reyna-Guerrero, LCSW
773 881-1005</p> <p>Category - South</p> | <p>5) Vendor # 67060
JEWISH CHILD AND FAMILY SERVICES
216 WEST JACKSON BLVD., STE 800
CHICAGO, IL 60606
Sandra Spicher
312 673-2753</p> <p>Category - North</p> |
| <p>2) Vendor # 32997
ESPERANZA COMMUNITY SERVICES
M
520 N MARSHFIELD
CHICAGO, IL 60622
Joseph Gorgol
312 243-6097</p> <p>Category - Central</p> | <p>6) Vendor # 35476
SOUTH CENTRAL COMMUNITY SERVICES,
INC
8316 S ELLIS AVE
CHICAGO, IL 60619
Gregory E. Amos
773 483-0900</p> <p>Category - South</p> |
| <p>3) Vendor # 94937
SPECIAL EDUCATION SERVICES DBA
HILLSIDE ACADEMY EAST CAMPUS
3049 WEST HARRISON
CHICAGO, IL 60612
Kenneth J. Carwell
630 907-2400</p> <p>Category - Central</p> | <p>7) Vendor # 12392
UHLICH CHILDREN'S ADVANTAGE
NETWORK
3737 N. MOZART
CHICAGO, IL 60618
Zack Schrantz, President
312 669-8200</p> <p>Category - Central</p> |
| <p>5) Vendor # 39644
LAWRENCE HALL YOUTH SERVICES 1
2737 W. PETERSON
CHICAGO, IL 60659
Mark Nufer
773 728-2807</p> <p>Category - North</p> | <p>8) Vendor # 65916
CAMELOT THERAPEUTIC SCHOOLS, LLC
4207 HIGHWAY 290 EAST
DRIPPING SPRINGS, TX 78620
Joseph P. Carter, III
512 858-9900</p> <p>Category - Central</p> |

Vice President Ruiz abstained on Board Report 12-0627-PR10.

12-0627-PR11

**APPROVE ENTERING INTO AN AGREEMENT WITH BIORIDGE PHARMA, LLC FOR THE
PURCHASE OF EPINEPHRINE AUTO INJECTORS**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Bioridge Pharma, LLC for the purchase of Epinephrine Auto Injectors for the Chief Health Officer (Office of Student Health and Wellness as of July 1, 2012) at a cost not to exceed \$650,180. Vendor was selected on a competitive basis via a Bid Solicitation pursuant to Board Rule 7-2. A written agreement for this purchase is available for signature. No goods may be ordered or received and no payment shall be made to Vendor prior to the execution of the 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 : 12-250023

Contract Administrator : Waites, Ms. Nicole L / 773-553-2280

VENDOR:

- 1) Vendor # 89620
BIORIDGE PHARMA, LLC
100 CAMPUS DRIVE., STE 102
FLORHAM PARK, NJ 07932
Bob Anderson, Chief Financial Officer
973 564-8

USER INFORMATION :

Contact: 10815 - Chief Instruction Office
125 South Clark Street
Chicago, IL 60603
Whyte, Mrs. Stephanie A.
773-535-5100

TERM:

The term of this agreement shall commence on July 1, 2012 and shall end June 30, 2015. This agreement shall have two options to renew for periods of one year each with the cost for each renewal period not to exceed \$216,726.67, subject to available funding and Board approval.

EARLY TERMINATION RIGHT:

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

DESCRIPTION OF PURCHASE:

Goods: Adult Epinephrine Auto Injectors
Quantity: As ordered by Board; estimated quantity 6600
Unit Price: \$56.05
Unit Bid Price: \$369,930.00

Goods: Junior Epinephrine Auto Injectors
Quantity: As ordered by Board; estimated quantity 5000
Unit Price: \$56.05
Unit Bid Price: \$280,250.00

Total Cost Not to Exceed: \$650,180.00

OUTCOMES:

In a continuing effort to ensure the health and welfare of students, Chicago Public Schools (CPS) will supply all schools in the district with stock epinephrine auto injectors ("Epi-pens"). Epi-pens are used to stop cases of anaphylaxis shock in students with allergies and can help save lives. The stock Epi-pens will help students who have an anaphylactic reaction at schools and have no diagnosis of a life threatening allergy and/or access to an Epi-pen at school through an existing prescription. Each school will receive two (2) Adult Epi-pens. In addition, school with grades PK-2 will receive two (2) Junior Epi-pens. A reserve stock will also be purchased to replenish schools after usage. Epi-pens will be tracked and monitored by the Office of Student Health and Wellness. Schools will report usage in the incident reporting system and Epi-pens will be replenished as needed.

A food allergy awareness campaign will also be implemented in conjunction with dissemination of the Epi-pens. Providing schools with stock Epi-pens will bring the District into compliance with a state law (PA097-036) passed last year that allows Districts and their schools to stock Epi-pens and will support implementation of the Board's Medication Management (12-0125-PO2) and Food Allergy Management Policy (11-0126-PO2).

COMPENSATION:

Vendor shall be paid in accordance with the unit prices contained in the agreement; total not to exceed the sum of \$650,180.00.

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 Health Officer to execute all ancillary documents required to administer or effectuate this agreement

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement include: 15% total MBE and 5% total WBE participation. However, the Office of Business Diversity recommends granting a waiver of the MBE/WBE goals, as required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, due to the scope of services being not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Office of Student Health and Wellness: \$650,180

*Contingent upon funding available.

Program numbers may change in future fiscal years.

14050-115-53405-213012-000000-2013	\$216,726.67
14050-115-53405-213012-000000-2014	\$216,726.67
14050-115-53405-213012-000000-2015	\$216,726.66

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).

12-0627-PR12

FINAL

APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS VENDORS FOR SOCIAL EMOTIONAL LEARNING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with various Vendors to provide social emotional learning services to the departments of Youth Development and Positive Behavior Supports, as well as all Networks and Schools at a total cost not to exceed \$11,500,000. Vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for Vendor's services are currently being negotiated. No services shall be provided and no payment shall be made to any Vendor prior to execution of their written agreement. The authority granted herein shall automatically rescind as to each vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to these agreements is stated below.

Specification Number : 12-250016

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

USER INFORMATION :

Contact: 10895 - Youth Development and Positive Behavior Supports
125 South Clark Street
Chicago, IL 60603
Loudon, Miss Jennifer Lynn
773-535-5100

TERM:

The term of each agreement shall commence on the date the agreement is signed and shall end on June 30, 2015. The agreements 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 each agreement with 30 days written notice.

SCOPE OF SERVICES:

Vendors shall provide the services described below for each category awarded. The category awarded to each vendor is indicated below.

Category 1 - Direct Service:

Agencies and community partners/providers commit to a full school year of services/supports. All agencies and partners must meet state and district standards (outlined for specific subcategories below). All instruction, services and supports will be evidence-based and appropriate for a diverse school environment.

Direct services for Social Emotional Learning ("SEL") providers include, but are not limited to, the following:

Student Social Emotional Skill Development: The services provided will focus on the following types of skills: self-awareness, self-management, relationship building and problem solving.

Parent Skill Development: Vendors will provide training targeted for parents/guardians/supportive adults in the lives of our students to build their skills to support the development of student social-emotional skills in the home, including learning about the content of and being able to reinforce strategies detailed in other categories.

Social, Emotional and Behavioral Interventions: Vendors will provide behavioral interventions, for the purposes of this category, are intended to be therapeutic strategies with focused skill development. These interventions are specifically designed to positively impact a student or small group of students with specific social-emotional barriers to learning.

Programs for Targeted Populations: This is a single strategy or a menu of supports designed to reach stabilization outcomes for the targeted population, such as school re-enrollment, increased school attendance, decreased discipline infractions, decreased involvement with the justice system, etc. This category is intended to highlight strategies that could be effective regardless of the frequency of student attendance in school. Strategies will be implemented by vendor staff or trained school staff.

Category 2 - Curriculum and Materials:

All curriculum and materials must demonstrate strategies that have previously worked in other large school districts and meet local, state and federal requirements. All curriculum and materials must include both skill instruction and skill practice.

Curriculum and materials for include, but are not limited to, the following:

Student Social Emotional Skill Development: This subcategory includes any instructional materials that are focused on building students' self-awareness, self-management and problem solving skills.

Parent Skill Development: Parent skill development includes materials or curricula used to guide parent education session or facilitate parent groups in a school setting.

Social, Emotional and Behavioral Interventions: Social, Emotional and Behavioral interventions includes curricula and materials that support the delivery of structured interventions to address student barriers to learning before, during and after school.

Category 3 - Professional Development:

Professional development includes education, training and technical assistance for school staff to improve their systems or structures and/or to integrate social-emotional learning into their instructional planning and practice. Services could include a single session or ongoing interaction with the school. Services may include professional development sessions, facilitation of professional learning communities, or direct coaching and consultation on a school or individual staff practice relative to the desired model.

Professional development for social emotional learning includes, but is not limited to, the following:

School Structures and Systems: School structures are defined to include protocols, procedures and/or processes) that are intended to guide and/or change the operations of any location or person in the school to improve the learning climate. Similarly, systems are defined as a sequences or series of

structures or strategies that should result in the same. These strategies will most often organize human and other resources in the school differently to solve a problem or concern and/or capitalize on an opportunity to develop a more preventive or proactive learning climate.

Student Social Emotional Skill Development: Training will be provided for adult employees and/or partners who will implement SEL skill curriculum or strategies. Training should ensure strategy is implemented with fidelity and is appropriate to the age, grade, and students' cultural and linguistic background. Training will ensure that staff are able to modify for students with disabilities and students for whom English is a Second Language ("ESL").

Staff Skill Development for Awareness and Application in Current Practice: Training will be provided for adult employees and/or partners intended to build their skill set as required to execute effectively with other SEL or school climate strategies already in use, but with content that is not specific to any strategy.

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:

Vendors' services will result in the following outcomes for Category 1 - Direct Services:

- Increased attendance
- Decreased out of school suspension/expulsion
- Increased on track rate for students who are off track due to attendance/behavior
- Decrease of inappropriate behaviors as measured by the SCC
- Increase student engagement in school
- Increase in student SEL skills

For specific high risk students, the performance metrics will be as follows:

1. Attendance. A 15 percent increase in the Student Participant's attendance measured at the end of each semester.
2. Reduction in Misconducts. A 50 percent reduction in serious misconducts (L-4 - L-6) by the Student Participant, measured at the end of each semester.
3. G.P.A. Improvement. A 0.5 point improvement in the Student Participant's G.P.A. each semester. (HS students only)
4. Credit Toward Graduation. An increase in credits earned toward graduation for off-track students, and keeping pace with credit requirements for students on-track. (HS students only)

Vendors' services will result in the following outcomes for Category 2 -Curriculum and Materials:

The District will have access to curriculum and materials that support SEL development of strategies that have previously worked in other large school districts and have shown positive outcomes in similar environments and Vendors will meet local, state and federal requirements. In addition, the curriculum and materials will include both skill instruction and skill practice.

Vendors' services will result in the following outcomes for Category 3 - Professional Development:

Education, training and technical assistance for school staff to improve their systems or structures and/or to integrate social-emotional learning into their instructional planning and practice.

COMPENSATION:

Vendors shall be paid as specified in each Vendor's respective agreement; total not to exceed the sum of \$11,500,000 in aggregate for all vendors.

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, a determination shall be made as to when transactions should be excluded from the contract specific M/WBE goals. It has been determined that the participation goal provisions of the Program do not apply to transactions where the pool of providers includes Not-for-Profit organizations.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Not to Exceed: \$11,500,000
Various Units: Networks and Schools
Source of Funds: Various Fiscal Year: 2013 and 2014

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 # 31456
PLANNED PARENTHOOD OF IL.
18 S. MICHIGAN AVE., 6TH FLOOR
CHICAGO, IL 60603-0000
Anthony Fiore, VP Finance and Accounting
312 592-6800

Category 1, Category 3

2)

Vendor # 98781
TEACHING STRATEGIES, INC DBA SAFE &
CIVIL SCHOOLS
P.O. BOX 50550
EUGENE, OR 97405
Jan Reinhardtson
541 345-1442

Category 2, Category 3

3)

Vendor # 10619
YOUTH ADVOCATE PROGRAMS, INC
2007 NORTH 3RD STREET
HARRISBURG, PA 17102
Minette Bauer
717 232-7580

Category 1

4)

Vendor # 24684
UMOJA STUDENT DEVELOPMENT
CORPORATION
2935 W. POLK
CHICAGO, IL 60612
Ted Christians
773 534-8877

Category 1, Category 3

Vice President Ruiz abstained on Board Report 12-0627-PR12.

12-0627-PR13

APPROVE EXERCISING THE SECOND OPTION TO RENEW AGREEMENTS WITH ST. MARK INTERNATIONAL CHRISTIAN CHURCH AND NEW LIFE COVENANT PILSEN MINISTRY TO PROVIDE SAFE HAVEN SITES AND SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the second option to renew the agreements with St. Mark International Christian Church and New Life Covenant Pilsen Ministry to provide Safe Haven sites and services at a total aggregate cost for the option period not to exceed \$800,000.00. Written documents exercising this option are currently being negotiated. No payment shall be made to any vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each vendor in the event their written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

VENDOR:

- 1) Vendor # 67456
NEW LIFE PILSEN
2512 SOUTH OAKLEY
CHICAGO, IL 60608
Robert Belfort
773 851-7021

- 2) Vendor # 98607
ST. MARK INTERNATIONAL CHRISTIAN
CHURCH
832 NORTH LECLAIRE AVE.
CHICAGO, IL 60651
Andre Thurmon
708 473-0352

USER INFORMATION :

Contact: 14060 - Family & Community Engagement
125 S Clark Street
Chicago, IL 60603
Kyles, Mr. Renaldo
773-553-7531

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report 10-1117-PR12 as amended by 11-0223-PR6) in the total aggregate amount of \$1,325,000.00 were for a term commencing December 14, 2010 and ending August 31, 2011, with the Board having 2 options to renew for 1 year terms. The original agreements were awarded on a competitive basis pursuant to Boar Rule 7-2.

OPTION PERIOD:

The term of each agreement is being renewed for a term commencing July 1, 2012 ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining

SCOPE OF SERVICES:

Vendors will continue to provide (or subcontract with third parties to provide) sites and services to elementary and/or high school students in at least eight (8) different sites/locations during designated time periods throughout the school year and summer in the targeted communities. Vendors shall include workshops on study skills, conflict resolution, anger management, character building and positive communication as well as act as a safe place for the students to go after school and during winter, spring breaks and summer whenever there are any emergency services that are needed during the school year.

OUTCOMES:

Vendor's services shall result in the following: 1. Students' likelihood of participation in violent behavior or becoming a victim of violence will be reduced. 2. Parents will be provided child care support during the daytime hours while students receive educational enrichment activities including: problem solving, positive communication strategies, anger management strategies, discussions about violence in the community, guidance regarding truancy prevention, and tutoring in a safe environment during non-school hours.

COMPENSATION:

Vendors shall receive \$250 per day per site on days that require four hours of operation during the winter, spring breaks, and summer. Vendors shall receive \$200 per day per site on days that require three hours of operation during the after school program. The total aggregate compensation payable to all vendors during this option period shall not exceed the sum of \$800,000.00.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize the Chief Administrative Officer to execute all ancillary documents required to administer or effectuate the option agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, M/WBE provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge \$800,000.00 to 14060-TBD

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).

12-0627-PR14

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE AGREEMENT WITH SCHOOLWORKS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the agreement with SchoolWorks to provide consulting services to the Office of New Schools and Programs at a cost for the option period not to exceed \$98,600.00. A written document exercising this first option is currently being negotiated. No payment shall be made to Consultant during the option period prior to the 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 : 10-250011

Contract Administrator : Matthews, Ms. Trineda L. / 773-553-2280

VENDOR:

- 1) Vendor # 80634
 SCHOOL WORKS, LLC
 100 CUMMINGS CTR. STE 236C
 BEVERLY, MA 01915
 Ledyard Mcfadden
 978-921-1674

USER INFORMATION:

Contact. 13610 - Portfolio Office
125 South Clark Street - 5th Floor
Chicago, IL 60603
Harrity, Ms. Eileen P.
773-553-1338

ORIGINAL AGREEMENT: The original Agreement (authorized by Board Report 10-0526-PR23) in the amount of \$420,000.00 and later revised to the amount of \$972,000.00 (Board Report 11-0622-PR19) is for a term commencing July 1, 2010 and ending June 30, 2012, with the Board having two (2) options to renew for a one year term each. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2

OPTION PERIOD: The term of this agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING: There is one option period for one year remaining.

SCOPE OF SERVICES:

During this renewal term SchoolWorks will:

- Participate in initial reviews of proposals received during the 2012 Call for Quality Schools
- Participate in comprehensive reviews, including panel interviews, for proposals deemed to meet initial quality standards

DELIVERABLES:

During this renewal term SchoolWorks will:

- Provide written evaluations of proposals
- Participate in comprehensive panel reviews of proposals deemed to meet initial quality standards

OUTCOMES:

SchoolWorks' services will result in the completion of the 2012 Call for Quality Schools processes.

COMPENSATION:

Consultant shall be paid during this option period as specified in the renewal agreement; total compensation for the renewal term not to exceed the sum of \$98,600.

REIMBURSABLE EXPENSES:

None

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option agreement. Authorize the President and Secretary to execute the option agreement. Authorize the Office of New Schools and Programs Executive Director to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

This agreement is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The MBE/WBE goals for this agreement are: 25% for MBE participation and 10% for WBE participation.

The Vendor has scheduled the following:

Total MBE - 25%

Kendra Ferguson (AA)
966 Bridge Road
San Leandro, CA 94577

Muriel Leonard (AA)
22 Meadowbank Ave.
Boston, MA 02126

Ingrid Carney (AA)
114 East 32nd Street
Chicago, IL 60616

Total WBE - 10%

Piel Hollingsworth
101 Audubon Road
Milton, MA 02186

Susan Jamback
P.O. Box 1373
Grantham, NH 03753

Katherine Grave Maycock
 556 Tremont Street, #4
 Boston, MA 02118

Nancy Clair
 3636 Webster Street
 San Francisco, CA 94123

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

13610-115-54105-251006-000000-Fy13 \$98,600.00

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 June 23, 2004 (04-0623-PO4), 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).

12-0627-PR15

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

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve the award of Capital Improvement Program construction contracts in the total amount of \$22,885,638.00 to 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 7-3 of the Rules of the Board of Education of the City of Chicago.

Approve changes to existing Capital Improvement Program construction contracts, in the amount of \$86,407.00 as listed in the attached June Change Order Log. These construction contract changes have been processed and are being submitted to the Board for approval in accordance with section 7-15 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: Fund – 436, 468, 476, 477, 479, 480, 481, 482
 will be used for all Change Orders (June Change Order Log); 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).

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Appendix A
June 2012

SCHOOL	CONTRACTOR	CONTRACT #	CONTRACT METHOD	CONTRACT AWARD	AWARD DATE	ANTICIPATED COMPLETION DATE	FISCAL YEAR	AFFIRM. ACTION			PROJECT SCOPE AND NOTES	REASONS FOR PROJECT
								AA	H	A		
Dunbar High School	Walsh Construction Company	2315582	BID	\$ 8,247,000.00	5/7/2012	12/1/2012	2011	0	30	0	7	4
Marquette School	F.H. Paschen, S.N. Nielsen & Assoc., Inc	2321642	BID	\$ 3,121,515.00	5/17/2012	9/27/2012	2012	22	8	0	7	7
Nash School	Walsh Construction Company	2321628	BID	\$ 7,314,420.00	5/17/2012	11/30/2012	2012	16	14	0	7	7
Simeon High School	F.H. Paschen, S.N. Nielsen & Assoc., Inc.	2321638	BID	\$ 1,443,075.00	5/17/2012	12/31/2012	2012	9	18	3	5	8
Stagg School	F.H. Paschen, S.N. Nielsen & Assoc., Inc.	2321644	BID	\$ 2,759,628.00	5/17/2012	10/24/2012	2012	0	31	0	10	7
				\$ 22,885,638.00								

- 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

CHICAGO PUBLIC SCHOOLS
DEPARTMENT OF OPERATIONS

June Change Order Log

School	Project Number	Vendor	Original Contract Amount	Current Change Order Amount	Sub Total	Previous Approved Changes	Revised Contract Amount	Total % of Contract
Chicago High School for the Arts (Former Doolittle West)	2011-26491-CSP	F. H. Paschen, S. N. Nielsen & Assoc., Inc	\$3,575,344	\$19,744	\$26,200	\$1,081,643	\$4,683,187	30.81%
<u>Change Order Descriptions</u>								
<ul style="list-style-type: none"> FHP was directed in August of 2011 to install a Booster Pump due to toilet rooms not having sufficient pressure to accommodate all toilets along with having 110 degree water coming through the cold sides of the faucets. 1. Provide new 3'-0" x 7'-0" hollow metal door with emergency lock, closer, kick plate. Paint to match existing doors. (Door to room 129 Per 07-25-11 Construction Set) 2. Repair the existing front entrance door center mullion with sheet metal. 3. Provide 4'-0" chain link fence in 4 existing opening of the existing chain link fence at the south portion of the parking lot. 								
Phillips High School	2011-46261-DOR	All-By Construction	\$48,873	\$9,083	\$9,083	\$0	\$57,956	18.58%
<u>Change Order Descriptions</u>								
<ul style="list-style-type: none"> Provide 3'0" double doors in lieu of the originally planned 2'8" double doors 								
Pasteur School	2011-24851-MCR	All-By Construction	\$6,449,000	\$24,453	\$24,453	\$748,923	\$7,222,376	11.95%
<u>Change Order Descriptions</u>								
<ul style="list-style-type: none"> This is for additional concrete repair work that was discovered while performing the scope concrete repair work 								
Armour School	2011-22061-ADA	Scale Construction, Inc	\$3,060,598	\$82,020	\$82,020	\$290,547	\$3,433,165	11.55%
<u>Change Order Descriptions</u>								
<ul style="list-style-type: none"> At Branch bldg, reroute overhead and underground piping at basement. Provide sewage ejector pump. Install quarry tile at Main building kitchen in lieu of VCT Relocate existing electrical devices, conduit and wiring per RFI responses At Branch Bldg, demo existing ductwork at new elevator shaft. Provide 2 additional sanitary napkin dispensers. Conceal existing conduit at wall in Unisex room 009 Relocate sprinkler lines to avoid conflicts with new elevator machine room in Main building and kitchen hood in main building At Girls' Room 022 (Main Bldg), install wall at alcove to close off dead end space Provide new ductwork at rooms 209 and 101E At main building elevator, lower elevator pit depth, relocate north wall of elevator shaft, and increase shaft height Provide VCT in-fill at window at main building 1st floor elevator lobby Provide credit for LEPA fines associated with environmental release caused by GC's subcontractors 								

CHICAGO PUBLIC SCHOOLS
DEPARTMENT OF OPERATIONS

June Change Order Log

School	Project Number	Original Contract Amount	Vendor	Change Order Descriptions	Current Change Order Amount	Sub Total	Previous Approved Changes	Revised Contract Amount	Total % of Contract
Howe School	2011-23851-MCR	\$2,412,000	F. H. Paschen, S.N. Nielsen & Assoc., Inc.	<ul style="list-style-type: none"> Replace 60-amp panel with 150-amp panel. Remove conductors from pull box and extend new conductors to new 150-amp panel. Replace 2 emergency battery units with new devices and provide wire guards. Wire light fixtures connected to existing emergency circuit to local normal light circuits. Replace 2 emergency units at lunch room with new. Wire fixtures connected to the existing emergency circuit to local circuits. Wire max of four high bay fixtures to a 20-amp circuit. 	\$12,471	\$12,471	\$182,884	\$2,607,355	8.10%
Colman School (Closed)	2011-22781-ICR	\$2,550,000	Wight Construction (Wight & Company)	<ul style="list-style-type: none"> Change Order Descriptions Cost is to furnish and install revised hardware at exterior vestibule doors 113B. 	\$2,254	\$2,254	\$133,341	\$2,685,595	5.32%
Simpson Academy	2011-49051-CSP	\$2,250,195	Miller	<ul style="list-style-type: none"> Change Order Descriptions Provide a new service ramp on the north side of the modular at door 121 B. Provide 3 additional lavs in the infant room of the modular building Install 6 additional baseboard heaters in Modular unit 	\$22,196 \$15,032 \$11,618	\$48,846	\$70,538	\$2,369,579	5.31%
Hope Contract School (at Spalding HS)	2009-5990-MCR	\$26,616,121	Michuda Construction, Inc.	<ul style="list-style-type: none"> Change Order Descriptions Credit for not providing certain BAS points for new Roof Top Units 	(\$5,000)	(\$5,000)	\$1,140,002	\$27,751,123	4.26%
Jefferson T. School	2011-23941-CSP	\$5,340,000	F. H. Paschen, S.N. Nielsen & Assoc., Inc.	<ul style="list-style-type: none"> Change Order Descriptions Credit for poor quality life work in 411 and 409A to close out 4th floor punch list item #127 	(\$3,500)	(\$3,500)	\$188,683	\$5,525,183	3.47%
Lewis School	2011-24151-SIP	\$6,918,442	Chicago Commercial Contractors, LLC	<ul style="list-style-type: none"> Change Order Descriptions T&M Discovered Condition Spandrel Shear, January 	\$13,121	\$13,121	\$204,894	\$7,136,458	3.15%
Mount Vernon School	2011-24601-MCR	\$1,959,723	Miller	<ul style="list-style-type: none"> Change Order Descriptions Credit for Staining not Required 	(\$4,009)	(\$4,009)	\$12,991	\$1,968,704	0.46%
Truth School (Closed)	2011-26571-CSP	\$3,202,459	F. H. Paschen, S.N. Nielsen & Assoc. Inc.	<ul style="list-style-type: none"> Change Order Descriptions Credit for remaining allowances 	(\$50,918)	(\$50,918)	\$0	\$3,151,541	-1.59%
Von Steuben Metro	2010-47081-MEP	\$701,586	F. H. Paschen, S.N. Nielsen & Assoc. Inc.	<ul style="list-style-type: none"> Change Order Descriptions Unused Allowance 	(\$28,277)	(\$28,277)	\$0	\$673,309	-4.03%

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

June Change Order Log

CHICAGO PUBLIC SCHOOLS
DEPARTMENT OF OPERATIONS

School	Project Number	Original Contract Amount	Vendor	Wight Construction (Wight & Company)	Current Change Order Amount	Sub Total	Previous Approved Changes	Revised Contract Amount	Total % of Contract
Chase School	2011-22701-NPL	\$503,391				(\$40,336)	(\$1,153)	\$461,902	-8.24%
Change Order Descriptions									
• Unused Allowance									
					Total Change Orders: \$86,407				

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

12-0627-PR16

AMEND BOARD REPORT 11-0824-PR6
APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENTS WITH FRANK COONEY AND
LOWERY MCDONNELL COMPANY FOR THE PURCHASE OF OFFICE, CLASSROOM AND
LIBRARY FURNITURE

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreements with Frank Cooney Company and Lowery McDonnell Company for the purchase of office, classroom and library furniture for the Chicago Public Schools at a total cost for the option period not to exceed ~~\$4,355,000.00~~ \$6,355,000.00 in the aggregate for all vendors. Written documents exercising this option are currently being negotiated. No payment shall be made to any vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each vendor in the event their written document is not executed within 90 days of the date of this Board Report. Information pertinent to these options is stated below.

This June 2012 amendment is necessary to increase the aggregate dollar amount of the contracts \$2,000,000.00 for furniture to support the 2012 MSAC buildings, additions, and renovations, as well as various departments and schools citywide. No written amendments to the agreements are required.

Specification Number : 07-250037

Contract Administrator : Escareno, Miss Masocorro / 773-553-2250

VENDOR:

- 1) Vendor # 22173
 FRANK COONEY COMPANY INC
 1226 NORTH MICHAEL DRIVE., STE C
 WOOD DALE, IL 60191
 Kevin P. Cooney
 630 694-8800

Order Only Office/Classroom Furniture

- 2) Vendor # 33924
 LOWERY MC DONNELL COMPANY
 255 MITTEL DRIVE
 WOOD DALE, IL 60191
 Scott Mills
 630 227-1000x237

Order Only- Library Furniture

USER INFORMATION :

Contact: 11860 - Facility Operations & Maintenance
 125 South Clark Street 16th Floor
 Chicago, IL 60603
 Taylor, Ms. Patricia L
 773-553-2960

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report 09-0422-PR11 as amended by Board Reports 09-1123-PR3, 10-1123-PR1, 10-1027-PR4 and 11-0427-PR6) are for a term commencing May 1, 2009 and ending August 31, 2011, with the Board having two options to renew for periods of one year each. The original agreements were awarded on a competitive basis pursuant to Board Rule 7-2 and a duly advertised bid solicitation (Specification No. 07-250037).

OPTION PERIOD:

The term of each agreement is being extended for one year commencing September 1, 2011 and ending August 31, 2012.

OPTION PERIODS REMAINING:

There is one option period for one year remaining.

SCOPE OF SERVICES:

DESCRIPTION OF PURCHASE:

Goods: Office/classroom and library furniture including delivery, installation, labor, assembly and cleanup.
 Quantity: As needed by the Department of Operations.
 Unit Prices: As indicated in the contract.
 Total Cost Not to Exceed: ~~\$4,355,000.00~~ \$6,355,000.00

DELIVERABLES:

Vendors will continue to provide delivery and installation of all furniture to be supplied to schools.

OUTCOMES:

Vendors' services will continue to result in the management of the ordering, delivery and installation of all furniture to be supplied to schools.

COMPENSATION:

Vendors shall be paid during this option period as follows: in accordance with the unit prices contained in their respective agreement, based upon the actual items ordered; total not to exceed the sum of ~~\$4,355,000.00~~ \$6,355,000.00 in the aggregate for all vendors.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize Chief Purchasing Officer to execute all ancillary documents required to administer or effectuate the option agreements.

AFFIRMATIVE ACTION:

This contract is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The MBE/WBE goals for this agreement are: 30% MBE participation and 7% WBE participation.

The Vendors have identified the following:

Library Furniture Total MBE - 30%

Leeway Contractors, Inc. (AA)
 14806 South Drexel Ave.
 Dolton, Illinois 60419
 Contact: Lee Haggard

Total WBE - 7%

Shorestone Group
 2715 N. Hampden, Suite 101
 Chicago, Illinois 60614
 Contact: Lisa Simonson

Office and Classroom Furniture Total MBE - 30%

Chicago United Industries (H)
 53 West Jackson, Suite 1450
 Chicago, Illinois 60604
 Contact: George Loera

Midwest Moving & Storage (H)
 1225 Tonne Road
 Elk Grove Village, Illinois 60007
 Contact: Luis Toledo

Leeway Contractors, Inc. (AA)
 14806 Drexel Avenue
 Dolton, Illinois 60419
 Contact: Lee Haggard

Total WBE - 7%

Harrison and Company
 970 Oak Lawn Avenue
 Elmhurst, Illinois 60126
 Contact: Mary Grace Harrison

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Operations: ~~\$3,355,000~~ \$5,355,000
 12150-483-54105-254403-000000-2010 - \$850,000.00 (OCCP)
 12510-480-56310-253533-620000-2010 - ~~\$1,200,000~~ \$1,500,000.00 (MSAC)
 12510-480-56310-253534-610000-2010- \$100,000.00 (Additions)
 12150-482-56310-253518-610000-2011 - ~~\$80,000~~ \$450,000.00 (Annex)
 12150-482-56310-253526-610000-2011 - ~~\$50,000~~ \$2,000,000.00 (Renovations)
 12150-477-56310-254013-610000-2010 - ~~\$520,000~~ \$455,000.00 (Contingency)
~~12150-483-54105-254403-000000-2012 - \$555,000~~

Charge to Various School Units: \$500,000
 Various School Units-xxxx-xxx-55010-xxxxxx-xxxxxx-2012- \$500,000
 Charge to Nutrition Support Services: \$500,000
 12050-483-56306-256009-000000-2012-\$500,000

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).

Vice President Ruiz abstained on Board Report 12-0627-PR16.

12-0627-PR17

AMEND BOARD REPORT 12-0523-PR12
AMEND BOARD REPORT 11-0622-PR12
APPROVE EXERCISING THE FIRST OPTION TO EXTEND THE AGREEMENTS
FOR STUDENT TRANSPORTATION SERVICES
(SCHOOL BUS SERVICE)

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to extend the agreements with various Bus Companies to provide Student Transportation Services to the Department of Operations for students enrolled in various programs in the Chicago Public Schools at a cost not to exceed ~~\$97,437,000~~ **\$103,687,000** for the agreement term running through the last day of the school year (including summer school) for 2012. Written document exercising these options are currently being negotiated. No payment shall be made to any Vendor during the option period prior to the execution of their written documents. The authority granted herein shall automatically rescind as to each Vendor in the event a written agreement for such Vendor is not executed within 90 days of the date of this Board Report. Information pertinent to these option agreements is stated below.

VENDORS AND BUS AWARDS:

(Individual route prices based on type of service and category of bus are on file in the Purchasing Department.)

It is estimated that approximately 2,500 routes for about 1,500 school buses, of various sizes and configurations will be awarded pursuant to these agreements. The number of buses actually required to provide services to students will not be known until the school year is underway. Because of the number of buses required is estimated, the total cost of the agreement is also estimated. The annual and contract term cost estimates are based upon the combined regular school year and summer school calendars established by the Board. The Chicago Public Schools reserves the right, during the agreement period, to order the services of more or fewer vehicles than originally awarded through this agreement as the needs of students and/or programs change. The Board is only obligated for costs of buses actually operating CPS routes.

This May 2012 amendment is necessary to increase the dollar amount of the contract by \$2,437,000.00. This increase will include cost associated with (i) 2 additional days per week for the summer bridge program, (ii) 3 additional days per week for the extended school year program, (iii) field trips, (vi) outliers and (v) regular school day. No written agreement to the contract is required.

This June 2012 amendment is necessary to increase the dollar amount of the contract by \$6,250,000. This increase in spend authority includes summer school transportation costs for services to be rendered between the end of FY2012 (June 30, 2012) and the beginning of the first day of school for the 2012-13 Track E session.

Non-Lift Equipped Buses:

Bus Company	Total Bus Award	CATEGORY I – Non-Lift Buses			
		Regular Service		Rapid Response Service	
		North Bus Award	South Bus Award	North Bus Award	South Bus Award
A.M. Bus Company – Vendor #20287	98	3	95	0	0
Alltown Bus Service – Vendor #46491	155	80	75	0	0
Ammons Transportation- Vendor #32700	20	0	18	0	2
Bryden Transportation Vendor #39952	18	0	18	0	0
Caravan Transportation – Vendor #35153	39	37	2	0	0
Dunbar Transportation- Vendor #21809	17	0	17	0	0
Falcon Transportation- Vendor #24922	68	61	7	0	0
Illinois Central School Bus- Vendor #72017	145	80	65	0	0
Illinois Student Transportation- Vendor #19722	30	30	0	0	0
Jack Harris Transportation- Vendor #11085	9	0	9	0	0
J.L. Harris- Vendor #23269	10	0	10	0	0
Jewel's Bus Company- Vendor#12475	115	55	60	0	0
Latino Express – Vendor #39549	90	45	45	0	0
O'Neal's Transportation- Vendor #21807	30	0	30	0	0
R & D Bus Company- Vendor #11556	79	75	2	2	0
Ransom Transportation- Vendor #48098	16	0	16	0	0
Sunrise Transportation- Vendor #41526	191	41	150	0	0
United Quick Transportation- Vendor #43809	53	26	27	0	0
Walls Transportation- Vendor #16230	16	7	9	0	0
White Transportation- Vendor #50226	36	0	36	0	0

Lift Equipped Buses:

Bus Company	Total Bus Award	CATEGORY II – Lift Buses			
		Regular Service		Rapid Response Service	
		North Bus Award	South Bus Award	North Bus Award	South Bus Award
A.M. Bus Company	23	4	17	0	2
Alltown Bus Service	93	55	38	0	0
Bryden Transportation	7	0	7	0	0
Caravan Transportation	2	1	1	0	0
Falcon Transportation	6	3	2	1	0
Jack Harris Transportation	2	0	2	0	0
Jewel's Bus Company	3	0	3	0	0
Illinois Central School Bus	56	36	20	0	0
Illinois Student Transportation	2	2	0	0	0
Latino Express	3	0	3	0	0
R & D Bus Company	10	9	0	1	0
Sunrise Transportation	42	10	32	0	0

USER: Department of Operations Bureau of Student Transportation Services
 125 South Clark – 17th Floor 125 South Clark Street – 16th Floor
 Chicago, IL 60603
 Patricia L. Taylor Paul G. Osland
 (773) 553-2900 (773) 553-2895

ORIGINAL AGREEMENT: The original Agreement (authorized by Board Report 08-0827-PR5) was for a term commence from the date of award of the Contract as stated on the Bid Execution Page and end thereafter on the last day of the school year of 2011 as formally determined by the Board ("Term"), with the Board having the option to renew the Contract for two (2) additional one year periods, or any shorter period of time as determined by the Board. Vendors were selected on a competitive basis in accordance with Board Rule 5-4.1 pursuant to a duly advertised bid solicitation (Specification No. 08-250020).

OPTION PERIOD : The term of these agreements shall commence on the first day of school for the Track E session and ending the last day of school (including summer school) occurring in August 2012 for transportation services for the schools served by each vendor.

OPTION PERIOD REMAINING: There is one option period remaining

EARLY TERMINATION RIGHT: The Board shall have the right, in its sole discretion, to terminate any Vendor's agreement for convenience with thirty (30) days written notice, for any reason.

SCOPE OF SERVICES: Vendors shall provide school bus services to and from school and other related activities to eligible students participating in designated programs as per program guidelines and as set out in the written agreement. Services will be provided during regular and summer school terms. Programs served by school bus services include are not necessary limited to: Special Education, Options for Knowledge, Controlled Enrollment Receiving Schools, Homeless, No Child Left Behind and other programs as the Board deems appropriate. Limited mid-day services will be provided as determined by the Chief Operating Officer.

COMPENSATION: Vendors shall be paid monthly in accordance with prices indicated in the contract, as invoiced by the vendor. Total Compensation to all Vendors for the option period shall not exceed ~~\$97,437,000~~ \$103,687,000.

AUTHORIZATION: Authorize the President and Secretary to execute the agreements. Authorize the General Counsel to include other relevant term and conditions in written agreement. Authorize the Chief Executive Officer to determine annually the number of Bus Aides, if any, to be provided by the Vendors through these agreements. Authorize the Chief Operating Officer to execute all ancillary documents required to administer or effectuate any agreements awarded hereunder.

AFFIRMATIVE ACTION: Pursuant to Section 6.2 of the Revised Remedial Plan for minority and women Business Enterprise Contract Participation (M/WBE Plan), the Per Contract and Category Goals method for M/WBE participation will be utilized. Thus, contracts for subsequent vendors from the pool created by this contract will be subject to compliance reviews on a contract-by-contract basis. Compliance of the vendors in the pool will be reported on a monthly basis.

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

FINANCIAL: Charge to Bureau of Student Transportation: \$95,000,000
 FY 12 0945-various funds-various projects-various programs-5510 (Bus Services) \$95,000,000

Charge to Bureau of Student Transportation and Various Schools- ~~\$2,437,000~~ \$8,687,000

Special Education-11940-115-54210-255004-376712-2012	\$21,000
Special Education Track E- 11940-115-54210-255019-000000-2012	\$205,000
Option for Knowledge Track E- 11940-115-54210-255021-000065-2012	\$73,000
Extended School Year ESY- 11940-115-54210-255004-376715-2012	\$1,485,000
Bridge Program-11940-115-54210-160005-000000-2012	\$569,000
Field Trips (Various School) – Various Budget Classification	\$84,000
<u>Summer School Programs (Various Schools) – Various Budget Classification</u>	<u>\$6,250,000</u>

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).

12-0627-PR18

WITHDRAWN

APPROVE EXERCISING THE FINAL OPTION TO RENEW THE AGREEMENTS WITH FRANK COONEY AND LOWERY MCDONNELL COMPANY FOR THE PURCHASE OF OFFICE, CLASSROOM AND LIBRARY FURNITURE

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew the agreements with Frank Cooney Company and Lowery McDonnell Company for the purchase of office, classroom and library furniture for the Chicago Public Schools at a total cost for the option period not to exceed \$1,250,000.00 in the aggregate for all vendors. Written documents exercising this option are currently being negotiated. No payment shall be made to any vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each vendor in the event their 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 : 07-250037

Contract Administrator : Escareno, Miss Masocorro / 773-553-2280

VENDOR:

- 1) Vendor # 22173
FRANK COONEY COMPANY INC
1226 NORTH MICHAEL DRIVE., STE C
WOOD DALE, IL 60191
Kevin P. Cooney
630 694-8800

- 2) Vendor # 33924
LOWERY MC DONNELL COMPANY
255 MITTEL DRIVE
WOOD DALE, IL 60191
Scott Mills
630 227-1000x237

USER INFORMATION :

Contact:

11860 - Facility Operations & Maintenance

125 South Clark Street 16th Floor

Chicago, IL 60603

Taylor, Ms. Patricia L

773-553-2960

ORIGINAL AGREEMENT:

The original agreements (authorized by Board Report # 11-0824-PR6 as amended by 09-1123-PR3, 10-1123-PR1, 10-1027-PR4 and 11-0427-PR6) were for a term commencing May 1, 2009 and ending August 31, 2011 with the Board having 2 options to renew for one year terms. The agreements (authorized by Board Report #11-0824-PR6) were renewed for a 1 year term commencing September 1, 2011 and ending August 31, 2012. The original agreements were awarded on a competitive basis pursuant to Board rule 7-2.

OPTION PERIOD:

The term of each agreement is being renewed for a 4 months period commencing September 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining

SCOPE OF SERVICES:

DESCRIPTION OF PURCHASE

Goods: Office/classroom and library furniture including delivery, installation, labor, assembly and cleanup.
Quantity: As needed by the Department of Operations.
Unit Prices: As indicated in the contract
Total Cost Not to Exceed: \$1,250,000.00

DELIVERABLES:

Vendors will continue to provide delivery and installation of all furniture to be supplied to schools.

OUTCOMES:

Vendors' services will result in the management of the ordering, delivery and installation of all furniture to be supplied to schools.

COMPENSATION:

Vendors shall be paid during this option period in accordance with the unit prices contained in their respective agreement based upon the actual items ordered; total not to exceed the sum of \$1,250,000.00 in the aggregate for all vendors.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize the Chief Purchasing Officer to execute all ancillary documents required to administer or effectuate the option agreements.

AFFIRMATIVE ACTION:

This agreement is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The MBE/WBE goals for this agreement are: 30% total MBE and 7% total WBE participation.

The Vendors have identified the following:

Total MBE - 30%

Chicago United Industries
53 West Jackson, Suite 1450
Chicago, IL 60604
Contact: George Loera

Midwest Moving & Storage
1225 Tonne Road
Elk Grove Village, IL 60007
Contact: Luis Toledo

Leeway Contractors, Inc.
14806 Drexel Avenue
Dolton, IL 60419
Contact: Lee Haggard

Total WBE - 7%

Shorestone Group
2715 N. Hampden, Suite 101
Chicago, IL 60614
Contact: Lisa Simonson

Harrison & Company
970 Oak Lawn Avenue
Elmhurst, IL 60126
Contact: Mary Grace Harrison

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge Total Amount \$1,250,000.00
Charge to Operations \$500,000.00
12150-483-56310-009514-00000-2012 Captial Funds-Renovation Contingency
Charge to Various School Units \$500,000.00
xxxxx-xxx-55010-xxxxxx-xxxxxx-2012
Charge to Nutrition Support Services \$250,000.00
12050-483-56310-256009-0000-2011

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).

Board Report 12-0627-PR18 was withdrawn.

12-0627-PR19

**APPROVE THE FIRST RENEWAL AGREEMENT WITH THE AMERICAN BOTTLING COMPANY TO
PROVIDE VENDED BEVERAGES IN CHICAGO PUBLIC SCHOOLS**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve the renewal agreement with The American Bottling Company to provide vendor beverages in Chicago Public Schools. The contract is revenue generating and is expected to provide revenue of approximately \$349,978.00 over the one year renewal term. Commission revenue from this contract will be provided directly to the schools to supplement their discretionary funds. A written document exercising this option is currently being negotiated. No payment shall be made to American Bottling Company 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 : 08-250046

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

VENDOR:

- 1) Vendor # 12769
AMERICAN BOTTLING COMPANY, THE
401 N. RAILROAD AVE., STE C
NORTHLAKE, IL 60164
Tom Kull
708 947-5048

USER INFORMATION :

Contact:
11860 - Facility Operations & Maintenance

125 South Clark Street 16th Floor

Chicago, IL 60603

Tyrrell, Mr. Tom L.

773-553-2960

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-0527-PR5) is for a term commencing July 1, 2009 and ending June 30, 2012, with the Board having 2 options to renew for 2 year terms. The original agreement was awarded on a competitive basis pursuant to duly advertised request for proposals (specification # 08-250046).

OPTION PERIOD:

The term of this renewal will commence July 1, 2012 and end June 30, 2013.

OPTION PERIODS REMAINING:

There is one option period for two years remaining.

SCOPE OF SERVICES:

Vendor shall continue to provide beverage vending machine services to Chicago Public Schools pursuant to the CPS Vended Beverage Guidelines (as may be amended), which prohibit carbonated drinks and allows only unflavored water, 100% fruit juice (with no added sweeteners and up to 120 calories per 8 ounces) in all schools and other drinks with no more than 66 calories per 8 ounces in high schools. All machines shall be placed at least 30 feet from any school cafeteria. Vendor will pay for any and all electrical connections required for new vending machines. Vendor will handle and resolve all repairs and service calls within an agreed service time. During this renewal term, vendor will also sponsor district programs and initiatives with a specific sponsorship package with financial and in-kind support.

DELIVERABLES:

Vendor will continue to provide monthly sales and revenue reports for all units. Periodic meetings will be held to review conversion, implementation, performance, service, revenue and evaluate new products. Vendor will financially sponsor and provide management support of the essay contest and program which supports excellence in education, reading, and science.

OUTCOMES:

The beverage vending agreement will result in estimated projected revenue of approximately \$349,978 annually (including non-commission, commission, and guaranteed commission fees) and estimated

sponsorship value of \$3,600 per month as well as healthy beverage offerings for students. Commission and sponsorship revenue generated will be provided to the schools and used to supplement their discretionary funds.

COMPENSATION/REVENUE:

Expected revenue is \$349,978 annually (including non-commission, commission, and guaranteed commission fees) and estimated sponsorship value of \$3,600 per month.

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 Operating Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2.4 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this contract is exempt from M/WBE review as this agreement classifies as a unique transaction. This agreement will generate revenue for the Board of Education.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

No cost to the Board. Expected revenue is \$349,978 annually. These discretionary funds are subsequently appropriated to the school unit earning the commissions annually under various school units. 124-54105-113030-000121-2013

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).

Vice President Ruiz abstained on Board Report 12-0627-PR19.

12-0627-PR20

APPROVE EXTENDING THE AGREEMENT WITH HARRISON AND COMPANY FOR THE PURCHASE OF EARLY CHILDHOOD FURNITURE AND MISCELLANEOUS CHILDREN'S ITEMS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with Harrison and Company for the purchase of early childhood furniture and miscellaneous children's items for Chicago Public Schools at a cost for the extension period not to exceed \$1,000,000.00. A written extension document is currently being negotiated. No payment shall be made to Harrison and Company during the extension period prior to execution of the written document. Information pertinent to this extension is stated below.

Specification Number : 09-250000

Contract Administrator : Escareno, Miss Masocorro / 773-553-2280

VENDOR:

- 1) Vendor # 20899
HARRISON AND COMPANY
2421 SOUTH 25TH AVE
BROADVIEW, IL 60155
Mary Grace Harrison
888 345-4005

USER INFORMATION :

Contact:

11860 - Facility Operations & Maintenance

125 South Clark Street 16th Floor

Chicago, IL 60603

Taylor, Ms. Patricia L

773-553-2920

Contact:

11360 - Early Childhood Development

125 South Clark Street 9th Floor

Chicago, IL 60603

Cottone, Miss Paula Anne

773-553-2010

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-0722-PR5 as amended by 09-1123-PR4 and 11-0323-PR4) was for a term commencing August 1, 2009 and ending July 31, 2011, with the Board having 1 option to renew for a 1 year term. This agreement was renewed (authorized by Board Report 11-0727-PR8) in the amount of \$3,250,000.00 for a term commencing August 1, 2011 and ending July 31, 2012; all options have been exercised. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

EXTENSION PERIOD:

The term of this agreement is being extended for 5 months commencing August 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Description of Purchase:

Goods: Various early childhood furniture and miscellaneous children items

Quantity: as need by the Board

Unit Price: as indicated in the contract

Total cost Not to Exceed: \$1,000,000.00

DELIVERABLES:

Vendor will continue to provide early childhood furniture and miscellaneous children's items.

OUTCOMES:

Vendor's services will result in quality early childhood furniture.

COMPENSATION:

Vendor shall be paid during this extension period in accordance with the unit prices contained in the original agreement; total not to exceed the sum of \$1,000,000.00.

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

This contract is in full compliance with the requirements of the Board's Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The M/WBE goals for this agreement are: 30% total MBE participation and 7 % total WBE participation.

The vendor has identified the following:

Total MBE-30%

Aztec Supply
5024 West 67th Street
Chicago, Illinois 60638
Contact: Dan Marquez

Discovery Promotions
3108 South Route 59
Naperville, Illinois 60564
Contact: Marsuzette Walker

Total WBE- 70%

Harrison and Company
2421 South 25th Avenue
Broadview, Illinois 60155

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Operations \$1,000,000.00

FY12: 12150-483-56310-253507-00000-2012 \$1,000,000.00

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).

12-0627-PR21

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH DUNBAR ARMORED, INC FOR COURIER SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreement with Dunbar Armored, Inc. to provide armored car courier services to the Department of Operations, Food Services & Warehousing, and the Office of School Financial Services Bureau of Treasury at a cost for the option period not to exceed \$860,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Dunbar Armored Inc. 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 renewal is stated below.

Specification Number : 10-250003

Contract Administrator : Waites, Ms. Nicole L / 773-553-2280

VENDOR:

- 1) Vendor # 37755
DUNBAR ARMORED, INC.
50 SCHILLING ROAD
HUNT VALLEY, MD 21031
RUSSEL E. DANIELS
410-229-1906

USER INFORMATION :

Contact: 12440 - Treasury
125 South Clark Street
Chicago, IL 60603
Jopek Shaker, Ms. Melanie A.
773-553-2595

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 10-0526-PR32 as amended by 11-0427-PR57) in the amount of \$860,000.00 is for a term commencing August 1, 2010 and ending July 31, 2012, with the Board having one option to renew for a 24 month period. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for a 23 month period commencing August 1, 2012 and ending June 30, 2014.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Dunbar Armored Inc. upon request, will continue to provide (i) armored car transportation of coin, currency, checks, and money orders between schools and depository bank(s) designated by the Board to accept receipts from lunchroom collections and Preschool tuition based daycare collections per schedules periodically provided by the Board; (ii) armored car change delivery, (iii) reconciliation reporting, (iv) change consisting of both coin and currency, (v) bags for transporting collections, and other related services as requested by Operations or School Financial Services.

Vendor shall also continue, upon request, to pick up additional collections from schools, unrelated to the lunchroom or preschool. Such collections may include, but are not limited to, collections generally referred to as "Internal Accounts". Schools may utilize Dunbar Armored Inc. for their Internal Account pickups whether from the lunchroom or main office. These collections will be delivered to the depository institution of the school's choice.

DELIVERABLES:

Dunbar Armored Inc. will continue to provide statements, reconciliation reports, electronic information, electronic access to information and other written and electronic reports as requested.

OUTCOMES:

Vendor's services will result in the timely, reliable, reconcilable transportation of collections and change orders to and from schools.

COMPENSATION:

Vendor shall be paid during this option period according to the specific rates set forth in the agreement, not to exceed the sum of \$430,000.00 per year; total compensation not to exceed \$860,000.00 for the term of this renewal.

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 Operating Officer or the Chief Financial Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include: 10% total MBE and 5% total WBE participation. However, the Office of Business Diversity recommends a partial waiver of the goals as required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts be granted as the vendor has demonstrated good faith efforts in achieving participation.

The Vendor has identified the following:

Total MBE - 2%

Petromex, Inc.
14702 S. Hamlin
Midlothian, Illinois 60445
Contact: Felipe Estrada

Total WBE - 1%

B&L Distributors, Inc.
7808 W. College Drive, Suite 4
Palos Heights, Illinois 60463
Contact: Donna Alm

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fiscal Year 2013 and 2014 is contingent upon budget approval.

12050-312-54560-256009-000000-2012	\$250,000.00
12440-115-54125-252302-000000-2013	\$180,000.00
12440-115-54125-252302-000000-2014	\$180,000.00
12440-312-54560-256009-000000-2014	\$250,000.00

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).

12-0627-PR22**AMEND BOARD REPORT 10-0526-PR7**

APPROVE ENTERING INTO AN AGREEMENT WITH RELATIONAL TECHNOLOGY SERVICES DBA RELATIONAL TECHNOLOGY SOLUTIONS (RTS) AND SUBSEQUENTLY ASSIGNED TO TRANSCEND UNITED TECHNOLOGIES, LLC FOR PRIVATE BRANCH EXCHANGE ("PBX"), INTUITY VOICEMAIL SYSTEM, CONVERSANT SYSTEMS AND RELATED CALL CENTER COMPONENTS HARDWARE AND SOFTWARE MAINTENANCE SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Relational Technology Services dba Relational Technology Solutions and subsequently acquired by Transcend United Technologies, LLC ("Transcend") to provide hardware and software maintenance services for all Avaya Private Branch Exchange ("PBX") Systems, Intuity Voicemail Systems, Conversant Systems and associated Call Center components at 125 South Clark, Elizabeth Training Center, and the Board's three (3) current Student Support Business Service Center locations for Information & Technology Services (ITS), at a cost no to exceed \$563,782.49 for the three year term. RTS was selected on a non-competitive basis due to three primary reasons: (1) Avaya has changed business practices and runs all proprietary maintenance services through their approved business partners, (2) RTS is an approved Avaya business partner and an established CPS vendor, (3) RTS holds the application codes on behalf of Avaya for the CPS systems. A written agreement for RTS services is currently being negotiated. No services or goods shall be ordered or received and no payment shall be made to Transcend RTS prior to the execution of the written agreement. The authority granted herein shall automatically rescind in the event a written document is not executed within ninety (90) days of the date of this Board Report. Information pertinent to this agreement is stated below.

This June 2012 amendment is necessary to consent to the assignment and assumption of the original agreement as extended to Relational Technology Services, Inc. dba Relational Technology Solutions ("RTS"). The assets of RTS were acquired by Transcend United Technologies, LLC in approximately February of 2012. A written consent to the assumption of the original agreement is required and is currently being prepared. The authority granted herein shall automatically rescind in the event the assumption of the original agreement is not executed within 90 days of the date of this Board Report.

VENDOR:

Vendor # 80498
1) ~~RELATIONAL TECHNOLOGY SERVICES,
INC DBA RELATIONAL TECHNOLOGY
SOLUTIONS
1070 POLARIS PARKWAY, STE
200 COLUMBUS, OH 43240 Pete Milano 847-
637-2337~~

Vendor # 64880
2) TRANSCEND UNITED TECHNOLOGIES,
LLC
2101 KENNEDY ST., NEMINNEAPOLIS, MN
55413 Jim Moon 800 800-0353

USER INFORMATION:

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Zalewski, Miss Kathryn Lucille
773-553-1300

TERM:

The term of this agreement shall commence on the date the agreement is signed and shall end 36 of months thereafter. This agreement shall have no options to renew.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES: Transcend RTS will provide hardware and software maintenance including on-site coverage and hardware/software component replacement/installation as needed for all Avaya Private Branch Exchange ("PBX") Systems, Intuity Voicemail Systems, Conversant Systems and associated Call Center components at 125 South Clark, Elizabeth Training Center and the three Student Support Business Service Centers currently located at 1900 N. Austin, 4655 S. Dearborn and 11424 S Western.

DELIVERABLES: Transcend RTS will provide maintenance, break/fix, technical response and specific on-site coverage for the hardware and software to ensure the proper operation of the Avaya software, servers and associated parts.

OUTCOMES: Transcend RTS will provide the Board with necessary hardware and software maintenance and support services to ensure the proper functioning of the Avaya operating systems and any related equipment.

COMPENSATION:

Vendor shall be paid as follows: Upon invoicing: (i) one lump sum payment of \$259,359.41 for maintenance and support services during year one; (ii) one lump sum payment of \$152,211.54 for maintenance and support services during year two; and (iii) one lump sum of payment of \$152,211.54 for maintenance and support services during year three; total compensation not to exceed \$563,782.49.

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 Chief Information Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

Pursuant to section 9.5 of the Remedial Program for Minority and Women Owned Business Enterprise Contract Participation in Goods and Services (M/WBE Program), the M/WBE participation for the contract includes 35% total MBE and 5% total WBE. However, the Waiver Committee recommends that a partial waiver of 15% for the MBE and 5% for the WBE participation goals for this contract as required by the Remedial Program be granted because the contract scope is not further divisible.

The Vendor has identified and scheduled the following firms and percentages:

Total MBE - 20%
 Quantum Crossing, LLC
 111 East Wacker
 Suite 990
 Chicago, IL 60601

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

FINANCIAL:

Charge to the Office of Information Technology Services \$563,782.49

12540-115-56105-254501-000000-2010	\$259,359.41
12540-115-56105-254501-000000-2011	\$152,211.54
12540-115-56105-254501-000000-2012	\$152,211.54

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).

Vice President Ruiz abstained on Board Report 12-0627-PR22.

12-0627-PR23

AMEND BOARD REPORT 11-1026-PR3

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE AGREEMENT WITH MAXIMUS, INC.

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the agreement with MAXIMUS, Inc. (MAXIMUS or Vendor) for maintenance and support for the Student Services Management (SSM) solution, which includes special education case management and electronic individualized educational plans (IEPs) to Information and Technology Services at a cost not to exceed ~~\$300,000.00~~ \$321,000.00. An increase of \$30,000 over the previous annual compensation amount is required to accommodate additional vendor support and programming in conjunction with emerging district initiatives. This funding includes enhancements to the electronic IEP required to implement the longer school day initiative. A written renewal agreement has been negotiated. No products or services shall be provided and no payment shall be made to vendor prior to the execution of the written renewal agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within ninety (90) days of the date of this Board Report. Information pertinent to this option is stated below.

This June 2012 amendment is necessary to accommodate changes to the district eIEP in support of Common Core Standards and the Diabetes Care Act. Moreover, additional funding will support modifications to the transportation sections in both the eIEP and e504 plan. No written amendment to the renewal agreement is necessary.

VENDOR:

- 1) Vendor # 29626
MAXIMUS, INC.
11419 SUNSET HILLS RD.
RESTON, VA 20190-5207
Dr. Philip Geiger
703 251-8500

USER INFORMATION:

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Dibartolo, Mr. Phillip Brian
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Scott, Miss Mary Ellen
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #09-1028-PR9) in the amount of \$540,000.00 was for a term commencing November 1, 2009 and ending October 31, 2011 with the Board having three options to renew for a period of one year each. This agreement was further renewed (authorized by Board Report #11-1026-PR3) commencing November 1, 2011 and ending October 31, 2012. The original agreement was awarded on a non-competitive basis because its software is used throughout the District for special education related transactions.

OPTION PERIOD:

The term of this agreement is being extended for one year commencing November 1, 2011 and ending October 31, 2012.

OPTION PERIODS REMAINING:

There are two option periods for one year each remaining.

SCOPE OF SERVICES:

USE OF SOFTWARE: Vendor will continue to provide unlimited licenses to the Board to use the Student Services Management software module for tracking clinical services and special education case management. Vendor will provide maintenance and support for this licensed software.

MAINTENANCE FEE: Maintenance fees during this option period shall not exceed \$275,000.00. Additional support costs should not exceed ~~\$25,000.00~~ 46,000.00 during the option period.

DELIVERABLES:

Vendor will provide maintenance which consists of program corrections and enhancements that Vendor may develop during this renewal term as long as the Board's annual maintenance fee is current. Maintenance will also include any changes required by the Board as a result of new or modified State or Federal requirements regarding special education. Vendor will also provide support on this licensed software, which consists of resolving trouble tickets, corrective maintenance, knowledge management, and knowledge transfer. In addition, Vendor will provide:

Continued development and customization of special education and health service electronic documents, including the Individualized Education Program, 504 Plan, Health Care Plan, and Placement;

Continued development and customization to address Board initiatives, including the Food Allergy Management Policy, Longer School Day, and Youth Advocacy Program;

Enhanced calendar and communication modules to facilitate staff-parent meetings;

Enhanced clinician service capture module to facilitate reporting of and reimbursement for services provided by clinicians;

Enhanced technical support tools, allowing help desk agents to log in as a user and identify the issue.

Upgrade to TieNet version 12.0.(2012), and

Upgrade to TieNet version 13.0 (2013).

OUTCOMES:

MAXIMUS' services will result in enhancing educational opportunities and overall education processes, enabling new application development, and allowing for future growth. The database and enterprise software program will further automate the Board's Individualized Education Program process and will enhance the Board's ability to effectively educate students.

COMPENSATION:

MAXIMUS shall be paid a maintenance fee of \$275,000 and additional support costs not to exceed \$25,000 ~~46,000~~; or this option period not to exceed \$300,000.00 321,000.00

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 Information Officer (CIO) to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 9.5 of the Remedial Program for Minority and Women Owned Business Enterprise Participation (M/WBE Program). The M/WBE participation for this agreement includes 25% total MBE and 5% total WBE participation. However, the Waiver Committee recommends that a full waiver be granted because the contract scope is not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Information & Technology Services ~~\$300,000.00~~ 321,000.00

12540-230-53306-009573-000000-2012 \$300,000.00

12540-230-53306-009575-000000-2013 \$21,000.00

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).

Vice President Ruiz abstained on Board Report 12-0627-PR23.

12-0627-PR24

APPROVE EXERCISING THE ANNUAL OPTION TO RENEW TECHNICAL SUPPORT WITH ORACLE AMERICA, INC.

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the annual option to renew technical support for licenses purchased under the original agreement with Oracle USA, Inc. at a cost not to exceed \$1,677,752.00. Vendor was selected on a non-competitive basis due to its proprietary software license and maintenance. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during the option

period prior to the 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.

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-2280

VENDOR

- 1) Vendor # 89823
ORACLE AMERICA, INC
500 ORACLE PARKWAY
REDWOOD SHORES, CA 94065
Ryan Pike
719-757-3300
719-757-4256

USER INFORMATION:

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Nettem, Mr. Prasad Venkata
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board report #05-1026-PR6 as amended by Board Report #06-0222-PR7), in the amount of \$1,828,610.66 is for a term commencing October 1, 2005 and ending June 30, 2006, with the Board having two options to renew for periods of one year each. The Agreement was subsequently renewed through June 30, 2007, with unlimited options to renew (authorized by Board Report #06-0628-PR22 as amended by #07-0425-PR9) and further extended through June 30, 2008 (authorized by Board Report #07-0627-PR15). The Agreement was further extended through June 30, 2009 (authorized by Board Report #08-0625-PR20). The Agreement was further extended through June 30, 2010 (authorized by Board Report #09-0624-PR20) and further extended through June 30, 2011 (authorized by Board Report #10-0922-PR11). The Agreement was further extended through June 30, 2012 (authorized by Board Report #11-0622-PR16). The original Agreement was awarded on a non-competitive basis because the Oracle software is the only software that provides the functionality required by the Board's integrated financial systems.

OPTION PERIOD:

The term of this agreement is being renewed for one year, commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are unlimited options to renew technical support on an annual basis.

SCOPE OF SERVICES:

The technical support purchased will continue to allow the Board to operate integrated financial and HR systems connecting the accounts receivable, cash management, treasury, general ledger, budget, payroll, position control and procurement processes.

DELIVERABLES:

Oracle America provides software to allow the Board to operate an integrated financial and HR system connecting the accounts receivable, cash management, treasury, general ledger, budget, payroll, position control and procurement processes. The financial system allows CPS to access and update budgetary information with respect to both school and administrative units. The financial system also allows school administrators up-to-date detailed information about dollars associated with programs including funds disbursed, encumbrances, positions, and allocations.

OUTCOMES:

The software program products will further secure the Board's critical data.

COMPENSATION:

The total compensation to be paid to the Vendor shall not exceed \$1,677,752.00.

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:

The M/WBE goals for this agreement is 10% total M/WBE participation. The Office of Business Diversity recommends that Oracle be given credit for supplier diversity by adhering to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts section 9.5 "Good Faith Efforts to Meet Contract Specific Goals". Oracle will engage CPS students in an internship with their organization for a second consecutive year.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Information & Technology Services \$1,677,752.00

12540-230-53306-266407-000000-2013 \$1,677,752.00

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).

Vice President Ruiz abstained on Board Report 12-0627-PR24.

12-0627-PR25

APPROVE EXERCISING THE ANNUAL OPTION TO RENEW THE AGREEMENT WITH TRANSCEND UNITED TECHNOLOGIES LLC FOR APPLICATION MAINTENANCE AND PROGRAMMING SUPPORT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the annual option to renew the agreement with Transcend United Technologies LLC (Transcend) (formerly Relational Technology Services dba Relational Technology Solutions (RTS)) to provide application maintenance and programming support services to Information & Technology Services at a cost not exceed \$150,000.00 annually. Transcend acquired the complete services of RTS in approximately February of 2012 and is the successor in interest of RTS. A written document exercising this option is currently being negotiated. No payment shall be made to Transcend during the option period prior to the 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.

VENDOR:

- 1) Vendor # 64880
TRANSCEND UNITED TECHNOLOGIES,
LLC
460 EAST SWEDES FORD RD., #1080
WAYNE, PA 19087
Jim Moon
800 800-0353

USER INFORMATION :

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Zalewski, Miss Kathryn Lucille
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 07-0822 PR10) in the amount of \$465,000.00 commenced on December 27, 2007 and ended on June 30, 2008, with the Board having unlimited options to renew for maintenance and programming request only. The agreement was renewed for a period commencing July 1, 2008 and ending June 30, 2010 (authorized by Board Report 08-0924-PR11). The agreement was further extended for a period commencing July 1, 2011 and ending June 30, 2012 (authorized by Board Report 10-0623-PR15). The original agreement was awarded on a non-competitive basis because of the proprietary services provided in Interactive Voice Response maintenance and support for the Chicago Public Schools' call center environment.

OPTION PERIOD:

The term of this agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

This agreement will continue to have unlimited options to renew for application maintenance and programming support services.

SCOPE OF SERVICES:

Transcend will continue to provide application maintenance and as needed software programming for existing, enhanced or new CPS Call Center applications, including but not limited to, Call Management System (CMS), any CMS enhanced reporting, Human Resources Substitute Teacher Absence, Substitute Educational Support Personnel (ESP) Absence, Substitute Availability Application, Payroll Inquiry Application and School Out dial Application.

DELIVERABLES:

Transcend will continue to provide application maintenance and as needed software programming for existing, enhanced or new CPS Call Center applications, including but not limited to, Call Management System (CMS), any CMS enhanced reporting, Human Resources Substitute Teacher Absence, Substitute Educational Support Personnel (ESP) Absence, Substitute Availability Application, Payroll Inquiry Application and School Out dial Applications. As needed software programming will be funded by the end user department(s). Programming requests will require specific Scopes of Work and corresponding quotes.

OUTCOMES:

Transcend's maintenance and support of voice and out dialing applications will provide the Board with consistent customer service, streamlined operations, maximum use of existing computer and telephone systems and increased access to information (24 hours per day, 7 days per week).

COMPENSATION:

Transcend shall be paid upon invoicing, in an annual amount not to exceed \$150,000.00.

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 Section 9.5 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the M/WBE participation for this contract includes 35% total MBE and 5% total WBE participation. However, the Waiver Review Committee recommends that a partial waiver of 15% for the MBE and 5% for the WBE goals for this contract be granted because the contract scope is not further divisible.

The Vendor has identified and scheduled the following:

Total MBE - 20%

Quantum Crossings, LLC
111 East Wacker Drive, Suite 990
Chicago, Illinois 60601
Contact: Roger Martinez

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Information & Technology Services (Operating Funds): \$150,000.00

Budget Classification: 12540-115-56105-254501-000000 (Application Mtnc) \$ 50,000.00 FY13

Budget Classification: Various schools or departments (Prgmng Requests) \$100,000.00 FY13

12540-115-56105-254501-000000-2013 \$50,000.00

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).

12-0627-PR26

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE AGREEMENT WITH DELL MARKETING, LP DELL FINANCIAL, SENTINEL TECHNOLOGIES (CISCO), INC. AND VION CORPORATION (HITACHI) FOR THE PURCHASE AND/OR LEASE OF NETWORK SERVERS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the agreements with Dell Marketing L.P., Dell Financial, Sentinel Technologies, Inc., and Vion Corporation for the purchase and/or lease of network servers for use by all schools, networks, and central office departments at an aggregate cost not exceed \$2,619,469.00. 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 : 10-250057

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

USER INFORMATION :

Contact:
12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Vashi, Mr. Sandip N
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #11-0223-PR4 as amended by Board Report #11-1214-PR7) in the amount of \$4, 650,000.00 was for a term commencing upon execution and ending June 30, 2012, with the Board having four options to renew for a one year term. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of each agreement is being renewed for one (1) year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are three (3) option periods remaining for one (1) year each.

SCOPE OF SERVICES:

Vendors will continue to provide Dell, Cisco, and Hitachi servers and associated installation, configurations, extended warranty and maintenance service. Schools, network offices, and central office departments shall purchase equipment at their option via requisition to the Department of Procurement and Contracts, abiding by current procurement processes. School purchases shall be consistent with school improvement plans (S.I.P.). School-based purchases that exceed \$25,000.00 must be approved by the corresponding Network Chief. In the Central Office, purchases over \$25,000.00 must be approved by the Chief of the appropriate department and the Chief Information Officer.

DELIVERABLES:

Vendors will continue to provide the following deliverables meeting the Board's specified requirements under the agreements; reporting (all reports accessible online, in a downloaded form and hardy copy; equipments management asset and order tracking; service level agreements (SLA) and implementation of agreed upon SLAs; installation and configuration of equipment; incident management and onsite maintenance services for all designated equipment.

OUTCOMES:

These agreements will result in the ability to purchase and/or lease network servers and associated accessories for existing and new applications.

COMPENSATION:

Each vendor shall be paid in accordance with the unit prices contained in their agreement; not to exceed the sum of \$2,619,469.00 in the aggregate for all Vendors.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents, including any indemnities by the Board. Authorize the President and Secretary to execute the option document. Authorize Chief Information and Chief Purchasing Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include 10% total MBE and 5% total WBE participation. However, pursuant to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the aggregated compliance method for M/WBE compliance will be utilized. Thus, orders for subsequent vendors from the pool created by this agreement will be subjected to aggregated compliance reviews and monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to various schools and departments
Total amount not to exceed \$2,619,469.00
Fiscal Year 2013
Budget Classification :
5730 - Equipment
5320 - Supplies
5470 - Services/Repair Contracts

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 # 44646

DELL MARKETING L.P.

1 DELL WAY, MAIL STOP 8707

ROUND ROCK, TX 78682

Angela Woods

800-766-3355
- 2)
Vendor # 21472

SENTINEL TECHNOLOGIES, INC.

2550 WARRENVILLE ROAD

DOWNERS GROVE, IL 60515

Brian Osborne

630-769-4325
- 3)
Vendor # 52926

VION CORPORATION

1055 THOMAS JEFFERSON ST., N.W. STE
406

WASHINGTON, DC 20007

Robert Bryar

202-467-5500
- 4)
Vendor # 14600

DELL FINANCIAL SERVICES - LEASING

12234 N .IH35 BLDG. B

AUSTIN, TX 78753

Brad Webster

800-455-3355

Vice President Ruiz abstained on Board Report 12-0627-PR26.

12-0627-PR27

APPROVE EXERCISING THE FINAL OPTION TO RENEW THE AGREEMENT WITH KNOW-HOW, LTD. FOR SOFTWARE DEVELOPMENT AND MAINTENANCE SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew the agreement with Know-How, LTD. to provide software development and maintenance services to Information and Technology Services at a cost for the option period not to exceed \$150,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Consultant during the option period prior to the 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.

VENDOR:

- 1) Vendor # 29291
KNOW-HOW LTD.
8020 LOCKWOOD
SKOKIE, IL 60077
Howard Minsky
847-676-8629

USER INFORMATION :

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Clark, Mr. William Jeremy
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #10-1027-PR11) in the amount of \$99,000.00 was for a term commencing on the date signed by the Board and ending June 30, 2011, with the Board having two options to renew for one year terms. The agreement was renewed (authorized by Board Report 11-0525-PR10) for a term commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no options remaining.

SCOPE OF SERVICES:

Know-How, LTD. will continue to provide Unisys-based application programming support to the Board. Know-How, LTD. will continue to provide maintenance, enhancement and modifications to the following legacy applications within the Student Information Residuals (SIR) system including, but not limited to, interfaces from/to SIR for use with student transportation, student absentee and mass out calling, and space utilization.

Know-How, LTD. shall document the legacy systems in preparation for re-development on another platform and document and prepare for the migration of the data in legacy systems to updated platforms. Know-How, LTD. will continue to provide knowledge transfer to the Student Information Residuals (SIR) team.

DELIVERABLES:

Know-How, LTD. will continue to provide support, maintenance and development of SIR applications using Unisys BIS for Windows, Unisys CoolICE, THML and JavaScript; Support for the annual elementary school Space Utilization Survey in SIR; Support for the annual Student Enrollment Projection Survey in SIR; Support for the Bureau of Student Transportation (BST) to ensure proper processing of student transportation requests; Support for the CPS district Automated Phone Call process Ad-hoc development

needed to satisfy request for legacy data and FOIA request; Migration of legacy SIR data to SQL tables; Mentoring the SIR team in development and trouble-shooting in the Unisys BIS for Windows and CoolICE environments; and, implementation of software and technical support for various departments.

OUTCOMES:

Know-How, LTD. services will result in the following:
 Stable SIR transportation environment containing SY11 edit rules; Manual support of BST including the resolution of student routing issues; Support of the annual Space Utilization Survey; Support of the annual Student Enrollment Projection Survey; Support for the district Out-Calling applications; Processes to extract legacy data to satisfy Central Office; FOIA and other external requests for data; SIR developers mentored on the usage of the Internet Commerce Enabler (CoolICE) feature of BIS; SIR team members cross-trained and cable of supporting the transportation, out-calling, and both annual survey applications; Applications documentation to facilitate the re-development of the SIR transportation, out-calling and both annual survey functions outside of SIR Program; and special functions requested by Central Office created/performed.

COMPENSATION:

During this option period Know-How, LTD. shall be paid based upon an hourly rate of \$75.00; total for the option period not to exceed the sum of \$150,000.00.

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:

The M/WBE goals for this contract include 35% total MBE participation and 5% total WBE participation. However, OBD recommends that a full waiver of the M/WBE participation goals for this contract as required by the Remedial Program be granted because the contract scope is not further divisible. To demonstrate a good faith effort, Know-How has agreed to sponsor a CPS student through the Careers and Technical Education internship program.

LSC REVIEW:

Local School Council approval is not applicable to this report

FINANCIAL:

Charge to Information and Technology Services: \$150,000.00

12510-115-54125-009575-000000-2013	\$150,000.00
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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 June 23, 2004 (04-0623-PO4), 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).

12-0627-PR28

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE AGREEMENT WITH ORACLE AMERICA, INC.

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreement with Oracle America, Inc., f/k/a Oracle USA, Inc. ("Oracle" or "Vendor") to provide technical support to Information & Technology Services at a cost for the option period not to exceed \$417,135.00. A written document exercising this option is currently being negotiated. No payment shall be made to Oracle during the option period prior to the 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.

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-2280

VENDOR:

- 1) Vendor # 89823
ORACLE AMERICA, INC
500 ORACLE PARKWAY
REDWOOD SHORES, CA 94065
Reem Daly
703-478-9000

USER INFORMATION :

Contact: 12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Tidmarsh, Mr. Lachlan W.

773-553-1300

Project Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Nettem, Mr. Prasad Venkata
773-553-1300

ORIGINAL AGREEMENT:

The original master agreement (executed under Board Report 03-1022-PR17) is for a term commencing November 26, 2003 and ending November 25, 2005 ("Initial Term") with the Board having three options to renew for a one year term. Thereafter, in lieu of new agreements, the Board executed ordering documents to purchase products and services, including but not limited to, additional software program products, maintenance, and consulting services, pursuant to Board Reports 03-1119-PR11, 04-0225-PR14, 04-0225-PR15, and 05-0525-PR7. These ordering documents referenced the original master agreement. Pursuant to Board Report 06-0628-PR23, the term of the original master agreement was renewed for a period commencing November 26, 2005 and ending November 26, 2006 (the "Extension Period") with unlimited options to renew technical support for licenses under the Master Agreement and associated ordering documents, annually for one year periods. The annual technical support ordered during the Extension Period expired December 31, 2007. The technical support was thereafter extended to December 30, 2008 pursuant to Board Report 08-0326-PR7 and extended to December 30, 2010 pursuant to Board Report 08-1119-PR11 and 09-1216-PR16. The technical support was further extended pursuant to Board Report 10-1027-PR12 as amended by 11-1214-PR6 until June 30, 2012. The original Agreement was awarded on a non-competitive basis because the Oracle software is the only software that provides the functionality required by the Board's integrated financial systems.

OPTION PERIOD:

The term of this agreement is being renewed for a period commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are four (4) options to renew for periods of one (1) year each.

SCOPE OF SERVICES:

Oracle shall be paid a fee of \$417,135.00, which covers software upgrades, technical support, and usage of the software licenses including, but not limited to, Oracle E-Business Suite and Oracle Peoplesoft Enterprise.

DELIVERABLES:

The maintenance support will consist of program corrections and enhancements that Oracle may develop during the term of the renewal of the original agreement as long as the Board's maintenance fee is current. In addition, during this renewal period, Oracle shall provide software licenses including, but not limited to, Oracle E-Business Suite and Oracle Peoplesoft Enterprise.

OUTCOMES:

The maintenance support for the software program products will further secure the Board's critical data.

COMPENSATION:

Consultant shall be paid during this option period in accordance with the pricing set forth in the ordering document; total compensation during the renewal term for all maintenance, support, and licenses shall not exceed \$417,135.00.

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:

The M/WBE goals for this contract include 10% MBE and 5% WBE participation. The Office of Business Diversity recommends that Oracle be given credit for supplier diversity by adhering to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Service Contracts section 9.5 "Good Faith Efforts to Meet Contract Specific Goals". Oracle will engage CPS students in an internship with their organization for a second consecutive year.

LSC REVIEW:

Local School Council approval is not applicable to this report

FINANCIAL:

Charge to Information & Technology Services: \$417,135.00

12540-230-53306-266407-000000-2013	\$417,135.00
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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 June 23, 2004 (04-0623-PO4), 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 Ruiz abstained on Board Report 12-0627-PR28.

12-0627-PR29

APPROVE EXERCISING THE SECOND OPTION TO RENEW THE AGREEMENT WITH KRONOS INCORPORATED FOR SOFTWARE AND HARDWARE MAINTENANCE

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the second option to renew the agreement with Kronos incorporated ("Kronos" or "Vendor") for the purchase of software and hardware maintenance for district-wide time-keeping Kronos clocks at a cost for the option period not to exceed \$344,008.80. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during the option period prior to the 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.

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-2280

VENDOR:

- 1) Vendor # 31925
KRONOS INCORPORATED 1
297 BILLERICA RD.
CHELMSFORD, MA 01824
John Hogan
847-969-1300

USER INFORMATION :

Contact: 12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Tidmarsh, Mr. Lachlan W.

773-553-1300

Project 12510 - Information & Technology Services
Manager: 125 South Clark Street - 3rd Floor
Chicago, IL 60603
Lam, Mr. Thong
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-1216-PR13) in the amount of \$546,123.60 was for a term commencing January 1, 2010 and ending June 30, 2011, with the Board having two options to renew for one year terms. The agreement was extended (authorized by Board Report 11-0427-PR21) for a term commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a non-competitive basis because the hardware is proprietary to Kronos and has previously been implemented throughout the district.

OPTION PERIOD:

The term of this agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no options remaining

SCOPE OF SERVICES:

Kronos will continue to provide critical maintenance on the WorkForce TimeKeeper system and depot repair maintenance on the smart converter and keypad system. Kronos will continue to provide software support to ensure the operating systems function properly, and will provide quarterly optimizations and necessary process documentations. This maintenance consists of program corrections and enhancements that Kronos may develop during this renewal term as long as the Board's maintenance fee is current.

DELIVERABLES:

Kronos will continue to provide critical maintenance on the WorkForce TimeKeeper system and depot repair maintenance on the smart converter and keypad system. Kronos will continue to provide software support to ensure the operating systems function properly, and will provide quarterly optimizations and necessary process documentations. This maintenance consists of program corrections and enhancements that Kronos may develop during this renewal term as long as the Board's maintenance fee is current.

OUTCOMES:

Kronos' services will result in the WorkForce Timekeeper systems being maintained properly and functioning properly. Services will also result in ITS and Payroll Services having the necessary hardware and software support to ensure the proper functioning of the operating system.

COMPENSATION:

Kronos shall be paid in two equal installments of \$172,004.40 each, the total cost for this option period shall not exceed \$344,008.80.

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:

The M/WBE requirements for this agreement include 35% total MBE and 5% total WBE. However, the Waiver Review Committee recommends that a full waiver of the M/WBE participation goals for this agreement, as required by the Remedial Program be granted because the contract scope is not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report

FINANCIAL.

Charge to Information & Technology Services

12540-115-53306-266410-000000-2013 \$344,008.80

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 June 23, 2004 (04-0623-PO4), 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 Ruiz abstained on Board Report 12-0627-PR29.

12-0627-PR30

FINAL

APPROVE EXERCISING THE FINAL OPTION TO RENEW THE AGREEMENT WITH NCS PEARSON INC. FOR THE PURCHASE OF STUDENT INFORMATION SYSTEMS SOFTWARE LICENSES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew the agreement with NCS Pearson, Inc. ("Vendor") for the purchase of student information system maintenance and support for database, enterprise, and e-business software at a cost for the option period not to exceed \$625,279.00. A written document exercising this option is currently being negotiated. No payment shall be made to Vendor during this option period prior to the execution of the written renewal agreement. The authority granted herein shall automatically rescind in the event a written renewal agreement is not executed within ninety (90) days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 03-250274

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-2280

VENDOR:

- 1) Vendor # 34595
NCS PEARSON, INC
3075 W RAY RD.
CHANDLER, AZ 85226
Mike Carlson
847-865-1915

USER INFORMATION :

Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Dibartolo, Mr. Phillip Brian
773-553-1300

ORIGINAL AGREEMENT:

The original agreement (authorized by Board Report 04-0324-PR12 as amended by 04-0428-PR13) in an amount not to exceed \$17,500,000.00 was for a term commencing April 1, 2004, and ending June 30, 2008 with the Board having five (5) options to renew for periods of one (1) year each. The agreement was extended (authorized by Board Report 08-0602-PR26) for a term commencing on July 1, 2008 and ending June 30, 2009. The agreement was further extended (authorized by Board Report 09-0527-PR16) for a term commencing July 1, 2009 and ending June 30, 2010. The agreement was further extended (authorized by Board Report 10-0623-PR14) for a term commencing July 1, 2010 and ending June 30, 2011. The agreement was further extended (authorized by Board Report 11-0622-PR15) for a term commencing on July 1, 2011 and ending June 30, 2012. The vendor was selected on a competitive basis pursuant to a Request for Proposal (Specification No. 03-250274).

OPTION PERIOD:

The term of this Agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no options remaining.

USE OF SOFTWARE: Vendor will continue to provide licenses to the Board to use the Student Information System (SIS) software modules. Vendor will also provide maintenance on this licensed software, which consists of program corrections and enhancements that Vendor may develop during the term of this agreement as long as the Board's annual maintenance fee is current.

MAINTENANCE/LICENSE FEE: Vendor will be paid an annual maintenance and support fee, which will not exceed \$625,279.00

DELIVERABLES:

Vendor will provide maintenance and support of software that is perpetually licensed to the Board, and will also provide program corrections and enhancements that the Vendor may develop during the term of the agreement, on magnetic tape, CD, email attachment, via downloadable FTP, or the then current method of software delivery.

OUTCOMES:

The SIS software programs will further automate the Board's student information system applications programs, thus making the Board more efficient and effective in managing student information systems. The SIS software will enhance the Board's ability to effectively educate students.

COMPENSATION:

NCS Pearson, Inc. shall be paid during the option period in accordance with a pricing schedule contained in the written agreement; total compensation not to exceed \$625,279.00

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

Pursuant to Section 5.2.4 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, this contract is exempt from review as the nature of the services qualify as a unique transaction.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Information & Technology Services for Maintenance and Support \$625,279.00

12540-230-53306-009575-000000-2013

\$625,279.00

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 June 23, 2004 (04-0623-PO4), 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).

Board Member Dr. Hines abstained on Board Report 12-0627-PR30.

12-0627-PR31

APPROVE ENTERING INTO AN AGREEMENT WITH GARTNER, INC. FOR CONSULTING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Gartner, Inc. to provide consulting services to Information & Technology Services (ITS) at a cost not to exceed \$133,700.00. Vendor was selected on a competitive basis pursuant to Board Rule 7-2. 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 execution of the 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.

VENDOR:

- 1) Vendor # 20861
GARTNER, INC.
56 TOP GALLANT RD.
STAMFORD, CT 06902
Bob Cutler
815 462-4286

USER INFORMATION :

Contact:

- 12510 - Information & Technology Services
- 125 South Clark Street - 3rd Floor
- Chicago, IL 60603
- Tidmarsh, Mr. Lachlan W.
- 773-553-1300

Project
Manager: 12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Ryske, Ms. Ellen Jean

773-553-1300

TERM:

The term of this agreement shall commence on July 1, 2012 and shall end June 30, 2013. This agreement shall have one option to renew for a period of one year.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

Gartner will provide access to propriety information and to its experts for Information Technology (IT) subjects. Subject coverage includes software applications, information/data management, business process improvement, enterprise architecture, IT infrastructure and operations, project management, security, vendor relationships, networking, cloud computing, mobile devices, and IT asset management. Gartner has specialized knowledge in these subjects by long experience in the area of IT and by employing expert analysts who systematically investigate new technology and products, validate vendor claims, and research use by other organizations. Gartner is independent of hardware and software vendors and provides an impartial perspective and actionable recommendations.

DELIVERABLES:

Vendor will provide access to proprietary information and experts as follows:

One subscription to the Gartner for Leaders Chief Information Officer (CIO) service, which includes unlimited access to the proprietary research database, scheduled discussion with Gartner experts, 12 Executive Research Reports, 12 teleconferences, one ticket for Symposium/ITxpo, and other named services. The subscription includes access to a Gartner Executive Partner who can customize the research to CPS's unique situation and will meet with the CPS CIO up to four times per year for strategy planning, or provide a substitute session such as a half day workshop.

One subscription to the Gartner for Leaders Workgroup Essentials service, which includes restricted access to the proprietary research database, scheduled discussion with Gartner experts, and one ticket for a Gartner event. This service has one member named as the Leader who has full access to the database and experts. Other add-on members of the Workgroup may download 20 reports a year, and schedule expert discussions through the Leader. Up to six add-on members are included.

OUTCOMES:

Vendor's services will result in improved decision-making for the CPS technology investments, and for the operation of the Information & Technology Services department.

COMPENSATION:

Gartner, Inc. shall be paid as specified in the agreement; total compensation during this term shall not exceed the sum of \$133,700.00.

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 Chief Information Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include 25% for MBE and 5% for WBE participation. However, the Office of Business Diversity recommends a full waiver of the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, be granted due to the scope of services being not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Information & Technology Services : \$133,700.00

12510-115-54125-266101-000000-2013

\$133,700.00

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).

12-0627-PR32

APPROVE EXTENDING THE AGREEMENT WITH BLACKWELL GLOBAL CONSULTING, LLC TO PROVIDE ENTERPRISE DATA MOVEMENT AND MANAGEMENT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with Blackwell Global Consulting, LLC ("Blackwell" or "Vendor") to provide enterprise data movement and management services to Information & Technology Services at a total cost for the extension period not to exceed \$129,600.00. A written extension agreement is currently being negotiated. No services shall be provided and no payment shall be made to Vendor during the extension period prior to execution of the written extension agreement. 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 extension is stated below.

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-3295

VENDOR:

- 1) Vendor # 98323
 BLACKWELL GLOBAL CONSULTING, LLC
 100 S. WACKER DRIVE, STE 800
 CHICAGO, IL 60606
 Yelena Dolgosheeva
 312 873-5243

USER INFORMATION :

Contact:

12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Tidmarsh, Mr. Lachlan W.

773-553-1300

Project Manager:

12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Clark, Mr. William Jeremy

773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #09-0722-PR11) in the amount of \$249,000.00 was for a term commencing August 1, 2009 and ending June 30, 2010, with the Board having two options to renew for one year term. The agreement was renewed (authorized by Board Report 10-0623-PR12) in the amount of \$249,000.00, for a term commencing July 1, 2010 and ending on June 30, 2011. The Agreement was further renewed (authorized by Board Report 11-0427-PR20 as amended by Board Report 12-0222-PR15) in the amount of \$249,000.00 for a term commencing July 1, 2011 and ending on June 30, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 5-4.1.

EXTENSION PERIOD:

The term of this agreement is being extended for six (6) months commencing July 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining

SCOPE OF SERVICES:

Blackwell shall continue to provide the following services:

Transition support of daily operational tasks to CPS Full Time staff.

Support CPS teams in the identification of CPS business requirements.

Develop and maintain source-target data mappings between CPS systems and external systems.

Develop and maintain cross-walk facilities to convert reference data between CPS systems and external systems.

Develop and maintain logical data models and physical data base designs.

Develop and maintain data definitions of tables and attributes included in the Operational Data Store (ODS) and Enterprise Data Warehouse (EDW).

Design, develop, test, implement, and maintain MS/SQL Server database tables and views in support of data extraction efforts.

Develop and maintain data quality measurement and monitoring processes and reports.

Design, develop, test, implement, and document data governance initiatives and supporting processes.

Provide support to new and existing systems in the implementation and maintenance of key primary identifiers and codes.

Provide support for ongoing IMPACT systems reference data maintenance.

Design, develop, test, implement, and maintain data movement application programs.

Develop and maintain governance (policies, procedures, and standards) for data movement application environments.

Develop and support high-level application architectures for data movement (ETL extract, transform, and load) application environments.

Provide support for the development of business requirements and technical designs for CPS reporting requirements

Perform ad hoc information reporting.

Provide project management support for all listed domains including development, maintenance, and communication of project plans, prioritization, resource allocation planning, risk mitigation strategies, issue and problem management, and problem escalation.

Complete documentation and conduct training sessions for CPS staff regarding other deliverables for the purposes of knowledge transfer and retention.

Perform complex multi-system data analysis and reporting used for state and federal compliance, school accountability and FOIA request response.

Provide expert knowledge of current and historical student information systems, data warehouse implementation/training, and interface implementation.

DELIVERABLES:

Blackwell will continue to provide any documentation, databases, tables, code, or presentations related to the activities listed in the scope of services, as defined and requested by IMPACT Management.

OUTCOMES:

Blackwell's services will result in retirement of redundant data systems and the integration of more efficient technology in all our analytic and reporting processes in support of educational strategy. The outcomes of this work will include, but will not be limited to:

Migrate historical student information from Sybase to the Enterprise Data Warehouse

Migrate historical student information from Legacy Student Information Systems to the Enterprise Data Warehouse

Consolidate reporting interfaces through the development of a standard reporting framework

Increase fidelity of data between existing enterprise database tiers

Transition support of daily operational tasks to CPS Full Time staff.

COMPENSATION:

Blackwell shall be paid on a monthly basis as specified in the extension agreement; total compensation for the extension period shall not exceed \$129,600.00.

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:

The M/WBE participation goals for this contract include: 35% total MBE and 5% total WBE participation. However, the Waiver Committee recommends that a partial waiver of 5% for the WBE participation goal for this contract, as required by the Remedial Program for Goods and Services, be granted because the contract scope is not further divisible. The vendor is an MBE and will self perform the work.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Information Technology Services : \$129,600.00

12510-115-54125-009575-000000-2013 \$129,600.00

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).

12-0627-PR33

APPROVE EXTENDING THE AGREEMENT WITH THIRD SIGHT TECHNOLOGIES CORPORATION

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with Third Sight Technologies Corporation ("Consultant") to provide enterprise data movement and management services to Information Technology Services at a cost for the extension period not to exceed \$386,400.00. A written extension agreement is currently being negotiated. No services shall be provided and no payment shall be made to Consultant during the extension period prior to execution of the written extension agreement. 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 extension is stated below.

VENDOR:

- 1) Vendor # 85508
THIRD SIGHT TECHNOLOGIES CORP.
1812 LISSON RD.
NAPERVILLE, IL 60565
Arasar Arullallar
847 682-5605

USER INFORMATION :

Contact:
12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300

Project
Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Dicello, Mr. John
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-0624-PR21) in the amount of \$1,580,800.00 was for a term commencing July 1, 2009 and ending June 30, 2010 with the Board having two options to renew, each for a one (1) year term. Pursuant to Board Report 10-0623-PR16, this agreement was renewed in the amount of \$714,000.00, for a term commencing July 1, 2010 and ending on June 30, 2011. This agreement was further renewed (authorized by Board Report 11-0525-PR11) commencing July 1, 2011 and ending June 30, 2012. The original agreement was awarded on a non-competitive basis because these services are vital to the running of systems in the district and because full-time staff cannot be found to provide these same services.

EXTENSION PERIOD:

The term of this agreement is being extended for six (6) months commencing July 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Consultant shall continue to provide the following services:

Business Data Management and Requirements Analysis
Support CPS teams in the identification of CPS business requirements.

Translate customer business needs into application and operational requirements.

Develop and maintain logical data models and physical data base designs.

Develop and maintain data definitions of tables and attributes included in the Operational Data Store (ODS) and Enterprise Data Warehouse

Data Movement Management

Support continued build out of the CPS Enterprise Data Warehouse.

Support Operational Data Store retirement project.

Design, develop, test, implement, and maintain data movement application programs.

Develop and maintain governance (policies, procedures, and standards) for data movement application environment.

Develop and maintain high level application architecture for data movement (ETL - extract, transform and load) application environments

DELIVERABLES:

Consultant will continue to provide enrollment, registration, scheduling, behavior, marks, staff, health, financial and attendance modules that will improve the collection and reporting of crucial student data.

OUTCOMES:

Consultant's services will result in continued consolidation of multiple data sources into a single enterprise warehouse; resulting in greater transparency regarding student, school and district performance, higher quality data, and more informed implementations of education initiatives and programs.

Streamlining student assessment result data loads into enterprise data warehouse and IMPACT transactional systems.

Transition storage point for multiple student datasets from the Operational Data Store (ODS) to the enterprise data warehouse.

COMPENSATION:

Consultant shall be paid during this extension period in accordance with the pricing set forth in the extension agreement; total compensation for this extension period not to exceed \$386,400.00.

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:

The M/WBE participation goals for this contract include 25% total MBE and 5% total WBE. However, the Waiver Committee recommends that a partial waiver of 5% for the WBE participation goal for this contract as required by the Remedial Program be granted because the contract scope is not further divisible.

Total MBE - 100%

Third Sight Technologies Corporation
 1812 Lisson Road
 Naperville, Illinois 60565
 Attn: Arasar Arullallar

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Information Technology Services: \$386,400.00

12510-115-54125-009575-000000-2013	\$266,400.00
12510-482-56304-009575-000000-2013	\$120,000.00

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).

12-0627-PR34

APPROVE EXTENDING THE AGREEMENT WITH VERSI FIT SOFTWARE LLC

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with Versi Fit Software LLC ("Consultant") to provide Dashboard support and enhancements services on the CPS Dashboard application for Information and Technology Services, at a cost not to exceed \$589,800.00. A written extension agreement is currently being negotiated. No services shall be provided and no payment shall be made to Consultant during the extension period prior to execution of the written extension agreement. 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 extension is stated below.

VENDOR:

- 1) Vendor # 69009
VERSI FIT SOFTWARE, LLC
103 WEST COLLEGE AVE., STE 923
APPLETON, WI 54912
Michael Restle
920 882-1904

USER INFORMATION :

- Contact: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Tidmarsh, Mr. Lachlan W.
773-553-1300
- Project Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Dicello, Mr. John
773-553-1300
- Project Manager: 12510 - Information & Technology Services
125 South Clark Street - 3rd Floor
Chicago, IL 60603
Dibartolo, Mr. Phillip Brian
773-553-1300

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-0826-PR14) in the amount of \$600,000.00 was for a term commencing July 21, 2009 and ending on June 30, 2010, with the Board having two options to renew, each for a period of one (1) year. Pursuant to Board Report 10-0623-PR17, the agreement was subsequently renewed in the amount of \$600,000.00 for a term commencing on July 1, 2010 and ending June 30, 2011. The agreement was further renewed (authorized by Board Report 11-0525-PR12) for a term commencing July 1, 2011 and ending June 30, 2012. 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 Purchasing Officer.

EXTENSION PERIOD:

The term of this agreement is being extended for six (6) months commencing July 1, 2012 and ending December 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

The Consultant shall continue to provide the K-12 data model, a packaged relational database specific to education, to the Board to enable the creation of an enterprise data warehouse. The Consultant will work with the Board to ensure the installation and functionality of these components on Board infrastructure. The Consultant will provide services and resources related to the design, development, testing, deployment, user training, knowledge transfer, initial maintenance, and software for a data warehouse and business intelligence (BI) solution.

DELIVERABLES:

Data Warehouse

The Consultant will advise the Board in the overall design and implementation of the end to end technical architecture and sourcing strategy to implement a business intelligence solution.

Metrics and Reports

The Consultant will create reports for key indicators as well as migrate existing key indicator reports into the business intelligence solution.

User Interface

The Consultant will work with the Board to understand requirements and provide a customizable and secure user interface.

Deployment/ user training

The Consultant will create a deployment and training plan for the Dashboard launch. The consultant will provide training for the Dashboard.

Knowledge Transfer

The Consultant will provide sufficient knowledge transfer to the Board's technical, administrative, and educational staff to perform maintenance and system improvements.

Maintenance

The Consultant will provide maintenance of the Phase 3 environment as the knowledge transfer takes hold. The Consultant will provide adequate staff to both provide knowledge transfer and maintenance for the period of time until the Board is satisfied with the completeness of the knowledge transfer.

OUTCOMES:

Consultant's services will provide principals, network officers, and central office administrators with compelling, actionable, data to make management decisions. Additional build out of easy-to-use interface that allows users to access information on key metrics related to their organization, including student attendance test scores, grades, and behavior. As a key outcome of this work, the Board will be able to better understand the true state of our schools, areas, and the district as a whole; the efficacy of programs to target key metrics such as student attendance can be tested in near-real time, allowing the board to direct funds to truly move core strategies.

Increase data exchange with external program management application (City Span).

Transition from existing user interface and hardware tiers to new environments.

Position Data Warehouse for integration with ISBE ISLE system in compliance with Race to the Top III.

Position Data Warehouse for integration with increased charter school data sets.

COMPENSATION:

Consultant shall be paid during this extension period in accordance with the pricing set forth in the extension agreement; total compensation to vendor for the extension period shall not exceed \$589,800.00.

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:

This contract is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The M/WBE participation goals for this contract include 35% total MBE and 5% total WBE participation.

Versi Fit Software LLC has identified the following:

Total MBE - 35%
Clarity Partners, LLC
161 North Clark Street, Suite 1750
Chicago, Illinois 60601

Total WBE - 5%
Freemark Consulting
4715 Central Avenue
Western Springs, Illinois 60558

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

FINANCIAL:
Charge to Information Technology Services

12510-482-56304-009575-000000-2013	\$120,000.00
12510-115-54125-009575-000000-2013	\$469,800.00

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).

12-0627-PR35

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH CDW GOVERNMENT (CDW-G) FOR THE PURCHASE OF SOFTWARE RESALE AND SUPPORT SERVICES AND PRODUCTS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreement with CDW Government, LLC to provide Software Resale, Support Services and Products to CPS schools, charter schools, network instructional offices, and departments at a total cost for the option period not to exceed \$5,561,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to CDW Government, LLC 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 : 10-250019

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-3295

VENDOR:

- 1) Vendor # 63673
CDW GOVERNMENT, LLC
300 NORTH MILWAUKEE AVE.
VERNON HILLS, IL 60061
Valerie Tyler
877 489-8641

USER INFORMATION :

Contact:
12210 - Office of Procurement and Contracts

125 South Clark Street 10th Floor

Chicago, IL 60603

Sinnema, Mr. Ethan Cedric

773-553-2280

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #10-0728-PR1) in the amount of \$8,000,000.00 was for a term commencing August 1, 2010 and ending July 31, 2011 with the Board having 2 options to renew for a 1 year term. The first option (authorized by Board Report #11-0622-PR3) in the amount of \$4,627,000.00 was for a term commencing August 1, 2011 and ending July 31, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for 1 year commencing August 1, 2012 and ending July 31, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendor will source all Microsoft software titles and all Commercial Off-The-Shelf (COTS) software titles that are ready-made and available for the sale, lease, or license to the general public. Vendor will function as the Enterprise Software Reseller of Record for Board software agreements. Vendor will also provide the following services: software order fulfillment services; automated on-line order fulfillment and license inventory management services; general maintenance and support services; implementation, configuration and support services; and recommendations on enterprise licensing strategies, software titles, and negotiation strategies with enterprise software licensing providers.

DELIVERABLES:

CDW-G will continue to provide Software Resale, Support Services and Products.

OUTCOMES:

Vendor will provide services that will centralize and simplify the acquisition of software, licenses, software implementation/configuration, software maintenance, and support services for all Microsoft products and all commercial off-the-shelf (COTS) software used by all network offices, remote central office locations, central office departments, and schools.

COMPENSATION:

Vendor shall be paid in accordance with the unit prices contained in the agreement during this option period; a total not to exceed the sum of \$5,561,000.00.

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 Procurement Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

This agreement is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The MBE/WBE goals for this agreement are 25% total MBE and 5% total WBE participation.

The Vendor has identified the following:

Total MBE - 25%
KBS Computer Services
418 Highland Road
Matteson, IL 60443

SmarTECH.net
1727 S. Indiana Avenue, Suite G02B
Chicago, IL 60616

Total WBE - 5%
Douglas Stewart Company
2402 Advance Road
Madison, WI 53718

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to various schools and departments:

Fiscal Years: 2013-2014

Budget Classification: 53306 - Software
56105 - Services/Repair Contracts
54105 - Contractual Services

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).

Vice President Ruiz abstained on Board Report 12-0627-PR35.

12-0627-PR36

APPROVE EXERCISING THE OPTION TO RENEW THE AGREEMENT WITH HALLAGAN BUSINESS MACHINES, RICOH USA, INC AND XEROX BUSINESS SERVICES FOR THE SALE AND LEASE OF OUTPUT DEVICE EQUIPMENT AND RELATED SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to renew the agreements with Hallagan Business Machines, Ricoh USA, Inc and Xerox Business Services to provide for the Sale and Lease of Output Device Equipment and Related Services to CPS schools, charter schools, network offices, and departments at a total cost for the option period not to exceed \$2,250,000.00. Written documents exercising this option are currently being negotiated. No payment shall be made to any vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each vendor in the event their 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 : 10-250002

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-3295

VENDOR:

- 1) Vendor # 19766
HALLAGAN BUSINESS MACHINES
6850 W NORTH AVENUE
CHICAGO, IL 60707
Joan Hallagan
773 637-0626

- 2) Vendor # 21832
RICOH USA, INC
P.O. BOX 802815
CHICAGO, IL 60680
Michael Crawford
312 252-4413
(Fdba Ikon Office Solutions)

- 3) Vendor # 45273
XEROX BUSINESS SERVICES
123 N. WACKER DR., STE 1000
CHICAGO, IL 60606
Darryl Denham
847 517-2006

USER INFORMATION:

Project
Manager: 12210 - Office of Procurement and Contracts
125 South Clark Street 10th Floor
Chicago, IL 60603
Sinnema, Mr. Ethan Cedric
773-553-2280

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report #10-0728-PR6 and amended by Board Report #11-0622-PR2) in the amount of \$5,000,000.00 were for a term commencing August 1, 2010 and ending July 31, 2011, with the Board having one (1) option to renew for a one (1) year term. Under amended Board Report #11-0622-PR2, the number of options was increased from one (1) to four (4). The first renewal option (authorized by Board Report #11-0727-PR3) in the amount of \$5,000,000.00 is for a term commencing August 1, 2011 and ending July 31, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of each agreement is being renewed for one (1) year commencing August 1, 2012 and ending July 31, 2013.

OPTION PERIODS REMAINING:

There are two (2) option periods remaining for one (1) year each.

SCOPE OF SERVICES:

Vendors will continue to provide Output Device Equipment, which includes copiers, printers, MFP's/MFD's, scanners, digital duplicators, and faxes for purchase or lease by the Board for use by all network offices, remote central office locations, central office departments, and schools. Vendors will also provide maintenance for all equipment and inventory and support services.

DELIVERABLES:

Vendors will continue to provide the following equipment and services: copiers, printers, MFP's/MFD's, scanners, digital duplicators, faxes, maintenance and support services, and a Managed Print Service strategy.

OUTCOMES:

Vendor's services will result in the following outcomes:
-The acquisition of new and more robust output device technology
-The implementation of a Managed Print Services (MPS) strategy throughout the district
-The implementation of a robust asset inventory process and solution
-Enhanced support and maintenance services for all output devices

COMPENSATION:

Vendors shall be paid during this option period as follows: total not to exceed the sum of \$2,250,000.00 in the aggregate for all vendors.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize the Chief Procurement Officer to execute all ancillary documents required to administer or effectuate the option agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 6.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the Per Contract and Category Goals method for M/WBE participation will be utilized. Aggregated compliance of the vendors in the pool will be reported on a monthly basis. The M/WBE participation goals for this contract include: 15% total MBE and 10% total WBE participation.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to various schools and departments:
Fiscal Years: 2013-2014
Budget Classification: 53306 - Software
55005 - Equipment
56105 - Services/Repair Contracts
54105 - Contractual Services

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).

Vice President Ruiz abstained on Board Report 12-0627-PR36.

12-0627-PR37

APPROVE EXERCISING THE SECOND OPTION TO RENEW THE AGREEMENTS WITH VARIOUS VENDORS AND LEASING AGENTS FOR THE PURCHASE AND LEASE OF DESKTOP AND LAPTOP COMPUTERS, AND ASSOCIATED SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the second option to renew the agreement with various vendors and leasing agents for the purchase and lease of desktop and laptop computers, and associated services for all schools, including charter schools, network offices, and departments, at an aggregate cost for the option period not to exceed \$6,750,000.00. These agreements are subject to the Board's Strategic Sourcing Policy. Written renewal agreements are currently being negotiated. No payment shall be made to any 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 : 07-250047

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-3295

VENDOR:

- 1) Vendor # 23266
APPLE COMPUTER INC
1 INFINITE LOOP
CUPERTINO, CA 95014
Madaliene Schalet
312 939-8969
- 2) Vendor # 14600
DELL FINANCIAL SERVICES - LEASING
12234 N .IH35 BLDG. B
AUSTIN, TX 78753
Brad Webster
800 455-3355
- 3) Vendor # 44646
DELL MARKETING L.P.
1 DELL WAY, MAIL STOP 8707
ROUND ROCK, TX 78682
Michael Ager
888 977-3355

USER INFORMATION:

Contact: 12210 - Office of Procurement and Contracts
125 South Clark Street 10th Floor
Chicago, IL 60603
Sinnema, Mr. Ethan Cedric
773-553-2280

ORIGINAL AGREEMENT:

The original agreements (authorized by Board Report #08-0625-PR4, as amended by Board Reports 11-0126-PR1 and 11-0323-PR1 in the amount of \$85,000,000.00 were for a term commencing July 1, 2008 and ending June 30, 2011, with Board having two options to renew for one year terms. The renewal option (authorized by Board Report #11-0622-PR17) in the amount of \$30,000,000.00 was for a term commencing July 1, 2011, and ending June 30, 2012. The original agreement was awarded on a competitive basis pursuant to Board Rule 7.2

OPTION PERIOD:

The term of this agreement is being renewed for four (4) months commencing July 1, 2012 and ending October 31, 2012.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendors will continue to provide desktop and laptop computers and associated installation, configuration, extended warranty, and maintenance services. Schools, network offices, and central office departments may purchase equipment and services at their option via requisition to the Department of Procurement and Contracts, which will mail a purchase order to the vendor. Schools, network offices, and central office departments may lease equipment at their option via the technology leasing program, by contacting the 3-EXCL Service Desk. School purchases that exceed \$24,999.00 must be approved by the network officer. Within central office, the respective chief officer must approve purchases over \$25,000.00. Charter schools may purchase equipment and services at their option pursuant to the terms and conditions of the agreement(s) by issuing their own purchase order(s) to vendors. The Board shall not be liable for the failure of any Charter School to pay any invoices, costs, charges, and/or fees billed by vendors to the Charter School. The Charter School will solicit product information and acquire equipment and services directly from the vendors. The Charter School shall be responsible for the payment of all the invoices, costs, charges, and fees billed by the vendors to the Charter School.

DELIVERABLES:

Vendors will continue to provide desktop and laptop computers and associated installation, configuration, extended warranty and maintenance services.

OUTCOMES:

The vendor's services will result in the supply of desktop and laptop computers and associated installation, configuration, extended warranty and maintenance services to the Board's schools, network offices, and central office departments.

COMPENSATION:

The total compensation to be paid to all vendors during the option period shall not exceed \$6,750,000.00 in the aggregate.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the Chief Procurement Officer or the Chief Information Officer or their designee to execute leasing schedules, acceptance certificates, and all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 6.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the Category Goals method for M/WBE participation will be utilized. Aggregated compliance of the vendors in the pool created by this agreement will be reported on a quarterly basis. The M/WBE participation goals for this contract include: 15% total MBE and 10% total WBE

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to various schools and departments: Fiscal year 2012

Budget Classification:

53405 - Supplies

55005 - Equipment

56105 - Services/Repair Contracts

54105 - Contractual Services

Fund Classification: Various funds

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).

Vice President Ruiz abstained on Board Report 12-0627-PR37.

12-0627-PR38

FINAL

APPROVE ENTERING INTO AN AGREEMENT WITH ZIPCAR INC.FOR CAR SHARING SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Zipcar Inc. to provide Car Sharing services to all schools and Departments at a total cost not to exceed \$250,000.00. Vendor was selected on a competitive basis pursuant to a RFQ issued by the City of Chicago (City) and the parties entering into a Master Contract (City's Master Contract). The Board desires to purchase these rental services based upon the City's Master Contract pursuant to Board Rule 7-2.4, under which the Board is authorized to purchase biddable services from vendors who have contracted with other governmental entities. No services shall be provided by Vendor and no payment shall be made to Vendor prior to execution of the 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 : 72898 (City Of Chicago Rfq)

Contract Administrator : Matthews, Ms. Trineda L. / 773-553-3204

VENDOR:

- 1) Vendor # 99609
ZIPCAR, INC
25 FIRST STREET., 4TH FLR.
CAMBRIDGE, MA 02141
Charles Stephens
617 995-4231

USER INFORMATION :

Contact:
12210 - Office of Procurement and Contracts

125 South Clark Street 10th Floor

Chicago, IL 60603

Matthews, Ms. Trineda L.

773-553-2280

TERM:

The term of this agreement shall commence on July 1, 2012 and shall end June 30, 2014.

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) a web-based and phone-based reservation system that allows Board authorized employees to book vehicles up to one minute before a car is needed; (2) a toll-free customer service telephone number for twenty-four (24) hours a day seven (7) days per week; (3) eco-friendly vehicles; (4) vehicle pick-up locations acceptable to the Board; (5) a supply of shared vehicles as well parking, insurance, fuel, washing, interior cleaning, repair and maintenance for the shared vehicles, as well as educational seminars; (6) an employee key card and Personal Identification Number (PIN) for each enrolled Board employee to enable the employee to access the vehicle that he/she previously reserved;

12-0627-PR39

**APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS VENDORS TO PROVIDE SAFE
PASSAGE SERVICES FOR DESIGNATED NEIGHBORHOODS**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with various organizations to provide Safe Passage services in designated neighborhoods in an effort to target resources towards schools which are most at risk at a total cost not to exceed \$8,205,000.00. Vendors were selected on a competitive basis pursuant to Board Rule 7-2 through a duly advertised Request for Proposal (Specification No.: 12-250014). No services shall be provided by and no payment shall be made to any Vendor prior to execution of their written agreement. The authority granted herein shall automatically rescind as to each Vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to these agreements is stated below.

Specification Number : 12-250014

Contract Administrator : Matthews, Ms. Trineda L. / 773-553-3204

USER INFORMATION :

Contact:
10610 - Office of School Safety and Security

125 S Clark St - 1st Floor

Chicago, IL 60603

Chou, Mrs. Jadine P.

773-553-3030

TERM:

The term of each agreement shall commence on the date the agreement is signed and shall end July 31, 2013. The agreements shall have (2) options to renew for periods of 12 months each.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

The Board has conducted a thorough assessment of the violence-related risks posed to CPS school students both inside and outside of the school. In response to data-based research and community discussions, the Board is executing a safety strategy designed to focus resources on two ultimate goals: 1. Reduce the likelihood that high-risk Chicago Public Schools students will become victims of violent incidents; and, 2. Create a safe, secure, and supportive school environment to increase student attendance and improve academic performance. To achieve these goals, the Board has outlined the Safe Passage program to help ensure safety students travel. The Vendors will provide the following Safe Passage Services: I. Community Watchers: Vendors will deploy Safe Passage staff ("Community Watchers" or "Watchers") throughout Board-designated safety routes to supervise students traveling to and from school grounds. Such supervision will occur during school arrival and dismissal times or solely during dismissal times. Such supervision will vary depending on the individual school's arrival and dismissal times. II. Outreach Management Services: Vendors may be asked to provide outreach services for students with five (5) or more unexcused absences. Outreach services will include the administration of assessments to uncover the circumstances associated with students' absences and the communication of the results of such assessment to the appropriate entities. All Safe Passage Vendor staff must satisfy the CPS and statutory requirements for individuals who have access to students, which includes background checks.

DELIVERABLES:

Community Watchers' duties will, at a minimum, consist of: 1) Reporting to daily assigned post(s) to assist students as they travel to and from bus stops and board necessary buses; 2) Monitoring designated "hot spots" for suspicious behavior and potential conflicts; 3) Collaborating with the CPD and CPS and instantly reporting any known or potential conflicts to the CPD and CPS; 4) Submitting a daily electronic incident report as well as a weekly electronic report that will include the number and description of incidents, responses to incidents, a list and description of troubled buildings, and an explanation of potential conflicts the Community Watchers suspect will occur in the near future; and 5) Wearing a uniform and/or having official identification that clearly identifies their status as Community Watchers.

OUTCOMES:

Vendors' services will result in: 1) increased student attendance, 2) decreased violent incidents involving CPS students, and 3) increased student perception of safety traveling to and from school.

COMPENSATION:

Vendors shall be paid as specified in their respective agreement; total compensation for all vendors not to exceed the aggregate sum of \$8,205,000.00.

REIMBURSABLE EXPENSES:

None

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize Chief Executive Officer and Chief Safety and Security Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION:

The goals for this agreement are 30% total MBE and 7% total WBE participation. Thus, pursuant to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, contracts for subsequent vendors from the pool created by this agreement will be subjected to aggregated compliance reviews and monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report

FINANCIAL:

Charge to: Office of Safety and Security

Source of Funds: Title I Federal Grant and General Education

Budget Classification: 10615-332-54125-254605-430126 - \$7,000,000.00

Source of Funds: U.S. Department of Justice, Secure Our Schools Grant

Budget Classification: 10615-324-54125-254605-500738- \$500,000.00

Budget Classification: 10615-324-54125-254605-xxxxxx - \$500,000.00

Charge to: Office of Pathways to College and Career

Source of Funds: U.S. Department of Education Grant (High School Graduation Initiative Grant)

Budget Classification: 13722-324-54125-221021-xxxxxx - \$55,000.00

Source of Funds: Illinois State Board of Education Grant (Truancy Alternative Education Options Program)

Budget Classification: 13722.324.54125.211001.376632 - \$150,000.00

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) | Vendor # 37537
ALLIANCE FOR COMMUNITY PEACE
509 W. ELM STREET
CHICAGO, IL 60610
Reverend Dr. Walter B. Johnson
312 943-8530 | 5) | Vendor # 36635
CLARETIAN ASSOCIATES, INC
9108 S. BRANDON AVENUE
CHICAGO, IL 60617
Angela Hurlock
773 734-9181 |
| 2) | Vendor # 11359
CATHOLIC BISHOP-SAINT SABINA
1210 WEST 78TH
CHICAGO, IL 60620
Jocelyn Jones
773 483-4300 | 6) | Vendor # 45510
ENLACE CHICAGO
2756 S. HARDING AVE
CHICAGO, IL 60623
Michael Rodriguez
773 542-9233 |
| 3) | Vendor # 22146
BLACK UNITED FUND OF ILLINOIS
1809 E. 71ST STREET
CHICAGO, IL 60649
Henry English
773 324-0494 | 7) | Vendor # 96888
LEAVE NO VETERAN BEHIND
19 SOUTH LASALLE, STE 500
CHICAGO, IL 60603
Eli H. Williamson
312 379-8652 |
| 4) | Vendor # 39142
BRIGHTON PARK NEIGHBORHOOD
COUNCIL
4477 S. ARCHER AVE.
CHICAGO, IL 60632
Patrick Borosnan
773 523-7110 | 8) | Vendor # 29032
NEW HOPE COMMUNITY SERVICE CENTER
2559 WEST 79TH STREET
CHICAGO, IL 60652
Brenda golden
773 737-9555 |

9)
Vendor # 20228
WESTSIDE HEALTH AUTHORITY
5417 WEST DIVISION STREET
CHICAGO, IL 60651
Jackie Reed
773 378-1878

10)
Vendor # 68496
TARGET AREA DEVCORP
1542 WEST 79TH
CHICAGO, IL 60620
Autry Phillips
773 651-6470

12-0627-PR40

**AMEND BOARD REPORT 12-0425-PR19
APPROVE ENTERING INTO AN AGREEMENT WITH AMERICAN HEALTHWAYS SERVICES, LLC
FOR PROFESSIONAL SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with American Healthways Services, LLC to provide professional services to the Talent Office at a cost not to exceed ~~\$7,716,844.14~~ ~~\$2,460,120.00~~. The Vendor was selected pursuant to Board Rule 7-2.4 based on a competitive process conducted by the City of Chicago. A written agreement for Vendor's services to the Board is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to the execution of the 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 June 2012 amended Board Report is necessary to increase the compensation amount to the Vendor in order to incorporate additional participants from Unite Here and SEIU and to correct the term end date to align with the City of Chicago term.

VENDOR:

1) Vendor # 64873
AMERICAN HEALTHWAYS SERVICES,
LLC
701 COOL SPRINGS BLVD.
FRANKLIN, TN 37067
Andrea Stafford
615 614-4431

USER INFORMATION :

Contact: 11010 - Office of Human Capital
125 S Clark St - 2nd Floor
Chicago, IL 60603
Winckler, Ms. Alicia
773-553-1070

TERM:

The term of this agreement shall commence upon execution of the agreement by the Board and shall end on December ~~15, 31,~~ 2015. This agreement shall have two options to renew for periods of twelve (12) months each.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

The Vendor shall manage and administer an employee wellness program in alignment with the City of Chicago's Employee Wellness Program. Chicago Board of Education's City "Sister Agencies". These services include, but are not limited to Web portal communications and technical support; well-being assessments; biometric health screens; health risk coaching; and reporting.

DELIVERABLES:

Deliverables include, but are not limited to all aspects of the City of Chicago's employee wellness plan, including health screening, well-being assessments, health-risk coaching, communications toolkits, and an employee web-portal.

OUTCOMES:

As a result of this work, CPS employees will have access to services aligned to the City wellness program that strives to improve employees' health outcomes.

COMPENSATION:

Consultant shall be paid according to the fee schedule negotiated through the City of Chicago solicitation, but will not exceed: \$7,716,844.14.

Year 1: ~~\$820,040.00~~ Year 2: ~~\$820,040.00~~ Year 3: ~~\$820,040.00~~ Year 4: ~~\$843,920.00 (Renewal Option #1)~~
Year 5: ~~\$868,520.00 (Renewal Option #2)~~

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 Chief Talent Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

This agreement shall be bound by the MBE/WBE requirements set by the Department of Procurement Services at the City of Chicago; as services are offered through an agreement conducted by The City of Chicago.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Budget Classification: Charge to all sundry units, all operating funds, sundry programs, hospital insurance (account 57305).

FY2013 - ~~\$820,040.00~~ \$1,890,532.16

FY2014 - ~~\$820,040.00~~ \$2,282,982.58

FY2015 - ~~\$820,040.00~~ \$2,350,752.34

FY2016 - ~~\$843,920.00 (Subject to renewal option #1 being exercised)~~ \$1,192,577.06 (included in term of this agreement)

Option 1

FY2016 - \$1,228,012.60

FY2017 - \$1,228,012.60

FY2017 - ~~\$868,520.00 (Subject to renewal option #2 being exercised)~~

Option 2

FY2017 - \$1,264,481.92

FY2018 - \$1,264,481.92

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).

Vice President Ruiz abstained on Board Report 12-0627-PR40.

12-0627-PR41

APPROVE EXERCISING THE FIRST OPTION TO RENEW THE TEACHER REFERRAL AND SUPPORT AGREEMENT WITH TEACH FOR AMERICA

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the first option to renew the Teacher Referral and Support agreement with Teach for America to refer and support up to 265 provisionally-certified first-year teacher-interns to Chicago Public Schools and support up to 200 second-year teacher-interns at a total cost for the option period not to exceed \$1,295,000.00 (for a total of 465 teachers). A written document exercising this option is currently being negotiated. No payment shall be made to Teach for America 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.

VENDOR:

- 1) Vendor # 33384
TEACH FOR AMERICA, INC.
300 WEST ADAMS STREET, SUITE 1000
CHICAGO, IL 60606
Josh Anderson
312-283-2463

USER INFORMATION :

Project
Manager: 11010 - Office of Human Capital

125 S Clark St - 2nd Floor

Chicago, IL 60603

Lyons, Mr. Matthew A

773-553-1070

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 11-0427-PR41) in the amount of \$600,000.00 is for a term commencing July 1, 2011 and ending June 30, 2012, with the Board having two options to renew for one 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 Purchasing Officer.

OPTION PERIOD:

The term of this agreement is being renewed for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There is one option period for one year remaining.

SCOPE OF SERVICES:

TFA will refer up to 265 provisionally-certified teacher-interns for employment with Chicago Public Schools during the 2012-2013 School Year. Teacher-interns referred by TFA will be enrolled in a 12-month certification program and at the end of the program teacher-interns will be eligible for an Illinois Alternative Initial Teaching Certificate. TFA, working with partner Universities, will provide teacher-interns with all coursework and other necessary training in order to be provisionally certified by the Illinois State Board of Education and eligible for hire by Chicago Public Schools. Each teacher-intern who is hired by the Chicago Public Schools as a teacher of record will receive support services from Teach for America for a period of 2 years.

DELIVERABLES:

TFA will refer 265 provisionally-certified teacher-interns for employment with Chicago Public Schools during the 2012-2013 school year and support for a period of 2 years teacher-interns hired by Chicago Public Schools. The maximum number of second-year teacher-interns is not to exceed 200 during this option period.

OUTCOMES:

At the end of the 2012-2013 school year, a maximum of 265 first-year teacher-interns will be eligible to receive their Illinois Initial Alternative Teaching Certificate and continued employment by the Chicago Public Schools. An additional 200 second-year teacher-interns will receive coaching and support services.

COMPENSATION:

During this option period, TFA will be compensated as specified in the agreement; total compensation for the option period not to exceed \$1,295,000.00.

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 Talent Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, M/WBE provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Total Charge to the Talent Office \$1,295,000.00 (FY13)

11010-353-54125-264207-494037-2013	\$600,000.00
11010-115-54125-264207-000000-2013	\$695,000.00

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).

12-0627-PR42

APPROVE ENTERING INTO AN AGREEMENT WITH ACCURATE BIOMETRICS FOR FINGERPRINTING EQUIPMENT AND SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Accurate Biometrics to provide fingerprinting equipment and services to the Talent Office and the Department of Procurement and Contracts at a total cost not to exceed \$1,300,000.00. Consultant was selected on a competitive basis pursuant to Board Rule 5-4.1(Specification No: 12-250021). A written agreement for Consultant's services is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the 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 : 12-250021

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

VENDOR:

- 1) Vendor # 98972
 ACCURATE BIOMETRICS, INC
 4849 N. MILWAUKEE AVE., STE 101
 CHICAGO, IL 60630
 Jim Critchfield
 312 932-9999

USER INFORMATION :

Project 11010 - Office of Human Capital
Manager: 125 S Clark St - 2nd Floor
Chicago, IL 60603
Tiefenthaler, Ms. Kristine C.
773-553-1070

TERM:

The term of this agreement shall commence on July 1, 2012 and shall end June 30, 2014 with one (1) option to renew for a period of one (1) year under the same terms and conditions as the original contract.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

Consultant shall provide the following services:

I. Talent Office Fingerprinting process which shall include:

Electronically transmit fingerprints to the Illinois State Police (ISP) and the Federal Bureau of Investigation (FBI) within twenty-four (24) hours or one (1) business day of obtaining an individual's fingerprints.

Consultant shall archive fingerprinting and all related records for twelve (12) months for each individual's fingerprints. After the initial period of twelve (12) months, the Board shall own all archived fingerprinting and related records for each individual's fingerprints.

Provide 24 hours/day and 7 days/week management staff to resolve critical issues including, but not limited to, providing round the clock support and accessibility toward resolving and all critical fingerprinting issues; to act as a liaison between ISP and FBI, to resolve any delayed or outstanding prints, and provide monthly written reports in such form and format as shall be designated by the Board pertaining to the number of persons fingerprinted and submitted and the results thereof. Consultant shall repeat the performance of any fingerprinted service(s) at no cost to the Board in any and all instances in which ISP or FBI cannot read or interpret the result(s) of the fingerprinting and/or in which the results are inconclusive.

II. Department of Procurement and Contracts Fingerprinting process shall include:

Fingerprinting of employees of Vendors of the Board (Board Vendor).

Such Board Vendor shall send employees to Consultant's site to be fingerprinted. Fingerprint results shall be sent from ISP/FBI to Consultant, using the Board's third ORI number.

Upon written request from ISP, Consultant shall provide to ISP a detailed report outlining each FBI outsourcing requirement that applies to them and provide a corresponding statement explaining how the Consultant has met the requirements.

Consultant shall notify the Board Vendor whether employee is cleared to work and shall also notify the Board's Department of Procurement and Contracts (PC) Vendor Management Office and any other appropriate Board office, as directed.

DELIVERABLES:

Consultant will provide the following deliverables:

Live-Scan Machines that are certified and/or licensed with the State of Illinois as required by the State of Illinois Police Department. Consultant will provide fully trained staff having all certifications required by the ISP and FBI and on Live-Scan Machines and provide documented proof of training and certification to the Board in such format as requested by the Board. Service of equipment must be provided by an authorized certified technician.

Consultant shall provide the Board with the number of fingerprints, sorted by Originating Agency Identification Number (ORI) and category, processed each month to be billed monthly.

Consultant shall send a monthly report to PC, listing all Board Vendor employees who were fingerprinted in order to provide services to the Board, along with cleared/denied statuses and Board Vendor company names.

OUTCOMES:

Consultant's services will result in the Board receiving a complete fingerprinting process which will allow the Board to obtain criminal background checks to provide an effective and innovative pre-employment and vendor screening process.

COMPENSATION:

Consultant shall be paid as set forth in the agreement, total not to exceed the sum of \$1,300,000.00.

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 Talent Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

This contract is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Participation in Goods and Services Contracts. The M/WBE goals for this agreement are: 25% total MBE and 5% total WBE participation.

Total MBE - 25%
 Golden Press Printing
 5940 North Milwaukee Avenue
 Chicago, IL 60646
 Contact: Albert Co

Tribune Products Company
 5719 West Howard Street
 Niles, IL 60714
 Contact: Cindy Day

Total WBE - 75%
 Accurate Biometrics
 4849 N. Milwaukee Ave., Suite 101
 Chicago, IL 60630
 Contact: Peggy Critchfield

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Talent Office: \$1,300,000.00
 Fiscal Year: 2013-2014

11070-115-54125-264502-000000-2013	\$650,000.00
11070-115-54125-264502-000000-2014	\$650,000.00

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).

12-0627-PR43

APPROVE ENTERING INTO AN AGREEMENT WITH TRUE NORTH LOGIC TO PROVIDE PERFORMANCE EVALUATION SOFTWARE AND IMPLEMENTATION SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with True North Logic to provide performance evaluation software and implementation services to the Talent Office at a cost not to exceed \$1,537,685.00 True North Logic was selected on a competitive basis pursuant to Board Rule 7-2 (Specification No. 11-250061). A written agreement for True North Logic's services is currently being negotiated. No services shall be provided by True North Logic and no payment shall be made to True North Logic prior to the execution of the 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 : 11-250061

Contract Administrator : Seanior, Miss Pamela Dorcas / 773-553-2280

CONSULTANT:

- 1) Vendor # 87784
TRUE NORTH LOGIC
8160 S. HIGHLAND DR., STE A-5
SANDY, UT 84093
Kathy Lee, Executive Vice President
801 453-0136

USER INFORMATION:

Project 11010 - Office of Human Capital
Manager: 125 S Clark St - 2nd Floor
Chicago, IL 60603
Lyons, Mr. Matthew A
773-553-1070

TERM:

The term of this agreement shall commence on the date the agreement is signed and shall end on June 30, 2014. This agreement shall have 2 options to renew for periods of 2 years each.

EARLY TERMINATION RIGHT:

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

SCOPE OF SERVICES:

True North Logic's services will include, but are not limited to, the following: complete software solution for the facilitation of employee performance evaluations in alignment with all applicable Board policies, agreements, and evaluation plans; configuration and installation; integration; testing; implementation; training; and ongoing software maintenance and technical support.

DELIVERABLES:

True North Logic will provide commercially licensed software, delivered in a Software as a Service (SaaS) model, and provide hosting services for both their software and CPS data. True North Logic's solution will support the effective implementation of employee performance evaluations across the District.

OUTCOMES:

True North Logic's performance evaluation system will replace the current paper-based process of conducting performance evaluations of teachers and principals and in addition, will facilitate the establishment of performance evaluation processes for non-school-based employees throughout the District. True North Logic's system will create efficiencies in the process of conducting performance evaluations of all employees, as well as bring transparency, via consistently gathered performance data, to the efficacy of various district initiatives, such as professional development, coaching and mentoring support, hiring and selection sources and processes, and various leadership pipelines.

COMPENSATION:

True North Logic shall be paid as specified in the agreement; the sum of payments shall not exceed \$1,537,685.00, inclusive of all reimbursable expenses allowed under the agreement. The costs associated herewith shall be reported to the Board on a quarterly basis.

REIMBURSABLE EXPENSES:

Consultant shall be reimbursed for lodging, meals, transportation, and other reimbursable expenses as set out in the agreement, which reimbursable expenses are included in the maximum compensation amount.

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 Talent Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement include: 30% total MBE and 7% total WBE participation. However, the Office of Business Diversity recommends a partial waiver of the WBE goal, as required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contract, be granted due to the scope of services being not further divisible.

The Vendor has identified the following:

Total MBE - 36%

Urban Policy Development
615 Fremont Avenue
Baltimore, MD 21230
Contact: Ian Brown

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to Talent Office. \$1,036,785.00 Fiscal Year: 2013
 \$ 500,900.00 Fiscal Year: 2014
 FY13 and FY14 funding is contingent upon budget appropriation and approval.
 Option 1 \$500,900 Fiscal Year: 2015
 Option 1 \$500,900 Fiscal Year: 2016
 FY15 and FY16 funding is contingent upon budget appropriation and approval.
 Option 2 \$500,900 Fiscal Year: 2017
 Option 2 \$500,900 Fiscal Year: 2018
 FY17 and FY18 funding is contingent upon budget appropriation and approval

11070-115-54125-262005-000000-2013 \$1,537,685.00

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).

12-0627-PR44

APPROVE EXTENDING THE AGREEMENT WITH THE ALAIN LOCKE INITIATIVE F/K/A INNER-CITY TEACHING CORPS OF AMERICA FOR EDUCATION SUPPORT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve extending the agreement with The Alain Locke Initiative f/k/a Inner-City Teaching Corps, at no additional cost to the Board. All funding pertaining to this agreement is provided through the U.S. Department of Education Transitions to Teaching Grant. Consultant is specifically named as the support provider for the Grant and \$152,500.00 in Grant funds still remain at the end date of the initial agreement. The U.S. Department of Education has agreed to a no-cost extension of the Grant. Under this extension, the Consultant will provide educational support to the Talent Office not to exceed \$152,500.00 during the one-year extension. A written extension agreement for Consultant's services has been negotiated. No payment may be to Consultant prior to execution of the written extension agreement. The authority granted herein shall automatically rescind in the event the extension agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this extension is stated below.

VENDOR:

- 1) Vendor # 44062
 ALAIN LOCKE INITIATIVE, THE
 328 S. JEFFERSON ST. STE 570
 CHICAGO, IL 60651
 Claire Hartfield
 312 419-9100

USER INFORMATION :

Project
 Manager: 11010 - Office of Human Capital

 125 S Clark St - 2nd Floor

 Chicago, IL 60603

 Lyons, Mr. Matthew A

 773-553-1070

ORIGINAL AGREEMENT:

The original Agreement authorized by Board Report 11-0223-PR9 in the amount of \$610,000.00 is for a term commencing September 1, 2010 and ending June 30, 2012, with the Board having no options to renew. 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 Purchasing Officer.

EXTENSION PERIOD:

The term of this agreement is being extended for one year commencing July 1, 2012 and ending June 30, 2013.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Consultant will provide mentoring services to 25 second year T-SPED Fellows per the U.S. Department of Education Transitions to Teaching Grant. Consultant will observe and evaluate each Chicago Teaching Fellow using the formative Assessment System developed by The New Teacher Center. The assessment tools are comprehensive series of collaborative processes characterized by a consistent focus on student learning and improved classroom practice. This method of intensive, mentor-based induction is operated in 31 states on related issues. These evaluation methods and protocols are to assist beginning teachers and mentors in guiding and documenting their work and show evidence of their teacher practice which includes: classroom profiles, collaborative assessment logs, individual learning plans, protocols for collection and analysis of student work, tools for planning standards-based lessons and observation tools. These tools are aligned with the Illinois Professional Teaching Standards.

DELIVERABLES:

Consultant will assign each T-SPED Fellow a mentor who will observe and meet regularly with the Fellow at the school site where the Fellow is the Teacher of Record. If a teacher shows areas of deficiency, then Consultant will provide the Fellow with strategic support consisting of weekly visits with clear interventions outlined by the mentor. If after three weeks of strategic support there is no improvement in the target areas, the teacher will be referred to critical care. The critical care mentor will work with the regularly assigned mentor to support the struggling Fellow in target areas with multiple week visits. Each observation will result in the completion of observation forms provided by the Formative Assessment System. Consultant will provide ongoing feedback and recommendations to each first year teacher to advance teacher practice. Consultant will also provide CPS representatives with, at a minimum, monthly check-ins updating them on the T-SPED Fellows.

OUTCOMES:

Consultant's services will result in: 1) Teacher support for 10 second year Special Education Fellows based on the Formative Assessment System at a minimum of 10 visits; 2) Each T-SPED Fellow will have a written evaluation of observations; 3) Monthly check-ins reported to the Chicago Teaching Fellows Program regarding the progress of each T-SPED Fellow; and 4) Distribution of twice yearly surveys and sharing results with the appropriate CPS representatives including the Talent Office and Chief Area Office of Special Education.

COMPENSATION:

During this extension period, Consultant will be paid \$152,500.00 payable in one installment based on the maximum number of Chicago Teaching Fellows.

AUTHORIZATION:

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

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, M/WBE provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Talent Office (funds provided through U.S. Department of Education Transitions to Teaching Grant): \$152,500.00

Budget Classifications: Grant Funded - Award #U350A070066
11010-353-54105-264207-582040-2013 \$152,500.00

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).

President Vitale indicated that if there were no objections, Board Reports 12-0627-PR1 through 12-0627-PR8, 12-0627-PR10 through 12-0627-PR17, and 12-0627-PR19 through 12-0627-PR44, with the noted abstentions, would be adopted by the last favorable roll call vote, all members present voting therefore.

President Vitale thereupon declared Board Reports 12-0627-PR1 through 12-0627-PR8, 12-0627-PR10 through 12-0627-PR17, and 12-0627-PR19 through 12-0627-PR44 adopted.

12-0627-ED6

REPORT ON STUDENT EXPULSIONS FOR MAY 2012

DESIGNEE FOR THE CHIEF EXECUTIVE OFFICER REPORT THE FOLLOWING DECISION:

25 Students were expelled from the Chicago Public Schools in May 2012.

DESCRIPTION:

Pursuant to the provisions of Sections 10-22.6 and 34-19 of the *School Code of Illinois*, Section 6-8 of the *Rules of the Board of Education of the City of Chicago*, and the *Student Code of Conduct* of the Chicago Public Schools, the designee for the Chief Executive Officer approved the expulsion of 25 Chicago Public Schools students, for gross disobedience, misconduct or other violations of the bylaws, rules and regulations of the Chicago Board of Education.

May Totals
(May 1 to May 31, 2012)

Expulsions	25
No Expulsions	34
SMART Referrals	<u>108</u>
	167

(2011-2012 Totals to Date)
(August 1, 2011 to current)

Expulsions	226
No Expulsions	242
SMART Referrals	<u>544</u>
	1,012

Decisions Pending 59

LSC REVIEW:

LSC review is not applicable to this report.

AFFIRMATIVE ACTION STATUS:

Not applicable.

FINANCIAL:

No cost to the Chicago Public Schools.

PERSONNEL IMPLICATIONS:

None.

12-0627-ED7

AMEND BOARD REPORT 12-0328-ED3
ADOPT TRACK E SCHOOL YEAR CALENDAR FOR 2012-13 SCHOOL YEAR

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Adopt the Track E calendar for elementary and high schools for the year 2012-2013.

This June 2012 amendment is necessary to delete two schools from the Track E calendar. South Shore International College Prep and Corliss High School are moving to the Track R calendar for the purpose of increasing the planning time this summer and to prepare for STEM launch in the fall of 2013.

DESCRIPTION: The calendar indicates holidays, teacher institute days, professional development days, and days when schools are closed for extended periods of time.

The 2012-13 Track E calendar includes 180 student attendance days, 4 Teacher Institute days, and 6 Professional Development days.

Two hundred and ~~forty-six~~ forty-four schools will operate on the Track E calendar for the 2012-13 school year. See attached list. No new Track E schools were added for the 2012-13 school year.

LSC REVIEW: LSC review is not applicable to this report.

FINANCIAL: The district is in the process of determining exact financial impact.

GENERAL CONDITIONS: Not applicable.

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TRACK E SCHOOLS FOR THE 2012-13 SCHOOL YEAR

- | | |
|--|---------------------------|
| 1. ALDRIDGE | 43. COLEMON |
| 2. ALTGELD | 44. COLUMBIA EXPLORERS |
| 3. ARMSTRONG, L. | 45. COOK |
| 4. ASHE | 46. CORKERY |
| 5. AVALON PARK | 47. CORLISS HS |
| 6. AZUELA | 48. CROWN |
| 7. BANNEKER | 49. CUFFE |
| 8. BARNARD | 50. CULLEN |
| 9. BARTON | 51. DALEY |
| 10. BASS | 52. DAVIS, M. |
| 11. BEARD | 53. DE PRIEST |
| 12. BEETHOVEN | 54. DELANO |
| 13. BEIDLER | 55. DENEEN |
| 14. BELMONT-CRAGIN | 56. DETT |
| 15. BETHUNE | 57. DIRKSEN |
| 16. BLAIR | 58. DIXON |
| 17. BOND | 59. DODGE |
| 18. BONTEMPS | 60. DOOLITTLE |
| 19. BROWN, R. | 61. DRAKE |
| 20. BROWNELL | 62. DRUMMOND |
| 21. BRUNSON | 63. DUBOIS |
| 22. BURKE | 64. DULLES |
| 23. BURR | 65. DUNNE TECH ACADEMY |
| 24. BURROUGHS | 66. DYETT HS |
| 25. CALDWELL | 67. EARHART |
| 26. CALHOUN | 68. EARLE |
| 27. CALMECA | 69. EDWARDS |
| 28. CAMERON | 70. ELLINGTON |
| 29. CARDENAS | 71. EMMET |
| 30. CARROLL | 72. ESMOND |
| 31. CARSON | 73. EVERETT |
| 32. CARVER, G. | 74. EVERGREEN |
| 33. CASALS | 75. EVERS |
| 34. CASSELL | 76. FAIRFIELD |
| 35. CASTELLANOS | 77. FARADAY |
| 36. CATHER | 78. FARNSWORTH |
| 37. CHALMERS | 79. FENGER AA HS |
| 38. CHASE | 80. FENGER HS |
| 39. CHAVEZ | 81. FERNWOOD |
| 40. CHICAGO HS FOR AGRICULTURAL SCIENCES | 82. FINKL |
| 41. CLAREMONT | 83. FISKE |
| 42. CLARK, G. | 84. FRAZIER PROSPECTIVE |

TRACK E SCHOOLS FOR THE 2012-13 SCHOOL YEAR

85.	FULLER	127.	KING
86.	FULTON	128.	KOHN
87.	FUNSTON	129.	KOZMINSKI
88.	GAGE PARK HS	130.	LAFAYETTE
89.	GARVEY	131.	LANGFORD
90.	GOLDBLATT	132.	LARA
91.	GREATER LAWNSDALE HS	133.	LAVIZZO
92.	GREENE	134.	LAWNSDALE
93.	GREGORY	135.	LEE
94.	HAMMOND	136.	LELAND
95.	HAMPTON	137.	LEWIS
96.	HARPER HS	138.	LIBBY
97.	HARVARD	139.	LINDBLOM HS
98.	HAY	140.	LITTLE VILLAGE
99.	HEARST	141.	LLOYD
100.	HEDGES	142.	LOVETT
101.	HEFFERAN	143.	LOWELL
102.	HENDERSON	144.	MADERO
103.	HENSON	145.	MADISON
104.	HERBERT	146.	MANN
105.	HERNANDEZ	147.	MARQUETTE
106.	HEROES	148.	MASON
107.	HERZL	149.	MAY
108.	HIGGINS	150.	MAYS
109.	HINTON	151.	MCCORMICK
110.	HIRSCH HS	152.	MCDOWELL
111.	HOLMES	153.	MCKAY
112.	HOWE	154.	MCNAIR
113.	HOYNE	155.	MELODY
114.	HUGHES, C.	156.	METCALFE
115.	HURLEY	157.	MIRELES
116.	INFINITY HS	158.	MOLLISON
117.	IRVING	159.	MONROE
118.	JACKSON, M.	160.	MONTEFIORE
119.	JENNER	161.	MOOS
120.	JENSEN	162.	MORGAN
121.	JOHNSON	163.	MORGAN PARK HS
122.	JOPLIN	164.	MORRILL
123.	KANOON	165.	MORTON
124.	KELLMAN	166.	MOUNT VERNON
125.	KERSHAW	167.	MULTICULTURAL ACAD SCHOLARSHIP
126.	KEY	168.	NASH

TRACK E SCHOOLS FOR THE 2012-13 SCHOOL YEAR

169. NATIONAL TEACHERS ACADEMY	211. SONGHAI
170. NICHOLSON TECH ACADEMY	212. SOUTH SHORE INTL HS
171. NIGHTINGALE	213. SOUTHSIDE HS
172. NOBEL	214. SPENCER TECH ACADEMY
173. O'TOOLE	215. SPRY
174. OGLESBY	216. STAGG
175. OVERTON	217. TANNER
176. PADEREWSKI	218. TEAM HS
177. PARK MANOR	219. TILDEN AA HS
178. PARKMAN	220. TILDEN HS
179. PARKSIDE	221. TILL
180. PASTEUR	222. TILTON
181. PEACE & EDUCATION HS	223. TONTI
182. PECK	224. VAUGHN HS
183. PENN	225. VICK
184. PHILLIPS AA HS	226. VOLTA
185. PHILLIPS HS	227. WALSH
186. PICCOLO	228. WARD, L.
187. PICKARD	229. WEBSTER
188. PIRIE	230. WELLS, I.
189. PLAMONDON	231. WENTWORTH
190. POPE	232. WEST PARK
191. POWELL	233. WEST PULLMAN
192. PRESCOTT	234. WESTCOTT
193. RABY HS	235. WHISTLER
194. RANDOLPH	236. WHITE
195. REVERE	237. WHITNEY
196. RICHARDS HS	238. WILLIAMS MIDDLE
197. ROBESON AA HS	239. WILLIAMS ES
198. ROBESON HS	240. WOODS
199. RUGGLES	241. WOODSON
200. RYDER	242. WORLD LANGUAGE HS
201. RYERSON	243. YALE
202. SALAZAR	244. YATES
203. SANDOVAL	245. YOUNG
204. SCAMMON	246. ZAPATA
205. SCHUBERT	
206. SHERMAN	
207. SHERWOOD	
208. SHOOP	
209. SMITH	
210. SMYTH	

12-0627-OP1

**RATIFY THE RENEWAL OF LEASE AGREEMENT WITH
THE UNIVERSITY OF CHICAGO CHARTER SCHOOL FOR
A PORTION OF WADSWORTH ELEMENTARY**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Ratify the renewal of the lease agreement with the **University of Chicago Charter School** for a portion of **Wadsworth Elementary**, located at 6420 S University Ave, Chicago, Illinois for the use as a charter school. A written lease agreement is currently being prepared. The authority granted herein shall automatically rescind in the event a written lease agreement is not executed within 90 days of the date of this Board Report.

TENANT: University of Chicago Charter School Corporation
c/o Center for Urban School Development
1313 East 60th Street
Chicago, IL 60637
Contact: Linda Wing, Deputy Director
Phone: (773) 702-0663

LANDLORD: Board of Education of the City of Chicago

PREMISES: Tenant shall use a portion of Wadsworth Elementary, located at 6420 S University Ave as set forth in the lease agreement. Tenant shall share the Premises with Wadsworth Elementary School.

USE: Tenant shall use the Premises to operate a charter school and related educational and community programs and for no other purpose.

ORIGINAL TERM: The original lease term (authorized by Chief Operating Officer's Report 06-0822-COO44) is for a term commencing July 1, 2006, and ending June 30, 2011.

RENEWAL TERM: The term of the lease renewal shall be 2 years, commencing on July 1, 2011, and ending on June 30, 2013. If Tenant's Charter School Agreement (authorized by Board Report 08-0326-EX11) is terminated the lease shall also terminate.

RENT: One dollar (\$1.00) per year.

OPERATING EXPENSES: Tenant shall procure all Operating Services from Landlord. Landlord shall provide all Operating Services at Landlord's then-current rate (which is subject to increase). Tenant shall pay its proportionate share of all Operating Expenses because Tenant shares the Premises with Wadsworth Elementary School. Landlord shall deduct such Operating Expenses from Tenant's general education quarterly payments.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written lease agreement. Authorize the President and Secretary to execute the lease agreement. Authorize the Chief Operating Officer to execute any and all ancillary documents related to the lease agreement.

AFFIRMATIVE ACTION: Exempt.

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

FINANCIAL: Rent payable to the General Fund.

GENERAL CONDITIONS:

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

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

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

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

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

12-0627-OP2

**APPROVE RENEWAL OF LEASE AGREEMENT WITH
CHICAGO CHARTER SCHOOL FOUNDATION (CHICAGO INTERNATIONAL CHARTER SCHOOL)
CHICAGOQUEST FOR LEASE OF THE TRUTH SCHOOL**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into a lease agreement with the **Chicago Charter School Foundation – ChicagoQuest (Chicago International Charter School or “CICS”)**, as tenant, for rental of the **Truth School Building located at 1443 North Ogden Avenue**, Chicago, Illinois and the **Truth Annex building, located at 1409 North Ogden Avenue**, Chicago, Illinois for the use as a charter school. A written renewal agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written lease agreement is not executed within 90 days of the date of this Board Report.

TENANT: Chicago Charter School Foundation (Chicago International Charter School) -
ChicagoQuest
228 South Wabash, Suite 500
Chicago, Illinois 60604
Contact Person: Dr. Elizabeth Purvis, Director
Phone: (312) 651-5000

LANDLORD: Board of Education of the City of Chicago

PREMISES: Tenant shall have sole possession and use of the building and land at the Truth School located at 1443 North Ogden Avenue and the Truth Annex located at 1409 North Ogden Avenue.

USE: Tenant shall use the Premises to operate a charter school and related educational and community programs and for no other purpose.

TERM: The term of the lease agreement shall commence July 1, 2012 and shall end June 30, 2017. If Tenant’s Charter School Agreement is terminated the lease shall also terminate.

RENT: One dollar (\$1.00) per year.

OPERATING EXPENSES: Tenant shall be responsible for determining if some or all Operating Services shall be obtained from Landlord or from a third party. If Tenant does not choose a third party, Landlord shall provide all Operating Services at Landlord’s then-current rate (which is subject to increase). Tenant shall pay for all Operating Expenses (cost of all Operating Services) because Tenant shall be the sole occupant of the premises. Landlord shall deduct such Operating Expenses from Tenant’s general education quarterly payments.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written lease agreement. Authorize the President and Secretary to execute the lease agreement. Authorize the Chief Operating Officer to execute any and all ancillary documents related to the lease agreement.

AFFIRMATIVE ACTION: Exempt.

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

FINANCIAL: Rent payable to the General Fund.

GENERAL CONDITIONS:

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

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

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

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

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

12-0627-OP3

**APPROVE RENEW LEASE AGREEMENT WITH CHRISTINE ROCKWELL
FOR USE OF PARKING LOT AT 941 N ORLEANS ST FOR PAYTON HIGH SCHOOL**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve the renewal of the license agreement with Christine Rockwell for the use of a vacant lot located at 941 North Orleans Street, Chicago, Illinois for parking for Walter Payton High School. The authority granted herein shall automatically rescind in the event a written renewal agreement is not executed within 90 days of the date of this Board Report.

LICENSOR: Christine Rockwell
941 North Orleans Street, Unit C
Chicago Illinois 60610
Phone: (312) 649-0262

LICENSEE: Board of Education of the City of Chicago

PREMISES: Parking lot located at 941 North Orleans Street (8-10 spaces)

USE: To be used by Walter Payton High School, located 1034 North Wells Street, to provide additional parking for school staff.

ORIGINAL LICENSE AGREEMENT: The original License Agreement (authorized by Board Report 00-0726-OP2) was for a term commencing August 1, 2000, and ending August 31, 2006, and was subsequently renewed (authorized by Board Report 06-0322-OP4) for a term commencing September 1, 2007, and ending August 31, 2012.

RENEWAL TERM: The license agreement shall be renewed for a period of 5 years commencing September 1, 2012, and ending June 30, 2017.

EARLY TERMINATION: The Board shall have the right to terminate the agreement upon 60 days prior written notice.

LICENSE FEE: The Board shall pay a license fee of \$22,026.20 per annum (\$1,835.52 per month) during the 5-year term.

ADDITIONAL CHARGE: The Board shall reimburse the Licensor for the actual real estate taxes on the Premises (PIN #17-04-426-003), which are estimated to be \$3,600 per year (\$300 per month). The Board shall reimburse the Licensor for such taxes upon Licensor's submission of a paid tax bill to the Board.

OTHER TERMS AND CONDITIONS: All other terms of the license agreement shall remain the same.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreement. Authorize the President and Secretary to execute the renewal agreement.

AFFIRMATIVE ACTION: Exempt.

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

FINANCIAL: Total rent/additional charges (5-year term): \$123,860.16 (\$2,135.52/58 months) Charge to: Payton High School

Budget Classification:	11910-230-57705-254903-000000-2013	FY2013
(\$21,355.20/10 months)		
	11910-230-57705-254903-000000-2014	FY2014
(\$25,626.24/12 months)		
	11910-230-57705-254903-000000-2015	FY2015
(\$25,626.24/12 months)		
	11910-230-57705-254903-000000-2016	FY2016
(\$25,626.24/12 months)		
	11910-230-57705-254903-000000-2017	FY2017
(\$25,626.24/12 months)		

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).

12-0627-OP4

APPROVE RENEWAL OF LICENSE AGREEMENT WITH THE VIETNAMESE ASSOCIATION OF ILLINOIS FOR USE OF PARKING LOT AT 5017 N WINTHROP AVE FOR GOUDY SCHOOL

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve the renewal of the license agreement with the Vietnamese Association of Illinois for the use of a vacant lot located at 5017 North Winthrop Avenue, Chicago, Illinois for parking for Goudy Elementary School. The authority granted herein shall automatically rescind in the event a written renewal agreement is not executed within 90 days of the date of this Board Report.

LICENSOR: Vietnamese Association of Illinois
5252 North Broadway Street
Chicago, Illinois 60641
Attn: Tam D. Nguyen
Phone: 773-728-3700

LICENSEE: Board of Education of the City of Chicago

PREMISES: Parking lot located at 5017 N Winthrop Ave (52 spaces)

USE: To be used by Goudy Elementary School, located 5120 North Winthrop Avenue, to provide additional parking for school staff Monday through Friday from 7:00 a.m. until 5:00 p.m.

ORIGINAL TERM: The original license agreement (authorized by Board Report 02-0724-OP1) was for a term commencing July 1, 2001, and ending June 30, 2003, which was renewed (authorized by Board Report 03-1022-OP02) for a term commencing July 1, 2003, and ending June 30, 2004, which was renewed (authorized by Board Report 04-1027-OP1) for a term commencing July 1, 2004, and ending June 30, 2005, which was renewed (authorized by COO Report 05-0518-COO41) for a term commencing July 1, 2005, and ending June 30, 2006, which was renewed (authorized by COO Report 06-0511-COO25) for a term commencing July 1, 2006, and ending June 30, 2008, which was renewed (authorized by COO Report 08-0610-COO17) for a term commencing July 1, 2008, and ending June 30, 2009, which was renewed (authorized by Board Report 09-0527OP5) for a term commencing July 1, 2009, and ending June 30, 2012.

RENEWAL TERM: The term shall be 5 years commencing July 1, 2012, and ending June 30, 2017.

EARLY TERMINATION: The Board shall have the right to terminate the agreement upon 30 days prior written notice.

LICENSE FEE: The Board shall pay a license fee of \$25,000 per annum during the 5-year term.

MAINTENANCE: Licensor shall be responsible for maintaining the Premises.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreement. Authorize the President and Secretary to execute the renewal agreement.

AFFIRMATIVE ACTION: Exempt.

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

FINANCIAL: Total rent/additional charges (5-year term): \$125,000 Charge to: Goudy School
Budget Classification: 11910-230-57705-254903-000000-2013 FY2013 (\$25,000)
11910-230-57705-254903-000000-2014 FY2014 (\$25,000)
11910-230-57705-254903-000000-2015 FY2015 (\$25,000)
11910-230-57705-254903-000000-2016 FY2016 (\$25,000)
11910-230-57705-254903-000000-2017 FY2017 (\$25,000)

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).

12-0627-OP5

APPROVE MONTH-TO-MONTH RENEWAL OF LEASE AGREEMENT WITH 850 W. JACKSON FOR LEASE OF SPACE FOR THE OFFICE OF THE INSPECTOR GENERAL

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into a month-to-month lease agreement with 850 W. Jackson L.L.C. for lease of space located at 850 W. Jackson Blvd. for use by the Office of the Inspector General. A written lease agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written lease agreement is not executed within 90 days of the date of this Board Report.

LANDLORD: 850 W. Jackson L.L.C. c/o Marc Realty
55 E. Jackson Blvd., Suite 500
Chicago, IL 60604
Contact: Chris Jakubowski
Phone: (312) 876-1300

TENANT: Board of Education of the City of Chicago

PREMISES: 850 W. Jackson Blvd., Suite 500, consisting of approximately 10,167 rentable square feet.

USE: Office space for the Office of the Inspector General.

ORIGINAL TERM: The original lease (authorized by Board Report 05-0928-OP1) was for a term commencing February 1, 2006, and ending January 31, 2011, which was subsequently renewed (authorized 11-0126-OP2) for a term commencing February 1, 2011, and ending July 31, 2012.

RENEWAL TERM: The term of the renewal shall be for a period commencing August 1, 2012, and continuing thereafter on a month-to-month basis, but not exceeding a period of one year.

BASE RENT: The base rent during the month-to-month term shall be \$15,445 per month (for a maximum of \$185,340 for the one year period).

ADDITIONAL RENT: Tenant shall be responsible for its proportionate share of increases in the Building's operating expenses (which are estimated to be \$638 per month/\$7,656 per year) and real estate taxes over a 2005 base year (which are estimated to be \$863 per month/\$10,356 per year). In addition, Landlord shall continue to provide the Board with 15 parking spaces at the rate of \$180 per space, per month (\$2,700 total per month).

OTHER TERMS AND CONDITIONS: All other terms and conditions of the lease shall remain the same.

INSURANCE/INDEMNIFICATION: The General Counsel shall negotiate all insurance and indemnification provisions in the Lease.

AUTHORIZATION: Authorize the General Counsel to include insurance, indemnification, and other relevant terms and conditions in the written lease agreement. Authorize the President and Secretary to execute the lease agreement. Authorize the General Counsel to execute any and all ancillary documents required to administer or effectuate the Lease Agreement.

AFFIRMATIVE ACTION: Exempt

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

FINANCIAL:

Not to exceed \$206,052 (\$185,340 base rent + \$7,656 operating expenses + \$10,356 + \$2,700 parking)
Budget Classification: 10320-115-57705-252801-2013

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).

12-0627-OP6

APPROVE RENEWAL OF LICENSE AGREEMENT WITH RIVER EDGE PROPERTIES FOR USE OF PARKING LOT AT 943 N ORLEANS ST FOR PAYTON HIGH SCHOOL

Approve the renewal of the license agreement with River Edge Properties for the use of a vacant lot located at 943 North Orleans Street, Chicago, Illinois for parking for Walter Payton High School. The authority granted herein shall automatically rescind in the event a written renewal agreement is not executed within 90 days of the date of this Board Report.

LICENSOR: River Edge Properties
3900 North Rockwell Street
Chicago, IL 60618
Contact Person: Phillip and Lisa Garoon
Phone: 773-539-1800

LICENSEE: Board of Education of the City of Chicago.

PREMISES: Parking lot located at 943 North Orleans Street

USE: To be used by Walter Payton High School, located at 1034 North Wells Street, to provide additional parking for school staff.

ORIGINAL LICENSE AGREEMENT: The original license agreement (authorized by 05-0309-COO2) is for a term commencing April 1, 2005 and ending June 30, 2007, which was subsequently renewed (authorized by Chief Operating Officer's Report 07-0123-COO2) for a term commencing July 1, 2007 and ending June 30, 2009, which was subsequently renewed (authorized by Chief Operating Officer's Report 09-0324-COO4) for a term commencing July 1, 2009, and ending June 30, 2012.

TERM: The license agreement shall be renewed for a period of 5 years commencing July 1, 2012, and ending June 30, 2017.

EARLY TERMINATION: The Board shall have the right to terminate the agreement upon 60 days prior written notice.

LICENSE FEE: The Board shall pay \$24,900 per annum during the 5-year term.

OTHER TERMS AND CONDITIONS: All other terms of the license agreement shall remain the same.

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

FINANCIAL: Total rent/additional charges (5-year term): \$124,500 Charge to: Payton High School

Budget Classification:	11910-230-57705-254903-000000-2013	FY2013	(\$24,900)
	11910-230-57705-254903-000000-2014	FY2014	(\$24,900)
	11910-230-57705-254903-000000-2015	FY2015	(\$24,900)
	11910-230-57705-254903-000000-2016	FY2016	(\$24,900)
	11910-230-57705-254903-000000-2017	FY2017	(\$24,900)

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).

12-0627-OP7

**APPROVE THE RENEWAL OF THE LICENSE AGREEMENT WITH UNION BAPTIST CHURCH
FOR THE USE OF PARKING LOTS BY
WALTER PAYTON HIGH SCHOOL AND SALAZAR ELEMENTARY SCHOOL**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve the renewal of the license agreement with Union Baptist Church for the use of parking lots located at 940 North Orleans Street and 945-949 North Orleans Street by Walter Payton High School and Salazar Elementary School. A written renewal agreement for such use is currently being negotiated. 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 renewal agreement is stated below.

LICENSOR: Union Baptist Church
940 North Orleans Street
Chicago, Illinois 60610
Contact Person: Reverend Marvin Alexander
Phone: 312-642-5696

LICENSEE: Board of Education of the City of Chicago

PREMISES: Parking lots at 940 N Orleans St (24 spaces, for Payton) and 945-949 N Orleans St (22 spaces, for Salazar)

USE: To be used by the Walter Payton High School, located 1034 North Wells Street (940 N Orleans St lot) and Salazar Elementary School, located at 160 W Wendell St (945-949 N Orleans St lot) to provide additional parking for school staff.

ORIGINAL LICENSE AGREEMENT: The original license agreement (authorized by Board Report 00-0628-OP15) was for a term commencing July 1, 2000 and ending June 30, 2006, and was subsequently renewed (authorized by Board Report 06-0426-OP1) for a term commencing July 1, 2007, and ending June 30, 2012.

RENEWAL TERM: The license agreement shall be renewed for a period of 5 years commencing September 1, 2012, and ending June 30, 2017.

EARLY TERMINATION: The Board shall have the right to terminate the agreement upon 60 days prior written notice.

LICENSE FEE: The Board shall pay a license fee of \$45,311.69 per annum during the 5-year term.

OTHER TERMS AND CONDITIONS: All other terms of the license agreement shall remain the same.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreement. Authorize the President and Secretary to execute the renewal agreement.

AFFIRMATIVE ACTION: Exempt.

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

FINANCIAL: Total rent/additional charges (5-year term): \$226,558.45 Charge to: Payton High School

Budget Classification: 11910-230-57705-254903-000000-2013 FY2013 (45,311.69)
11910-230-57705-254903-000000-2014 FY2014 (45,311.69)
11910-230-57705-254903-000000-2015 FY2015 (45,311.69)
11910-230-57705-254903-000000-2016 FY2016 (45,311.69)
11910-230-57705-254903-000000-2017 FY2017 (45,311.69)

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).

12-0627-EX9

PRINCIPAL CONTRACTS (A)

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 Council pursuant to the Illinois School Code and the Uniform Principal's Performance Contract.

DESCRIPTION: Recognize the selection by local school councils of the individuals listed below to the position of principal subject to the Policy on Requirements for the Selection of Chicago Public Schools Principals, #08-1217-PO2, dated December 17, 2008, subject to 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 Principal Talent Office has verified that the following individuals have met the requirements for eligibility.

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
James Cosme	Assistant Principal Falconer	Contract Principal Falconer Network: Fullerton Elementary P.N. 115240 Commencing: July 1, 2012 Ending: June 30, 2016
Christopher Dignam	Assistant Principal Lane Technical H.S.	Contract Principal Lane Technical H.S. Network: North-Northwest Side H.S. P.N. 119995 Commencing: July 1, 2012 Ending: June 30, 2016
Ruth Martini	Assistant Principal Addams	Contract Principal Addams Network: Lake Calumet Elementary P.N. 120259 Commencing: July 1, 2012 Ending: June 30, 2016
Nathan Pietrini	Assistant Principal Ogden	Contract Principal Hawthorne Network: Ravenswood-Ridge Elementary P.N. 121528 Commencing: July 1, 2012 Ending: June 30, 2016
Donna Oberhardt	Assistant Principal Edison	Contract Principal Edison Network: O'Hare Elementary P.N. 111533 Commencing: July 1, 2012 Ending: June 30, 2016
Wendy Oleksy	Contract Principal Marquette	Contract Principal Columbus Network: Fulton Elementary P.N. 130172 Commencing: July 1, 2012 Ending: June 30, 2016

Maureen Ready	Instructional Support Leader Ravenswood-Ridge Network	Contract Principal Portage Park Network: O'Hare Elementary P.N. 115819 Commencing: July 1, 2012 Ending: June 30, 2016
Tawana Williams	New Employee	Contract Principal Brighton Park Network: Pershing Elementary P.N. 130755 Commencing: July 1, 2012 Ending: June 30, 2016

LSC REVIEW: The respective Local School Councils have executed the Uniform Principal's Performance Contract with the individuals named above.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: The salaries of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

PERSONNEL IMPLICATIONS: The positions to be affected by approval of this action are contained in the 2012-2013 school budget.

12-0627-EX10

PRINCIPAL CONTRACTS (B)

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING:

Accept and file copies of 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.

DESCRIPTION: Recognize the selection by local school councils of the individuals listed below to the position of principal subject to the Policy on Requirements for the Selection of Chicago Public Schools Principals, #08-1217-PO2, dated December 17, 2008, subject to 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 Illinois Administrators Academy has verified that the following principals have completed 20 hours of Professional Development. The **RENEWAL** contracts commence on the date specified in the contracts and terminate on the dates specified in the contracts.

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
Manuel Adrianzen	Contract Principal Nobel	Contract Principal Nobel Network: Garfield Humboldt Elementary P.N. 118259 Commencing: July 20, 2012 Ending: July 19, 2016
Alice Buzanis	Contract Principal Sherwood	Contract Principal Sherwood Network: Englewood-Gresham P.N. 122629 Commencing: August 25, 2012 Ending: August 24, 2016
Sonia Caban	Contract Principal Mozart	Contract Principal Mozart Network: Fullerton Elementary P.N. 117063 Commencing: November 1, 2012 Ending: October 31, 2016
Colleen Conlan	Contract Principal Canter	Contract Principal Canter Network: Burnham Park Elementary P.N. 118540 Commencing: July 1, 2012 Ending: June 30, 2016

Okab Hassan	Contract Principal Peck	Contract Principal Peck Network: Midway Elementary P.N. 115313 Commencing: November 29, 2012 Ending: November 28, 2016
Hattie King	Contract Principal Cather	Contract Principal Cather Network: Garfield-Humboldt Elementary P.N. 120961 Commencing: July 1, 2012 Ending: June 30, 2016
Cynthia Miller	Contract Principal Fiske	Contract Principal Fiske Network: Burnham Park Elementary P.N. 118883 Commencing: December 3, 2012 Ending: December 2, 2016
Paul Joseph Powers	Contract Principal Jones	Contract Principal Jones Network: South Side High School P.N. 114292 Commencing: August 4, 2012 Ending: August 3, 2016
Kenneth Starel	Contract Principal Ogden	Contract Principal Ogden Network: North-Northwest Side High School P.N. 116703 Commencing: August 19, 2012 Ending: August 18, 2016
Marilyn Stojny	Contract Principal Northwest Middle	Contract Principal Northwest Middle Network: Fullerton Elementary P.N. 128044 Commencing: September 17, 2012 Ending: September 16, 2016
William Truesdale	Contract Principal Taylor	Contract Principal Taylor Network: Lake Calumet Elementary P.N. 117606 Commencing: January 3, 2013 Ending: January 2, 2017

LSC REVIEW: The respective Local School Councils have executed the Uniform Principal's Performance Contract with the individuals named above.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: The salaries of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

PERSONNEL IMPLICATIONS: The positions to be affected by approval of this action are contained in the 2012-2013 school budget.

12-0627-AR2

FINAL

REPORT ON BOARD REPORT RESCISSIONS

THE GENERAL COUNSEL REPORTS THE FOLLOWING:

- I. **Extend the rescission dates contained in the following Board Reports to August 22, 2012 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. 10-0428-PR32: Approve Entering into an Agreement with Caremark PCS Health LLC for Consulting, Pharmacy Benefits Management and Other Services
User Group: Office of Human Capital
Services: Pharmacy Benefits Management
Status: In negotiations
 2. 11-0126-PR10: Approve Entering into Agreements with Various Vendors for the Purchase of Low-Cost Computing Devices and Associated Accessories.
User Group: Information & Technology Services
Services: Purchase of Computing Devices
Status: 2 of 3 agreements have been fully executed; the remaining agreement has not been signed and returned by the vendor.
 3. 11-0323-EX4: Amend Board Report 09-0722-EX11: Amend Board Report 09-0128-EX3: Amend Board Report 08-0625-EX7: Amend Board Report 07-1024-EX13: Approve the Establishment of the Hope Institute Learning Academy and Entering into a School Management and Performance Agreement with the Hope School, an Illinois Not-For-Profit Corporation and Approve Entering into a Professional Services Agreement with the Hope School for Low Incidence Pilot Program.
User Group: Office of New Schools
Services: School Management Services
Status: In negotiations
 4. 11-0427-OP1: Approve Entering into an Intergovernmental Agreement with the City of Chicago Relating to Continued Participation with the City of Chicago in a 5-Year School Building Accessibility Renovation Program, Including Negotiating, Executing an Delivering an Intergovernmental Agreement with the City of Chicago.
User Group: Department of Housing and Economic Development
Services: Building Accessibility Renovation Program
Status: In negotiations
 5. 11-0622-PR36: Approve Exercising the First Option to Renew the Agreement with United Health Care Insurance Company to Provide Preferred Provider Organization (PPO) Services
User Group: Office of Human Capital
Services: Preferred Provider Organization (PPO) Services
Status: In negotiations
 6. 11-0727-PR7: Approve Exercising the Option to Renew the Agreement with the City of Chicago Department of Public Health for Inspection Services.
User Group: Nutrition Support Services
Services: Inspection Services
Status: In negotiations
 7. 11-0824-EX12: Amend Board Report 11-0525-EX5: Amend Board Report 09-1123-EX18: Approve the Granting of a Charter and Entering into a Charter School Agreement with Urban Prep Academies Inc., an Illinois Not-For-Profit Corporation.
User Group: Office of New School
Services: Charter School
Status: In negotiations
 8. 11-0824-EX13: Amend Board Report 11-0525-EX6: Amend Board Report 10-0428-EX5: Amend Board Report 09-1123-EX19: Approve the Granting of a Charter and Entering into a Charter School Agreement with Urban Prep Academies Inc., an Illinois Not-For-Profit Corporation.
User Group: Office of New Schools
Services: Charter School
Status: In negotiations

9. 11-0928-OP1: Reaffirm Board Report 11-0727-OP4: Authorize Entering into a Lease Agreement with the Chicago Park District for Gately Stadium.
User Group: Office of Real Estate
Services: Lease Agreement
Status: In negotiations
10. 11-1026-OP2: Authorize the Public Building Commission of Chicago to Acquire the Property at 10438 South Indianapolis Boulevard for the Construction of the New Southeast Area Elementary School.
Services: Acquire Property at 10438 South Indianapolis Boulevard
User Group: Operations
Status: In negotiations
11. 11-1026-OP3: Authorize the Public Building Commission of Chicago to Acquire by Condemnation Property at 10440-68 and 10476 South Indianapolis Boulevard for the Construction of a New Southeast Area Elementary School.
Services: Acquire Property at 10440-68 and 10476 South Indianapolis Boulevard
User Group: Operations
Status: In negotiations
12. 11-1214-EX4: Amend Board Report 11-0323-EX5: Amend Board Report 09-1123-EX11: Approve the Granting of a Charter and Entering into a Charter School Agreement with Academy for Global Citizenship, an Illinois Not-For-Profit Corporation
Services: Charter School
User Group: Portfolio Office
Status: In negotiations
13. 11-1214-OP1: Amend Board Report 10-1215-OP1: Amend Board Report 10-0825-OP1: Approve Entering into an Intergovernmental Agreement to Exchange Land, an Amendment to the Lease Between the Public Building Commission and the Board, a Shared Use and Temporary License Agreement with the Chicago Park District Each in Connection with an Addition to the Edgebrook School.
Services: Intergovernmental Agreement
User Group: Real Estate
Status: In negotiations
14. 12-0222-EX22: Approve Entering into a School Management Consulting Agreement with the Academy of Urban School Leadership to Provide School Turnaround Services at Pablo Casals Elementary School.
Services: School Turnaround Services
User Group: Portfolio Office
Status: In negotiations
15. 12-0222-EX23: Approve Entering into a School Management Consulting Agreement with the Academy for Urban School Leadership to Provide School Turnaround Services at Melville W. Fuller Elementary School.
Services: School Turnaround Services
User Group: Portfolio Office
Status: In negotiations
16. 12-0222-EX24: Approve Entering into a School Management Consulting Agreement with the Academy for Urban School Leadership to Provide School Turnaround Services at Theodore Herzl Elementary School.
Services: School Turnaround Services
User Group: Portfolio Office
Status: In negotiations
17. 12-0222-EX25: Approve Entering into a School Management Consulting Agreement with the Academy for Urban School Leadership to Provide School Turnaround Services at Marquette Elementary School.
Services: School Turnaround Services
User Group: Portfolio Office
Status: In negotiations
18. 12-0222-EX26: Approve Entering into a School Management Consulting Agreement with the Academy for Urban School Leadership to Provide School Turnaround Services at Brain Piccolo Elementary School.
Services: School Turnaround Services
User Group: Portfolio Office
Status: In negotiations

19. 12-0222-EX27: Approve Entering into a School Management Consulting Agreement with the Academy for Urban School Leadership to Provide School Turnaround Services at Alonzo Stagg Elementary School.
 Services: School Turnaround Services
 User Group: Portfolio Office
 Status: In negotiations
20. 12-0222-PR10: Amend Board Report 11-1214-PR4: Approve the Pre-Qualification Status of and Agreements with Contractors to Provide Various Trades for Operations and Maintenance Work Over \$10,000.
 Services: Various Trades for maintenance work
 User Group: Facility Operations & Maintenance
 Status: 85 of 87 agreements have been fully executed; the remaining agreements have not been signed and returned by the vendors.
21. 12-0328-OP5: Approve the Month-to-Month Lease Renewal with Mental Health Association of Greater Chicago for Rental of Space at 125 South Clark Street.
 Services: Lease Agreement
 User Group: Office of Real Estate
 Status: In negotiations
22. 12-0328-OP6: Amend Board Report 09-0722-OP2: Approve Entering into an Amendment to the Ground Lease with Christopher House for Property at 2250 North Latrobe.
 Services: Lease Agreement
 User Group: Office of Real Estate
 Status: In negotiations
23. 12-0328-PR7: Amend Board Report 11-0824-PR18: Approve Exercising the Option to Renew the Agreements with Various Vendors for the Purchase of Specialized Equipment, Testing Materials, Maintenance, Training and Warranty Services.
 Services: Purchase of Specialized Equipment and Materials
 User Group: Office of Special Education & Support
 Status: In negotiations
24. 12-0328-PR15: Approve Exercising the First Option to Renew the Agreements with Various Vendors for Landscape Maintenance Services for Regions 1 Through 12 (All Schools) and Regions 14 Through 19 (Schools That Have Campus Parks and Athletic Fields).
 Services: Landscape Services
 User Group: Facility Operations & Maintenance
 Status: In negotiations
25. 12-0328-PR22: Amend Board Report 09-0225-PR11: Approve Entering into an Agreement with Bank of America for Banking Services.
 Services: Banking Services
 User Group: Treasury
 Status: In negotiations
26. 12-0328-PR23: Amend Board Report 11-0427-PR54: Amend Board Report 09-02225-PR10: Approve Entering into an Agreement with Amalgamated Bank of Chicago for Banking Services.
 Services: Banking Services
 User Group: Treasury
 Status: In negotiations

ii. Rescind the following Board Reports in part or in full for failure to enter into an agreement with the Board, after repeated attempts, and the user groups have been advised of such rescission:

1. 11-0727-PR31: Ratify the First Option to Renew the Agreements with Various Vendors for the Purchase of Response to Intervention Services (RTI).
 User Group: Citywide – Office of Teaching & Learning
 Services: Response to Intervention Services
 Action: Rescind Board Authority in full for (#2) America's Choice, Inc., (#3) Cambium Learning, Inc., (#4) Carnegie Learning, Inc., (#5) Catapult Learning, (#7) Headsprout, Inc., (#8) Houghton Mifflin Harcourt, (#10) McGraw Hill Companies and (#12) Pioneer Valley Educational Press, Inc. for failure to return a signed agreement.

President Vitale thereupon declared Board Reports 12-0627-ED6 and 12-0627-ED7, 12-0627-OP1 through 12-0627-OP7, 12-0627-EX9 and 12-0627-EX10, and 12-0627-AR2 accepted.

OMNIBUS

At the Regular Board Meeting of June 27, 2012 the foregoing motions, reports and other actions set forth from number 12-0627-MO1 through 12-0627-RS18 except as otherwise indicated, were adopted as the recommendations or decisions of the Chief Executive Officer and General Counsel.

President Vitale abstained on Board Reports 12-0627-ED2, 12-0627-ED3 and 12-0627-ED5.

Vice President Ruiz abstained on Board Reports 12-0627-EX2, 12-0627-EX4, 12-0627-ED2 through 12-0627-ED5, 12-0627-PR8, 12-0627-PR10, 12-0627-PR12, 12-0627-PR16, 12-0627-PR19, 12-0627-PR22 through 12-0627-PR24, 12-0627-PR26, 12-0627-PR28, 12-0627-PR29, 12-0627-PR35 through 12-0627-PR37, and 12-0627-PR40.

Board Member Dr. Hines abstained on Board Report 12-0627-PR30.

Board Reports 12-0627-PR9 and 12-0627-PR18 were withdrawn.

ADJOURNMENT

President Vitale moved to adjourn the meeting, and it was so ordered by a voice vote, all members present voting therefore.

President Vitale thereupon declared the Board Meeting adjourned.

I, Estela G. Beltran, 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 Regular Board Meeting of June 27, 2012 held at the Central Service Center 125 South Clark Street, Board Chamber, Chicago, Illinois, 60603.

Estela G. Beltran
Secretary

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