

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140054

Grants.gov Tracking#: GRANT11701539

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1241-Appendix C. Resumes of Key Personnel.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Noble Network of Charter Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-4241970"/>	* c. Organizational DUNS: <input type="text" value="198926060000"/>

d. Address:

* Street1:	<input type="text" value="1 North State Street"/>
Street2:	<input type="text" value="Floor 7-L"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60602-3311"/>

e. Organizational Unit:

Department Name: <input type="text" value="Administrative Support Team"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kandler"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="External Affairs Coordinator"/>	

Organizational Affiliation: <input type="text" value="Employee of Noble Network of Charter Schools"/>
--

* Telephone Number: <input type="text" value="312-348-1879"/>	Fax Number: <input type="text" value="312-348-1899"/>
---	---

* Email: <input type="text" value="skandler@noblenetwork.org"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Noble Network of Charter Schools' application for planning, program design and implementation of new campuses.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="756,773.00"/>
* b. Applicant	<input type="text" value="867,319.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,624,092.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Areas Affected by Project

The Noble Network of Charter Schools has provided a high-quality education to underserved Chicago communities since its founding in 1999. We currently serve students from over 70 different Chicago neighborhoods at our fourteen campuses in some of Chicago's toughest communities including Humboldt Park, Englewood, Grand Crossing, Auburn Gresham, North Lawndale, Hermosa and Belmont Cragin. This fall, with the opening two new high schools, we will grow our network to 16 campuses serving approximately 10,000 students. As we begin the growth proposed in our Planning, Design and Implementation application, we will target underserved Chicago communities with high low-income and minority populations for the locations of our new campuses.

Congressional Districts List

Congressional districts served by the applicant: IL-01, IL-02, IL-04, IL-05, IL-07

Congressional districts served by the project: IL-01, IL-02, IL-04, IL-05, IL-07

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sara Kandler</p>	<p>TITLE</p> <p>Director of External Affairs</p>
<p>APPLICANT ORGANIZATION</p> <p>Noble Network of Charter Schools</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Noble Network of Charter Schools

* Street 1: 1 North State Street Street 2: Floor 7-L

* City: Chicago State: IL: Illinois Zip: 60602

Congressional District, if known: 7

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Not applicable Middle Name: * Last Name: Not applicable Suffix: * Street 1: Street 2: * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Not applicable Middle Name: * Last Name: Not applicable Suffix: * Street 1: Street 2: * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Sara Kandler

* Name: Prefix: Ms. * First Name: Angela Middle Name: * Last Name: Montagna Suffix: Title: Director of External Affairs Telephone No.: 312-343-2515 Date: 07/11/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B140054

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Provision.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Provision

The Noble Network of Charter Schools (Noble) does not discriminate, impede or prevent access to or participation in their programs based on gender, race, national origin, color, disability or age (See Equal Employment Opportunity statement at the end of this document). All of our programs, whether held during the school day, after school, in the evenings, or over the weekend are open to any individual who meets the requirements of the program in which s/he wants to participate. In addition, all Noble campuses meet Americans with Disabilities Act requirements for accessibility by those with physical disabilities and provide special assistance - including assistive technology - for students who are developmentally challenged. Our campuses work with perspective and enrolled students to remove any barriers to participation that may arise from their individual needs.

Our application supports the planning, design and implementation of new Noble campuses, which will serve thousands of additional families when these new schools are fully enrolled. As part of the preparations for new campuses, principals and their founding staff spend a significant portion of their time recruiting the first class of students.

To ensure that we are furthering our mission to “prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives” we focus our recruiting efforts in the target communities for our schools which are home to predominantly low-income populations. Our admissions policy dictates that; "Our goal with recruitment is to reach out to as many elementary schools and community organizations as possible to ensure that we enroll not only a diverse group of students, but that we are also able to inform as many families as possible about our enrollment opportunities.” This involves participating in high school fairs, grade school visits, presentations at local places of worship,

Noble Network of Charter Schools
Charter Schools Program (B) –Planning, Design and Implementation

community centers, health clinics and anywhere else where we can reach local community members. We may also advertise on mass transit and with local media outlets. Our websites, admissions materials and applications are available in both English and Spanish and our schools all have bi-lingual representatives who support recruitment efforts and are available to help students and parents apply to a Noble high school. Each campus is also staffed with special education teachers and aides as necessitated by the special education enrollment at each school who can support the enrollment process.

Noble high schools are open to all students in the City of Chicago who have graduated 8th grade. We do not ask for information about race, ethnicity, gender, test scores socioeconomic status, special education status or disability status at any time during the application process. Students are admitted through a blind lottery with no regard to disabilities, testing, grades, race or any other criteria. While recruiting efforts focus primarily in the local community, the lottery is open to any eighth grader residing in the City of Chicago. Students will fill out an application in order to be entered in the lottery. The application deadline is no earlier than one month after the high school application deadline for the regular Chicago public high schools. The lottery is conducted shortly after that application deadline. All lotteries are open to the public, conducted manually and are videotaped. We offer enrollment to the first names drawn and then assign waitlist numbers in the order they are drawn. This continues until all the names are drawn and then the waiting list will be published, which assures that all names were counted for and that no student receives admission or their place on the waitlist through any other method than the lottery. As a courtesy to parents and families, siblings of current students are offered automatic admission to the campus where their sibling attends as long as they submit a complete application by the deadline given.

Noble has identified the following barrier for students:

Barrier – Ability of students to apply for enrollment at a Noble campus when a disability or language barrier prevents them from completing the essay on the application.

Solution – An essay is included on the application, but Noble has done away with the requirement that the essay must be completed for application submission. For English Language Learner applicants, if a student wishes to complete the essay, the application is available in Spanish and essays written in a student’s native language will be accepted. Noble will work with students with special needs to make accommodations for the completion of an application for enrollment where possible.

Equal Opportunity Statement

The Noble Network is an equal opportunity employer, and is committed to compliance with applicable federal, state and local laws and regulations. We embrace and value a diverse workforce and pledge to provide equal employment and individual opportunity to all job applicants and employees. Our continued success depends on our ability to attract, develop and retain the highest caliber of people, regardless of their race, color, age, religion, national origin, gender, disability, sexual orientation, veteran status, citizenship status, marital status or membership in any other protected group. All employees are responsible for complying with this policy.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Noble Network of Charter Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Angela Middle Name:
* Last Name: Montagna	Suffix:
* Title: Director of External Affairs	
* SIGNATURE: Sara Kandler	* DATE: 07/11/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Planning, Design and Implementation for the Addition of High Quality Noble Campuses

Noble Network of Charter Schools (Noble) presents our application for support of the planning, program design and implementation of six new Noble high school campuses. Noble is committed to providing a high-quality public high school education to families in Chicago's communities of greatest need. We are strategically expanding to serve the six thousand families on our waitlist who want to be a part of our proven results: for the past five years, Noble campuses have been the top-ranked open enrollment high schools in Chicago based on ACT scores. Among our 2014 mainly low-income and minority graduates, 91 percent enrolled in college for the fall and 84 percent are first generation college students. Noble is truly changing the educational attainment and future trajectory of Chicago's families.

Through our strategic planning, Noble has outlined a clear vision for growth that will prioritize best-in-industry academic performance, enduring organizational health, and disciplined growth through 2020 as we expand to a network of 25 campuses serving 21,000 students at capacity. Our request will support six of the new campuses included in our strategic growth as they prepare for the opening of their school. When fully enrolled, these new campuses will serve an additional 4,700 students. Each year two new campuses will begin the year-long planning phase prior to opening, commencing in the summer of 2014. Our principals are the key to establishing our cultural and academic models amongst new students and staff. By providing our new campus leaders with hands-on year-long training through our Principal Internship Program, they have the resources and keen understanding of our model necessary for the successful planning and implementation of their new campus.

Noble's success is largely the result of our cultural and academic models, which fuel the achievement and sharing of best practices and innovations across our sixteen schools. When shared with our partners in Chicago and across the nation, these best practices and results contribute to the improvement of the education of our nation's future.

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The Noble Network of Charter Schools (Noble) presents our application for support of the planning, program design and implementation of six new Noble high school campuses. Noble is committed to opening high schools in Chicago’s communities of greatest need as a means to provide a high-quality public education to families from underserved communities. In response to the demand from the six thousand Chicago families on our waitlist, we will continue our growth with the opening of two new schools each year beginning in August 2015. Our request for three years of funding will support each of the six new campuses in their planning year, prior to the opening of the campus, beginning with two campuses in the summer of 2014.

Absolute Priority– Improving Achievement and High School Graduation Rates

Accelerate learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

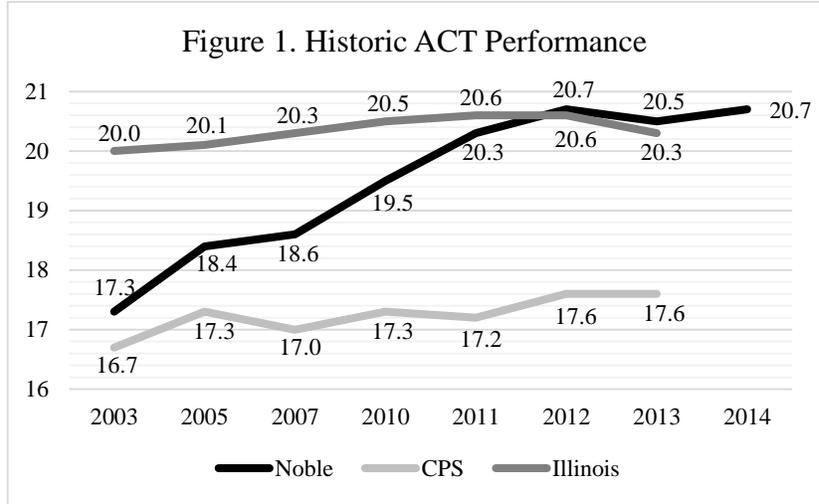
Noble serves 10,000 students at our sixteen college prep high schools in Chicago’s most underserved communities. Because 89 percent of our students are classified as low-income, as determined by their free or reduced-price lunch status, every one of Noble’s sixteen campuses qualifies as a high-poverty school. Our campuses serve a student body comprised of 52 percent Hispanic, 44 percent African-American, two percent multi-racial, one percent Asian and one percent Caucasian students. Fourteen percent of our students require special education services. We regularly have students who enter ninth grade with reading and math skills three to five years below grade level and some of our students are even non-readers. Since 84 percent of our graduates are first generation college students we realize that our students need more support around access and persistence through college to make higher education their reality.

Noble’s Curriculum and Assessment Program (CAP) is the driving instrument behind our students’ academic growth. The CAP aligns instruction with college-readiness and Common Core standards and uses high-quality assessments to ensure students are developing the academic skills

needed for college success. It integrates teacher input in all program components, successfully harnessing the experience and expertise of the 586 teachers across Noble’s network. Through quarterly interim assessments, developed by our most talented instructors, our teachers receive regular feedback on student learning that allows them to actively tailor curriculum to drive accelerated growth. Please refer to Selection Criteria 1 for further explanation of the CAP.

The CAP has allowed Noble to successfully close the academic gap for students who enter high school as much as three to five grade levels behind. Regular testing provides insight into student learning and the inclusion of the Educational Planning and Assessment System (EPAS) exams gives Noble the benchmarks by which to measure academic growth. The EPAS consists of the Explore, PLAN and ACT tests corresponding to ninth through eleventh grades. Each fall, students take a pre-version of the applicable test and each spring, students take the corresponding post-test; juniors take the ACT in the spring, which serves as the post-EPAS test for junior year. Growth between these pre and post-tests is a key measure of academic achievement. Noble’s Class of 2015 grew the equivalent of 6.1 points on the EPAS between their freshman and junior years. For our mainly low-income student body the difference between a score of 15 and 21 on the ACT can have far reaching ramifications; a higher ACT score not only indicates greater preparedness for the rigors of college academics, but also leads to admittance into a higher caliber of school that will have higher persistence and graduation rates. Thus, the better our students perform on the ACT, the more prepared they are for college and the better their chances of attending an institution with higher persistence rates and graduating. With this in mind, we must continue to do everything to accelerate growth among our students. When compared to their peers at a traditional public school, Noble’s 2013 ACT of 20.5 is almost three points higher than Chicago Public Schools (CPS), whose score of 17.6 also includes selective-enrollment high schools where

students must meet minimum academic qualifications for admittance, and exceeds the State average. Noble serves a comparable population to other non-selective CPS schools, but leads these schools in academic



Source: Illinois State Board of Education e-Report Card, 2013. *We are waiting on 2014 ACT results for CPS and the State from this year's exam.

achievement. For the last five

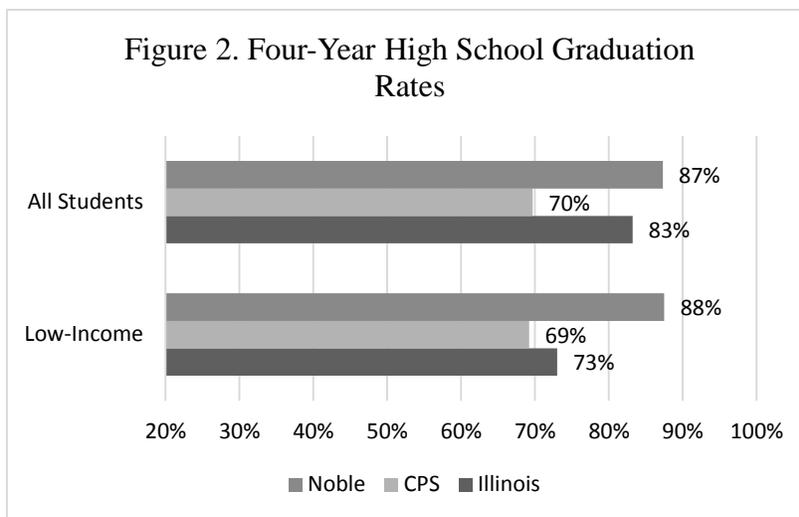
years, all Noble campuses with junior classes have dominated the top ten ranking of non-selective high schools in the City of Chicago. We anticipate that our ACT score will continue to increase as it has over the past ten years, based on historic growth and the incredible capacity of our students. Many of our students continue to improve during their senior year and may raise their ACT a full point higher to reach the national average, allowing them to apply to more selective colleges. Our results on the State of Illinois' Prairie State Achievement Exam also surpassed the district's results by over twenty percent points in 2013 and closed the achievement gap with the State in 2012 and 2013.

Improving High School Graduation Rates

Nationally, graduation rates for African-American and Hispanic students are 33 percent and 29 percent lower than the rate for White students respectively, and this trend carries throughout CPS.¹ A 30-year trend study by the NECS shows that low-income students are three to four times more likely to drop out of high school than middle and high-income students. When this same data is compared by race/ethnicity, African Americans are twice as likely to drop out as their white

¹ National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (2010).

counterparts and Hispanics almost four times more likely.² However these trends stop with Noble. We have achieved great success in graduating our mainly low-income African-American and Hispanic students at rates higher than



Source: Illinois State Board of Education e-Report Card, 2013

the district and the State. As shown in Figure 2, our four-year high school graduation rate for all Noble students surpasses CPS and the State. The achievement gap widens when you look at just our low-income graduation rate. By focusing our efforts on understanding and serving the needs of economically disadvantaged students we are truly able to remove barriers to college and change the educational attainment of the communities we serve.

We achieve these results through a strong college-bound culture based on high expectations for our students. Over the past 15 years, we have found that our students rise to meet and exceed the high expectations set of them for their academics and behavior. By focusing on achievement and rewarding growth, our students buy into their learning, development a sense of pride for their work and experience the results. Further we build the social and emotional skills required not only for college, but for the work place. Noble’s behavioral code expects students to be on time, dressed appropriately in uniform and be accountable for their work. Holding our students accountable for

² Chapman, C., Laird, J., and Kewal Ramani, A. (2010). *Trends in High School Dropout and Completion Rates in the United States: 1972–2008* (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

their actions and work develops the self-discipline necessary for their success in the independent environment of college.

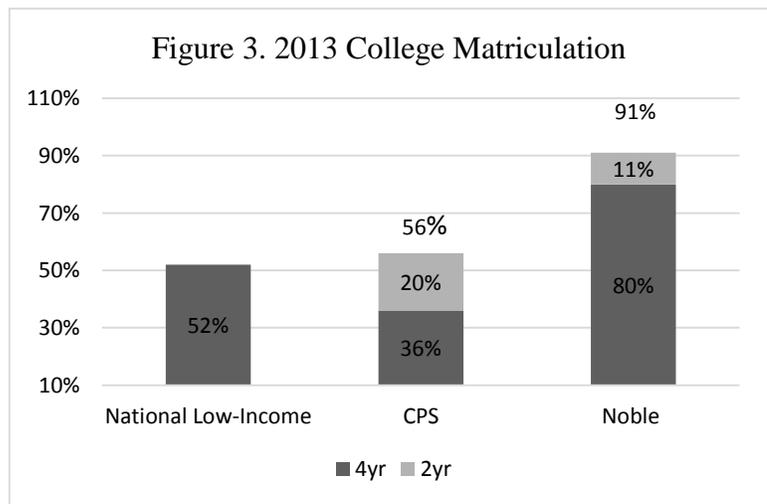
Increasing College Enrollment and Completion Rates

Noble’s College Program provides the resources that low-income, minority students need to attain a college education, but often cannot reliably access. Because the majority of Noble’s students are first generation college students, they cannot turn to their parents or siblings for help with the college application process. The academic preparedness facilitated by the CAP and the College Seminar course are symbiotic: the CAP provides students the academic preparation to succeed in college while the College Seminar guides them through the college research, application, and financial aid process.

Our robust College Program is an integral part of every Noble campus and provides students with the personalized guidance they need to successfully apply to, enroll and graduate from college. A college-going mentality is engrained in Noble’s culture of high expectations from the start. Over the course of freshmen through junior years, preparations for post-secondary life ramp up through annual college visits, participation in the annual Noble College Fair, and college research. During the summer after their sophomore year, many students participate in extended summer college immersion programs across the nation. This summer 750 of Noble’s rising juniors are spending their summer in collegiate level programs at 72 colleges across the nation including: Harvard University, Brown University, Columbia University, and Princeton University. For many of our students who have never traveled outside of Chicago or Illinois, Summer of a Lifetime demystifies the college experience and allows them to experience independence before ever submitting an application. All campuses require a senior College Seminar to help students navigate the college application process and to address students’ social and emotional preparedness.

Students research colleges, submit applications, research and complete scholarships and complete the FAFSA under the guidance of a College Counselor - a full-time teacher devoted to aiding students with the college process. Students are required to apply for scholarships as a part of the course and the College Counselor helps students select opportunities that best suit their needs. Additionally, Noble has a *Last-Dollar Scholarship* fund to cover student expenses that could otherwise deter college matriculation. When acceptances begin arriving, students and their families have the support of the College Counselor as they consider their options, evaluate financial aid, and ultimately select a school.

With the support of our College Program, Noble students are enrolling in college at rates far above Chicago and national averages. For the past few years, 100 percent of graduates have been accepted to a four-year school, giving every Noble graduate an option for post-secondary education. Figure 3 compares 2013 college enrollment data for Noble versus CPS and national low-income enrollment rates. Noble students enrolled at a four-year college at two times the rate of CPS students in 2013. On average, the students in our most recent Class of 2014 were accepted to seven schools with 86 percent enrolling at four-year and 11 percent enrolling at two-year colleges for the fall. Among them are 84 percent of our graduates who are either the first in their family or a part of the first generation to attend college. Our students are not faced with the uncertainty of “will I get into college” but rather “which college will I choose.”



Source: Chicago Public Schools, Office of Strategy, Research and Accountability, 2013. U.S. Bureau of Labor Statistics, April 8, 2011.

When broken down by gender and race/ethnicity, Noble has achieved even greater success helping our student body access post-secondary education. As shown in Figure 4, we are achieving much higher college enrollment rates than CPS with a majority African American and Hispanic population that historically falls behind its white counterparts in this area.

Figure 4. **College Matriculation by Gender and Race/Ethnicity**

2013 4-Year College Matriculation	Noble	CPS
All Students	80%	36%
African American	88%	36%
Male	88%	31%
Female	88%	40%
Latino	76%	30%
Male	74%	27%
Female	78%	32%

However college enrollment is not our end goal; we aim for every Noble graduate to attain a college degree to truly realize our mission. Nationally only 11 percent of low-income students are expected to graduate from college and only 10 percent of African American and Hispanic students within CPS will attain a college degree. Noble’s six-year graduation rate is three times the national and district rates (33 percent), significantly increasing the chances that our mainly low-income and minority population will attain a bachelor’s degree. Although our college graduation rates exceed the nation and the district, they fall well below our aspirations. We continue to refine the supports provided by our college program to achieve increased collegiate success for our alumni. In 2012 we hired a Chief College Officer to bring a united vision and strategy to the college teams across our network. In his short time with Noble, he has implemented an effective data tracking system that maximizes the capacity of our Alumni Coordinators and a matching “robot” that helps seniors identify the best schools that are a match and reach for their

skill set. His team is developing college completion standards, used to measure the soft skills needed for collegiate success, which will be incorporated into the curriculum for our College Program. Additionally our Chief College Officer has established strategic partnerships with colleges serving the greatest number of Noble graduates to gain their buy-in and investment in the success of our students through increased on-campus resources and supports. We strive to achieve our ultimate goal of 75 percent of Noble alumni obtain a college degree within six years of their high school graduation by 2020, which will close the achievement gap with their higher income peers. This is an ambitious goal, but it aligns with the capabilities of our incredibly hard working and inspirational students.

Competitive Preference Priority– Improving Achievement and High School Graduation Rates for students with disabilities *Accelerate learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.*

As we have accelerated learning among our low-income students, so too has Noble improved outcomes among our students with disabilities, many of which are also from low-income families. We serve a percentage of special education students comparable to the district, but Noble’s students with disabilities outperformed their district peers on both the ACT and Prairie State Achievement Exam (PSAE), the State’s assessment tool. In 2013, Noble’s students with disabilities achieved a score of 17.6 on the ACT, which was 3.4 points higher than the score for their district peers. Our students performed three times better than CPS on the PSAE with 21.6 percent meeting or exceeding standards versus 7.8 percent at the district.

Our proven academic model has been able to accelerate the results of all demographics of Noble’s students, regardless of disability, while still accommodating for those with special needs. Students with special needs are served by teams comprised of their general education teacher, learning specialists, case manager, school psychologist, advisor, grade level chairs, and other

clinicians. Each Noble campus offers a continuum of services based on the Least Restrictive Environment (LRE) needs documented in our students' IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of student with disabilities. Instructional settings vary by campus, but each campus has the resources to address specific skill and learning deficits and co-taught/inclusion classrooms to allow one hundred percent access to general education content with learning specialist support. Decisions are based on the abilities of each individual student and IEP teams utilize assistive technology and creative methods of accommodation and modifying curriculum to ensure all students have the opportunity to learn in their least restrictive environment. Related services are provided per what each student requires based on eligibility and individual needs. Our clinicians meet with students either in groups or individually based on each scholar's IEP.

Further, Noble's students with disabilities graduate high school at much higher rates than those in traditional CPS schools and the State. Our four-year graduation rate is 83 percent for students with disabilities compared to 59 percent and 70 percent for the district and State respectively. Many of our students with disabilities often need an extra year to graduate high school; our five-year graduation rate (94 percent) noticeably exceeds the district's rate of 79 percent and the State's rate of 77 percent.

We believe that a college education is every student's right and Noble's robust College Program provides the guidance and support that our low-income students and their families need to access a higher education to give our students with disabilities this option at graduation. Our College Counselors walk all students through every step of the college research, application and selection process through the College Writing seminar during senior year. College may not be the right option for all of our graduates with disabilities, but our College Counselor will collaborate

with the team of staff members managing the student’s educational program and their family to determine the best next step after high school graduation. Among Noble’s graduates with disabilities, 83 percent matriculated in college in 2013 with 61 percent advancing on to four-year schools and 22 percent matriculating to two-year schools; unfortunately comparable numbers for the district are not available.

Selection Criteria

(1)Quality of the proposed curriculum and instructional practices (15 pts.) Describe the quality of the education program to be implemented by the proposed charter school, including how the program will enable all student to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourage the applicant to describe the implementation of such practices and the academic results achieved.

Noble was founded in 1999 by two Chicago Public Schools (CPS) teachers as one campus committed to providing a rigorous college-preparatory education to Chicago’s underserved families. We have since grown to a network of sixteen high performing high schools whose success is a result of adherence to the proven model of our original campus. This model is founded on a college-bound culture, data-driven improvements, a focus on our human capital, and a system of autonomy coupled with accountability that allows our campuses the freedom to develop innovative programs that drive growth. Our model will be the cornerstone of our new campuses just as it has been fifteen times over since we began replication.

Noble’s success increasing academic achievement among educationally disadvantaged students is driven by our educational model, the Curriculum and Assessment Program (CAP). The CAP enables consistent language around curriculum standards, common student assessments and has been our vessel for integration of the Common Core in addition to providing a platform for teachers to share best practices across our network of sixteen schools through network-wide

quarterly professional development sessions. It incorporates extensive teacher input into curriculum, is based on data-driven results, and ties curriculum and pedagogy to student gains. The program serves every high school grade level (students age 14 to 19) and includes all subjects. The CAP will serve 10,000 students and more than 580 teachers during the 2014-15 school year and has successfully scaled with our growth. Its effectiveness is proven by the fact that Noble's average academic growth rate and our ACT score have increased markedly (over three points growth) since the implementation of the CAP.

Most students enroll at Noble with reading and math skills far below their peers; the average student enters a Noble freshmen class at a fifth or sixth grade reading level. The CAP is the tool by which Noble accelerates our students' academic growth to bridge the learning gap and graduate them at or above grade level. Further, by aligning curriculum and focusing teaching on college-readiness standards, the CAP prepares students for success in college and beyond.

Results Achieved by the CAP

For fifteen years, Noble has delivered an outstanding public education to low-income students in Chicago. Since its implementation, the CAP has enabled Noble campuses to achieve continually improving academic gains that consistently outperform the City of Chicago. Over the past five years, Noble has maintained its position as the highest performing non-selective high schools in Chicago, as determined by ACT scores. As shown in Figure 5, in 2011 Noble had seven campuses with junior classes and all seven were in the top ten list of the highest performing schools among Chicago's 102 non-selective high schools. We achieved the same outcome with our nine campuses in 2012. In 2013, ten Noble campuses took the ACT and our schools ranked first through ninth and fourteenth among Chicago's non-selective schools based on ACT performance. With

more campuses and subsequently more students taking the ACT each year, we continue to maintain a strong record of performance across all Noble campuses.

Figure 5.

Consistently High Performance: All Noble campuses with junior classes rank in the top ten of Chicago's non-selective high schools on the ACT year after year.

2011		2012		2013	
1	Noble 21.2	1	Noble 21.9	1	Noble 21.7
2	Noble 21	2	Noble 21.4	2	Noble 21.3
3	Noble 20.6	3	Noble 21.0	3	Noble 20.9
4	Noble 20.2	4	Noble 20.8	3	Noble 20.9
5	Noble 20.1	4	Noble 20.8	5	Noble 20.5
5	Noble 20.1	6	Noble 20.1	6	Noble 20.4
7	Kenwood Academy High School 19.2	7	Noble 20.0	7	Noble 20.1
8	CICS Northtown 19	8	Noble 19.7	8	Noble 19.5
9	Noble 18.9	9	CICS Northtown 19.6	9	Noble 19.3
10	UNO - Major Hector P. Garcia 18.7	10	Noble 19.3	10	CICS Northtown 19.1
		10	Kenwood Academy High School 19.3	10	Chicago Math & Science Academy 19.1
		10	Chicago Academy High School 19.3		

*Rankings include 102 non-selective high schools in CPS.

Our performance on the Prairie State Achievement Exam (PSAE), the Illinois State assessment, remains strong as well. Noble’s 2013 PSAE score of 48.6 percent significantly outperforms the district’s score of 32.0 percent. This academic disparity is more dramatic when you compare Noble’s performance to the local public schools that our students would otherwise attend. As shown in Figure 6, Noble is achieving markedly higher performance with the same student demographic, demonstrating ACT scores six to seven points higher and PSAE scores that grossly exceed results at the local public schools.

Figure 6. **Noble Schools Compared to Local CPS Schools (2013)**

Campuses	Low-Income Students	ACT Score	PSAE Score (Met/Exceed)
Noble Network	89%	20.5	55.9%
Crane Tech Prep High School	100%	13.2	2.9%
Hirsch Metropolitan High School	99%	13.7	3.4%
Kelvyn Park High School	98%	14.8	9.8%

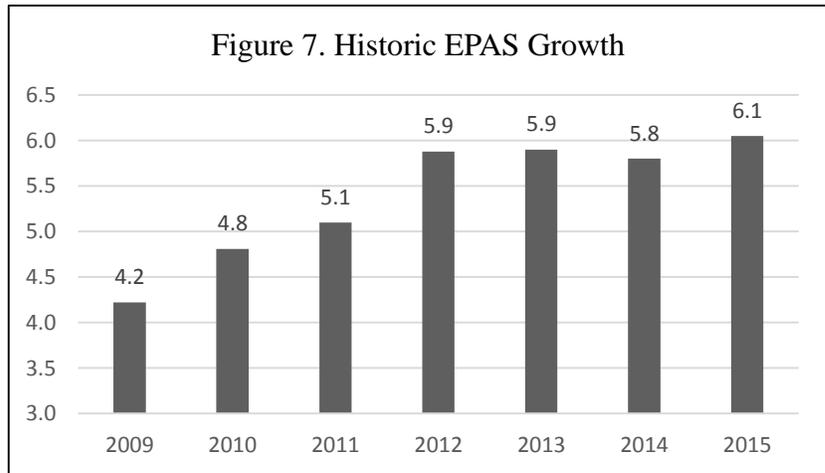
Noble Network of Charter Schools
Charter Schools Program (B) –Planning, Design and Implementation

Orr Academy High School	99%	14.0	5.3%
Robeson High School	100%	13.4	1.5%
Wells Community Academy	97%	14.8	12.1%

Source: Illinois State Board of Education e-Report Card, 2013 and the CPS Office of Strategy, Research and Accountability.

One of the most significant measures of the impact of the CAP is the increasing growth our students have achieved on the EPAS exams since its implementation in 2006. The EPAS measures the average change in growth from pre-Explore exam taken in the fall by freshmen to the ACT taken in the spring by juniors three years later. Compared to the control group (Class of 2009) which did not have the full benefit of the CAP, each subsequent class has achieved increased growth between the pre-Explore and the ACT as shown in Figure 7. After a slight dip in growth

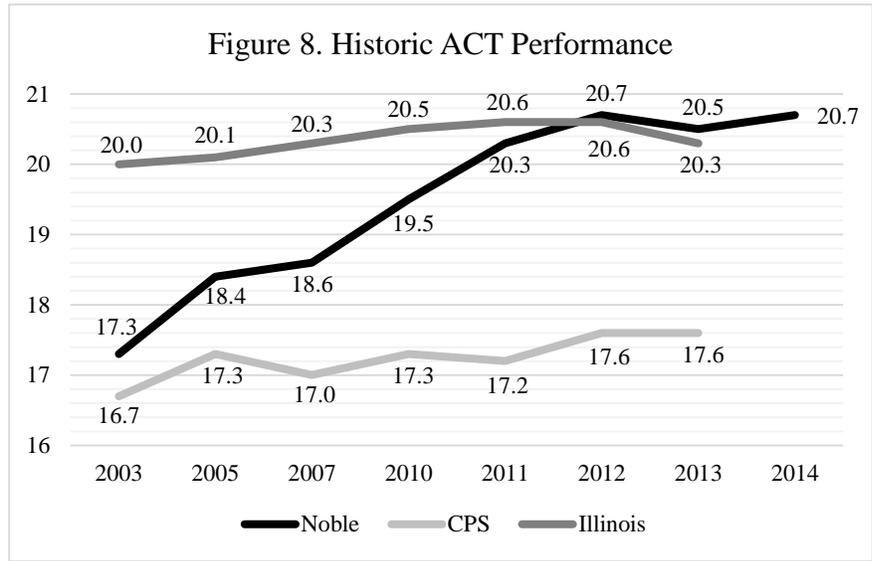
for the Class of 2014, we evaluated our academic program and put to new tools in place to increase rigor, which have had an impact. Noble’s Class of 2015 finally broke our network goal of six points average growth this



year. They were the first class to benefit from the addition of open-ended response questions as a means to evaluate student thinking, strengthen writing skills across subjects and integrate the Common Core.

Increased growth translates into higher ACT scores, which is crucial because research has shown that ACT scores are predictive of college outcomes and directly measure the skills necessary for collegiate success.³ A report from ACT, Inc. shows that only 23 percent of Illinois’ 2011 graduates were college-ready based on their ACT performance – an average score of 21 on the ACT is deemed college-ready. These numbers were even lower for minority populations. Only four percent of African-American students and nine percent of Hispanic students in Illinois are prepared for collegiate success.⁴ Since the program began in 2006, the network-wide average ACT score across our campuses has increased by over two points to 20.7 indicating that our students are better prepared for the academic rigors of college

than they were eight years prior. Based on Noble’s 2014 results, 52 percent of juniors scored a 21 or higher on the ACT. Among them 57 percent of testing Hispanic students and 40 percent of African-American students are college-ready based on their performance. Our historic growth trends put us on track to achieve an average ACT score of 21 in the next two years, indicating that the average Noble student (who is African-America or Hispanic and from a low-income



Source: Illinois State Board of Education e-Report Card, 2013. *We are waiting on 2014 ACT results for CPS and the State from this year’s exam.

than they were eight years prior. Based on Noble’s 2014 results, 52 percent of juniors scored a 21 or higher on the ACT. Among them 57 percent of testing Hispanic students and 40 percent of African-American students are college-ready based on their performance. Our historic growth trends put us on track to achieve an average ACT score of 21 in the next two years, indicating that the average Noble student (who is African-America or Hispanic and from a low-income

³ Allen, Jeff. “Updating the ACT College Readiness Benchmarks.” ACT, Inc. 2013.

⁴ “The Condition of College & Career Readiness 2011” ACT, Inc. 2011.

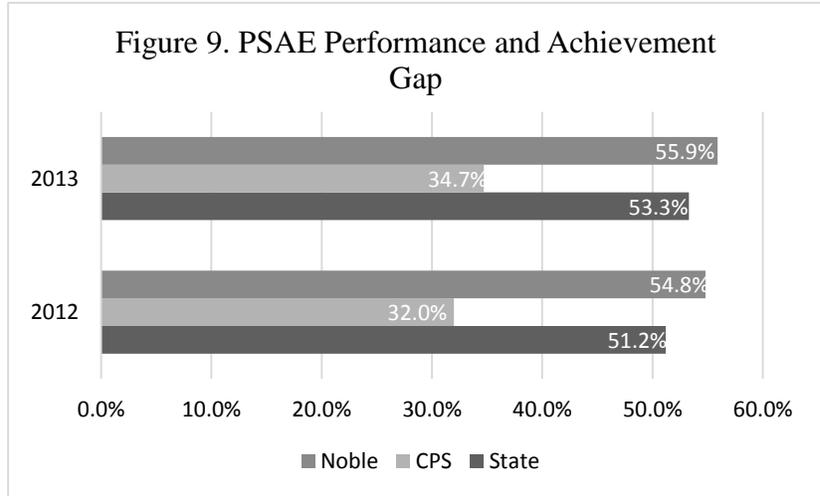
household) will be college ready based on ACT benchmarks. Noble’s model is changing collegiate outcomes for Chicago’s low-income and minority youth.

(2) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (5 points).

Noble was established with the sole purpose of providing a high-quality education to all Chicago students regardless of income, ethnicity and academic competency. With this as our focus, every Noble program is designed to serve our educationally disadvantaged students. The addition of the six campuses proposed in this application will allow us to serve 4,700 additional low-income and educationally disadvantaged students when our campuses are fully enrolled. The CAP is Noble’s most important academic tool to assist educationally disadvantaged students in achieving high academic outcomes, because it is built on college-readiness standards and aligns with State educational proficiency requirements and now with the Common Core. By aligning curriculum with the ACT’s college-readiness skills, the CAP ensures Noble students acquire the skills needed to graduate from high school and succeed in higher education. Noble’s culture, replicated across all campuses, is another primary component of the successful model. This culture creates a disciplined, college-preparatory environment that allows students to focus on academics. When combined with the CAP, they serve to bridge the education gap and provide results above and beyond what CPS achieves with the same student population.

Our overall results continue to surpass CPS and have closed the achievement gap with the State on the PSAE. Performance on the Illinois state assessment, the PSAE, is a key indicator of academic success and the main measure by which Illinois schools are evaluated. The PSAE includes the ACT and measures the achievement of 11th grade students in math, science, reading and writing. Figure 9 shows how when compared to the 2013 CPS average (34.7%), which includes

selective enrollment high schools, 50 percent more Noble students (55.9%) are meeting or exceeding standards on the PSAE. Across the board improvement between 2012 and 2013 kept pace with improvements from the district



Source: Illinois State Board of Education e-Report Card, 2013 and the CPS Office of Strategy, Research and Accountability.

and State. In terms of the ACT, Noble’s 2013 composite score is three points higher than the CPS average, which also includes selective enrollment schools. Most importantly, Noble’s average ACT score has been rising since 2003 and has closed the achievement gap by surpassing the State’s performance of 20.3 this past year. Please refer back to Figure 8 for ACT growth.

(3) The quality of the strategy for assessing achievement of the charter’s objectives (15 points).

Noble currently has more than 6,000 students on our waiting list despite the fact that we offer twenty times as many seats as we did a decade ago. As we grow, our consistent success across a growing number of students and campuses has established Noble as Chicago’s leading public high school option. Given the challenging landscape at times for Chicago charter schools, we must be strategic and deliberate about our future goals and growth. We are coming to the end of a year-long process to develop Noble’s new five-year strategic plan which will grow our network and drive increased academic gains and college outcomes. Ultimately, our goal for the future is to maintain and improve upon our academic results and college outcomes while growing our network of schools to offer more Chicago families access to a high quality, college preparatory education. By increasing the number of underserved Chicago students who can access a high quality

education Noble will change the course of public education across the entire city, making an impact far beyond its own students.

Through our strategic planning process, Noble has outlined a clear vision for growth that will prioritize best-in-industry academic performance, the enduring health of our organization, and disciplined growth through 2020 as we expand to a network of 25 campuses serving 21,000 students at capacity. Our strategic plan outlines the objectives needed to achieve this vision as Key Performance Indicators, as shown in Figure 10, across six targeted areas vital to our successful growth. These indicators focus on performance, scope, talent, finance, external affairs and student recruitment and are accompanied by Green-Lighting Criteria to check to health and stability of all key indicators before proceeding with growth. Moving forward, these indicators and the guiding principles and the Green-Lighting Criteria outlined in our Strategic Plan 2020 in Appendix B as a driver of our growth.

Figure 10. **Key Performance Indicators**

Performance: *Noble schools are high performing, preparing our students for college and exemplary lives.*

- **College Graduation:** Our college results are on par with the highest income quartile, 75%.
- **Academics:**
 - ACT: Noble achieves a 22 on the ACT and 7 points of growth.
 - AP: 25% of our seniors will have at least one 3+ AP exam score.
 - Common Core: We reach 10% above the State average.
- **School Culture:** Noble campuses receive 95%+ on culture audits.
- **Health & Fitness:** 90% of students pass the fitness requirements.
- **Retention:** We retain 90% of our students annually.

Scope: *Noble's concentrated impact in Chicago fundamentally changes public education in this City with national implications. Growth is contingent on our performance and organizational health.*

- **Market Share:** 15%+ of Chicago's public high schools are Noble schools.
- **Growth Rate:** Noble is able to maintain its current pace of growth, 2 schools per year.

Talent: *We have sustainable Noble-quality talent to equip our schools to be successful.*

- Talent Pool: We fill every predicted opening by the end of the school year.
- Hiring Velocity: We have 5 Noble-quality candidates per open position.
- Retention: We retain 85% of our highest performers.

Finance: *We maintain sufficient financial resources for sustainability and growth.*

- Sustainability: At scale, each existing campus is sustainable on public dollars if occupancy expenses are equalized. At scale, each new campus is sustainable on public dollars.
- Administrative Expense: Administrative expense is less than 10% of revenue.
- Cash Reserves: We have sufficient cash reserves to meet our covenants, \$15M+.
- Net Asset Ratio: We sustain net assets greater than 30% of total.
- Liquidity (CL/CA): We sustain a ratio greater than 1:3.

External Affairs: *We have sufficient political, community and philanthropic support to achieve our goals.*

- Authorization: We are approved by CPS to maintain our pace of growth.
- Funding: We maintain current funding levels.
- Philanthropy: We raise \$60M from philanthropic sources.

Student Recruitment/Enrollment: *We have sufficient demand to fill our schools and meet our funding and growth goals.*

- Target Population: Our student population is at least 80% free/lunch.
- Demand: Noble has sufficient demand to meet 90%+ of enrollment.

Our program-specific goal for this application is to successfully prepare for the opening and launch of six new campuses over the three-year grant period. Beginning in the summer of 2014, we will start with the planning, design and implementation of two new Noble campuses slated for an August 2015 opening and follow with two more campuses in the summer of 2015 and 2016 for opening the following years. Principal selection, principal training, staff recruitment, and student recruitment and enrollment are all crucial milestones necessary for a campus to open. We have outlined performance measures and targets around these activities to track progress toward opening in Figure 11. The successful replication of Noble’s model always starts with principal

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selection and intensive immersion in Noble’s model through a year-long Principal Internship during the planning year. By utilizing an operational Noble campus as the training ground for new principals and giving them a direct leadership role, they have a solid understanding of the cultural components and staffing needs as they plan their campus. This internship also gives our principals direct access to a mentor and the network Talent and Enrollment Teams to guide and support their efforts in establishing their founding staff and recruiting their first group of students. Accomplishing the objectives listed below will enable us to successfully open these new campuses and achieve our goal.

Figure 11. **Program Goal and Objectives**

Goal: Successfully prepare for the opening of two new Noble campuses each year for the 2015-16, 2016-17 and 2017-18 school years.			
Objective	Performance Measures	Performance Targets	Measurement Tool
Principal Selection	<ul style="list-style-type: none"> • Hire 2 principals each spring 	<ul style="list-style-type: none"> • Hired by the start of July, one year prior to campus opening in August 	<ul style="list-style-type: none"> • Number of principals hired
Principal Training	<ul style="list-style-type: none"> • Recruit Principal Mentor • Interns complete four required white papers and deliver presentations • Intern receives valuable hands-on training in a leadership role at an established Noble campus. 	<ul style="list-style-type: none"> • Principal Interns and mentors paired by July 1, one year prior to campus opening • Interns complete four white papers by the second quarter of their intern year • Interns hold a leadership position at host campus 	<ul style="list-style-type: none"> • Active principal partnerships • Completed white papers • Performance reviews in leadership role
Staff Recruitment	<ul style="list-style-type: none"> • Principal recruits and hires staff 	<ul style="list-style-type: none"> • Office Manager and/or Dean of Students hired by April 1 in the year of opening • Hire 80% of staff by the end of May in the year of opening. • 100% in place by July 1 in the year of opening 	<ul style="list-style-type: none"> • Hiring statistics for each campus

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Student Recruitment	<ul style="list-style-type: none"> • Principal and administrative staff recruit students • Serve a mainly low-income population 	<ul style="list-style-type: none"> • Enroll 90% of students by June 1 in the year of opening. • Minimum of 80% low-income students enrolled 	<ul style="list-style-type: none"> • Enrollment statistics for each campus
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(4) The extent of community support and parental and community involvement.

i. The extent of community support for the application (5 points).

Even though we serve twenty times the number of students as we did 10 years ago, Chicago families continue to demand a Noble education and we currently maintain a waitlist of 6,000 students. Communities have approached Noble on numerous occasions about selecting them as the location for new campuses, and in neighborhoods where we have recently opened schools, hundreds of community members have signed petitions supporting our efforts and local parents and the Alderman have provided letters of support. Beyond support from the community, we also have the backing of our authorizer and Chicago’s Mayor. Noble works closely with Chicago Public Schools beyond their role as our authorizer; we believe that by sharing our model and best practices we can contribute to the development and improvement of systems to raise the quality of a Chicago education for all students. Mayor Rahm Emanuel is a Noble supporter because he has seen the impact of a Noble education on Chicago’s youth and believes Noble is one of the key drivers to improve the condition of Chicago’s education system. Please see Appendix F for letters of support from Chicago’s Mayor, Illinois Senator Mark Kirk, and other local and national partners.

Noble schools are open to any student who lives in Chicago and has graduated from eighth grade, so we work hard to give every family the chance to attain a Noble education for their child. With this as our guiding principle when recruiting students for a new school, we work extensively to engage and inform the community of our presence. Our network’s Advocacy Team partners

with the new principal and staff to outreach to government officials, the police beat, places of worship, community centers, local schools and health clinics to understand their needs and concerns as we build relationships with community leaders. Principals regularly visit eighth grade classes and present at high school fairs for in the community to promote enrollment opportunities at the new campus. They also announce enrollment opportunities at church and community events and make home visits introducing Noble as an option to families and students who cannot attend admissions sessions. The principal and staff normally make upwards of 70 visits to schools and community groups to effort to connect with the greatest number of community residents.

New campuses open their doors to host information sessions where students can obtain an application for enrollment and learn about the school’s model. Many sessions are scheduled to accommodate the greatest number of perspective families and admissions materials are provided in English and Spanish to ensure equal opportunity for all perspective applicants. Noble leverages a variety of local media to inform the community of new school openings by using radio commercials, website promotions, advertisements in print media and on public transportation, billboards and direct mailings to all Chicago 8th graders. We also use our social media accounts to reach an additional demographic of families.

ii. The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school. (5 points)

Parent and community involvement is crucial for the establishment of every Noble school because it directly impacts enrollment, community relationships and enrichment opportunities at the campus. When Noble opens a new campus, we work hard to identify and engage key community leaders in effort to learn ways that we can support the priorities of the community. These community relationships lead to investment opportunities for local businesses, and

internships, job shadowing and community service for our students. Because students are required to perform at least 10 hours of service a year, campuses work within their neighborhoods to provide service opportunities for students that directly benefit the community. For example, when we opened a new campus on Chicago's south side, through our work with the local Alderman we learned of a community beautification project he set in motion. This relationship provided our students with community service by painting local buildings and supported the needs of our new community. The local Neighborhood Advisory Council, comprised of 20 parents and community representatives, took an active role in the planning and review of our application for our newest school in their community. Council members spent many hours touring existing Noble campuses, learning about our model, reviewing our proposal, participating in panels and helping to identify challenges to the community surrounding the addition of the school. Their participation offered valuable insights into preparations for the campus.

At a minimum our parents have regular communication with their campus through weekly newsletters that must be signed and returned to ensure parents have read it and through quarterly report card meetings with their student's advisor. If parents cannot attend a report card pick-up day, their student's advisor will arrange for a private meeting or home visit to ensure an opportunity for direct communication. Our families also have access to PowerSchool, an online system that allows parents and administrators to track students' academic and disciplinary records; currently one quarter of Noble parents have elected to receive electronic PowerSchool reports to keep them up to date on their student's progress. We have also invested in the development of our parents as a resource to support our growth. Through parent training sessions hosted throughout the year at rotating Noble campuses, we work to educate our parents on Noble's results and Chicago's educational landscape, teaching them how to advocate for the best interests of their

child’s education, and empower them to add their voice in support of the education they chose for their child. Hundreds of Noble parents have graduated from these training sessions and have become more engaged in their schools and communities as a result. Every Noble family has a story, and we help them find their voice to share this story with others. We also have parents who volunteer their time to support student recruitment efforts by distributing applications and speaking at admissions sessions, answering questions and spreading the word in their community about enrollment opportunities.

Because parental buy-in and support are necessary factors in the success of Noble schools, we are taking strides to increase participation through Parent Advisory Councils (PAC) at every Noble campus where they don’t currently exist. PACs provide another touch point with our parents and a chance for participants to voice their concerns and collaborate directly with campus leadership on initiatives that support campus needs. Existing PACs at Noble campuses have resulted in strengthened relationships and shared goals between parents and campus leadership. PACs have helped enhance campus programming and increased parental engagement and safety through various means, including: implementing driver’s education programs; hosting father-daughter dances; creating community newsletters; and advocating for stop signs around the campus to improve safety as our children travel to and from school.

*(5) **Quality of Personnel (25 points).** In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel.*

Noble considers our human capital to be our biggest resource; therefore we invest a significant amount of time and energy in hiring and retaining the best personnel to serve our students. We do not discriminate based on race, color, age, religion, national origin, gender,

disability, sexual orientation, veteran status, citizenship status, marital status or membership in any other protected group. Among our principals, approximately 70 percent are minority with an almost even split between genders. Twenty-six percent of our teachers and over 60 percent of network staff are minority. Furthermore as a part of our Strategic Plan 2020 we have prioritized the hiring of a more diverse group of leaders and teachers who reflect the demographics and backgrounds of the students we serve. Noble’s Talent Team was established in the summer of 2013 with the sole focus of ensuring that the size and caliber of our talent pool keep pace with the staffing needs of our growing network. This past year they were tasked with providing a deep pool of high quality candidates to fill 185 openings across our network and recruited 2,400 candidates, of which only seven percent were hired. The Talent Team launched referral initiatives in effort to gain access to the teaching networks of our most talented teachers and as a result one third of this year’s recruits came from referrals. Additionally they have added individuals to their recruitment team who sole purpose is to obsess over ways to improve the diversity of our hires. These individuals provide different ways to think about recruitment, expand our network of diversity partners and share out ideas at our network professional development days to facilitate group brainstorming around diversity hiring. In effort to access the greatest number of quality candidates, we conduct a national search and continue to build relationships with key partners who share our values. Teach for America (TFA) has provided us with a wealth of candidates and currently 33 percent of our teaching force are TFA alumni. This summer Noble is hosting TFA’s summer training institute where new Corps members will develop their skills alongside seasoned Noble teachers during our summer school program.

Noble has also established a relationship with Relay Graduate School of Education that will develop a pipeline for Noble alumni who wish to become teachers. Our ultimate goal for this

partnership is to train Noble alumni as high quality teachers and place them in teaching positions back in their communities. If successful the outcomes of this partnership are huge: Noble's candidate pool will grow; we will raise the number of talented teachers in communities of need; increase the diversity of our staff; provide real-life role models for our students; and create an increasing number of sustainable jobs for Noble graduates.

Our staff brings experience from the public and private sectors and depth of knowledge in charter school administration. They have worked to develop Noble into a strong and efficiently-run organization skilled at replication and expansion while continuing to drive the growth of our academic results. The resumes of all key personnel are summarized below and included in Appendix C. Noble operates on a lean budget with only nine percent of expenses going towards administration; any additional positions are strategic and necessary to serve a growing student body. We are adding a Director of Student Recruitment who will provide increased support and strategy to our campuses around recruitment, specific to the communities they serve. We are also in the process of selecting two new principals to lead our newest campuses. Given the importance of culture and leadership as key contributors to success at our campuses, our Superintendent/CEO and Assistant Superintendent take their search for candidates very seriously. Once new principals are chosen, mentors will be strategically selected from among our current principals to pair with candidates during their planning year.

Key Personnel

Michael Milkie is the co-founder, Superintendent and CEO of the Noble Network of Charter Schools, the largest and highest performing network of public charter high schools in Chicago. He attended Indiana University where he earned degrees in Economics and Russian-East European Studies. Mr. Milkie taught as an Adjunct Instructor of Economics at Roosevelt

University, DePaul University, and numerous other Chicagoland colleges for eight years. Prior to opening Noble Street College Prep, Mr. Milkie was a high school math teacher in the Chicago Public Schools. Despite having incredible success with his students, he felt frustrated by the chaotic environment that surrounded his students outside of his classroom. Mr. Milkie and his wife Tonya, also a high school teacher in CPS, believed that they could create a better school with a strong culture conducive to learning in which there were high expectations for every student, regardless of their background. In 1999, they opened Noble Street College Prep to 100 freshmen students and Noble has since grown to sixteen campuses serving 10,000 students.

Beyond his work with Noble, Mr. Milkie founded the Right Angle Foundation, which has provided summer college-immersion experiences to high school students since 1996. Due to Noble's academic success and rapid replication, Mr. Milkie has been frequently asked to serve on committees dedicated to education reform. In 2011, he served on Mayor Rahm Emanuel's Education Advisory Transition Board, U.S. Senator Mark Kirk's Education Advisory Board, and CPS' Longer School Day committee. Noble's success has drawn national attention and Mr. Milkie also works with national education reform organizations including New Schools Venture Fund, Charter School Growth Fund, and The Bill and Melinda Gates Foundation, to share the Noble model and best practices. Through Mr. Milkie's leadership, Noble is proving that given the right resources, every student can succeed regardless of circumstances.

Eric Thomas, Noble's Assistant Superintendent supports our Superintendent/CEO with the growing number of campus, principal, and NNST staff relations. Mr. Thomas started at Noble in 2005 as the founding Principal at our Rauner College Prep campus, one of Noble's first expansion campuses. Prior to joining Noble, Mr. Thomas was a Director and team leader at Northwestern High School and held positions as a School Director and Associate Institute director at the Teacher

for America Training Institute. He began his teaching career as a Teach for America (TFA) Corps Member and has been recognized by USA Today and the Baltimore Teacher’s Union PTA. Mr. Thomas attended the University of Wisconsin for his undergraduate studies and earned a Master of Arts in Teaching from Johns Hopkins University. Mr. Thomas is overseeing the hiring process for our newest principal interns and will work with Mr. Milkie to identify and select the best candidates to lead our new campuses.

Kyle Cole, Chief Academic Officer, is responsible for overseeing Noble’s Academic Department, which manages implementation of the CAP, our academic program and Noble’s student support services. He has successfully fostered the CAP’s extraordinary growth over the past three years and introduced efficiencies to make it stronger. Mr. Cole’s experience stems from his time as the Vice Principal of Curriculum and Instruction at Cesar Chavez Public Charter School where he directed all curriculum development. He oversaw the creation, implementation and analysis of formative, quarterly interim exams, designed and implemented the structure for Professional Learning Communities – an ongoing mentoring and professional development program for every teacher, and conducted observation and supervision of all department Chairs. Mr. Cole also oversees all special services including school nurses, psychologists and special education teachers. Mr. Cole attended the University of Chicago for his bachelor’s degree and received a Master in Education from Harvard University’s Graduate School of Education.

Matt Nicksch joined Noble in June of 2012 as Chief College Officer to bring all college initiatives and personnel under one team and to guide the strategy and improvement of Noble collegiate efforts and alumni supports. He came to us from KIPP where he served as the Director of the College Completion Initiative, and prior to that worked for McKinsey & Company and Lockheed Martin Management & Data Systems. In his time as a Broad Resident in Urban

Education he developed an alumni database tool that is used by Noble and KIPP to effectively track and support our alumni through college. Mr. Niksch graduated from Purdue University with bachelor's degrees in Electrical and Aeronautical and Astronautical Engineering and earned his Masters of Engineering from Virginia Tech and his MBA from The University of Chicago Graduate School of Business.

James Troupis, Chief Talent Officer, came to Noble in 2007 as the founding principal of Gary Comer College Prep. After growing his campus to full enrollment and sending two classes of graduates off to college, he joined the network as our Chief Talent Officer in July 2013. In this role he manages a team that responsible for providing a deep pool of talented instructional candidates for our campuses. This year, Noble hired only seven percent of candidates through an extensive national search. Prior to joining Noble, Mr. Troupis was a Program Director for Teach for America in Los Angeles where he oversaw the development of a team of almost 50 teachers. Mr. Troupis holds a bachelor's degree in Communications from Northwestern University.

Paul Hughes is the Manager of Talent Recruitment. He came to Noble from YES Prep Public Schools in Houston where he was an Operations Manager for over 800 students and families at two of YES' campuses. Prior to that, he taught 7th & 8th grade Math in the Houston Independent School District and was a 2007 Teach for America Corps Member. As our Manager of Talent Recruitment, Mr. Hughes has developed our strategic efforts around attracting and recruiting a diverse and highly qualified pool of teachers. Mr. Hughes attended the University of Iowa for his bachelor's degree and graduated from the University of St. Thomas with a Master of Education.

Jessica Flores is Noble's Director of Student Enrollment. She joined Noble in 2005 after working as an administrative assistant for Noble Street for a number of years during college. She has been responsible for the development and management of our enrollment systems as our

network has grown from one to sixteen campuses under her tenure. Ms. Flores received her bachelor's degree from the University of Illinois at Urbana-Champaign in economics.

(6) Quality of the management plan (15 points). In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Noble has a strong history of successful growth having replicated our original campus fifteen times to bring us to our current size. We have actively honed our methods for effective charter operation through our sixteen charter high schools in operation throughout Chicago. In August 2014, with the opening of our fifteenth and sixteenth campuses, we will complete the growth set forth in our 2010 strategic plan. As a result we have spent the past year creating our Strategic Plan 2020, which will grow Noble to 25 campuses. This new plan was developed through the collaboration of our Superintendent/CEO, network leadership, and principals with input and approval from our Board of Directors.

An important driver of Noble's growth has always centered on the condition that the academic performance of our schools and operational and fiscal health of our organization must take precedence over our growth. Therefore our vision for 2020 focuses on best-in-industry performance, enduring organizational health and disciplined growth. With this to guide us, our Strategic Plan 2020 sets forth goals, objectives, next steps and responsibilities for our key areas of performance tied to Green-Lighting Criteria that will in effect give us the "green light" to proceed with expansion if all performance components are in good standing. The Green-Lighting Criteria in Figure 12 on the following page is an excerpt from Noble's Strategic Plan 2020, which is included in Appendix B, and provides the standards that must be in place to ensure Noble is ready for expansion. The criteria speak directly to Noble's enrollment and financial capacity for

expansion and ensure that replication will advance Noble’s vision. Accompanied by the Key Performance Indicators in Figure 10 on page 17, our full Strategic Plan 2020 provides an overall shared vision for the network and its sixteen campuses while also including baselines from which to gauge progress towards goals and achievement.

Figure 12. **Green-Lighting Criteria**

To grow and fulfill our mission without compromising our service to current students, we will prioritize continued performance and enduring organizational health.

	NO	YES
Performance <ul style="list-style-type: none"> We achieve the minimum average ACT score. We achieve the minimum average ACT growth. We achieve the minimum average college graduation rate, post-Class of '10. 	<p><20</p> <p><5.2</p> <p><30%</p>	<p>≥20</p> <p>≥5.2</p> <p>≥30%</p>
Talent <ul style="list-style-type: none"> We have sufficient Noble-quality hires per open position. We retain the minimum percentage of school-based staff annually. 	<p><3</p> <p><75%</p>	<p>≥3</p> <p>≥75%</p>
Enrollment <ul style="list-style-type: none"> We predict sufficient demand to meet our enrollment target threshold. 	<p><90%</p>	<p>≥90%</p>
Student Population <ul style="list-style-type: none"> We predict a sufficient free/reduced lunch percentage. 	<p><80%</p>	<p>≥80%</p>
Financials <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> The campus proposed is within our range for occupancy cost per pupil. The campus proposed is within our range for capital expenditures. At scale, the campus will pay for all expenses on public funds. The proposed campus will not reduce the budget of any existing campus. <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> We maintain sufficient cash reserves. We maintain a sufficient liquidity ratio. We maintain our current amount of net assets percentage. We keep administrative costs to a sufficiently low percentage of revenue. 	<p>>\$1500</p> <p>No</p> <p>No</p> <p>No</p> <p><\$15M</p> <p><1:3</p> <p><30%</p> <p>>10%</p>	<p>≤\$1500</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>≥\$15M</p> <p>≥1:3</p> <p>≥30%</p> <p>≤10%</p>

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Leadership		
We have the school leadership needed to manage the school successfully.	No	Yes

Additionally in 2010 Noble received a grant to support our replication and expansion efforts through the Department of Education’s Charter School Program (opportunity 84.282M – Replication and Expansion of High Quality Charters). This award acknowledged the caliber of Noble’s model and covered much of the equipment and supplies costs associated with our expansion from 10 to 16 schools. As demonstrated through our reporting to the Department of Education, Noble was able to deliver on the timeline and milestones for expansion and replication set forth in our original application with the utmost precision because we have a long history of growth and a very solid understanding of the conditions and activities necessary for its success. This application presented here will support Noble’s growth for campuses 17 through 22 in alignment with our Strategic Plan 2020.

Noble’s management is overseen by our Board of Directors which is comprised of 22 professionals with extensive years of business, not-for-profit and educational experience. Due in large part to the support, investment and vision of Mr. Allan Muchin, Chairman of our Board, Noble has become the organization it is today. Mr. Liam Krehbiel, founder and CEO of A Better Chicago, and Mr. Guy Comer, the President of Comer Science & Education Foundation bring valuable foundation experience to our Board. Mr. Bruce Rauner, retired Principal & Chairman of GTCR and founder of the Rauner Family Foundation, and Dr. Bryan Traubert, President of the Chicago Park District and founder of the Pritzker-Traubert Family Foundation, whose families have been Noble supporters since our earliest days when we began our expansion, provide a wealth of business and foundational management experience as well as a deep understanding of our growth and culture.

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Mr. David Weinberg, founder and President of the Illinois Network of Charter Schools, and Ms. Rebeca Nieves Huffman, Illinois State Executive Director of Democrats for Education Reform, provide insight into the Illinois charter movement and legislation. Ms. Jean Sheridan, retired Executive Vice President of Northern Trust, Mr. Harvey Medvin, retired EVP and CFO of Aon Corporation, Mr. John Harris, Managing Partner at Wishbone Management, LP, and Mr. Martin Nesbitt, Co-CEO, Vistria Group, bring years of corporate business experience. Mr. Cecil Curtwright, Associate Vice Provost for Academic and Enrollment Services at University of Illinois Chicago provides an academic lens to our Board that is crucial to the understanding and development of our academic program and growth. All of Noble’s key supporters, including campus naming donors are represented on the Board. The Board is responsible for setting broad organizational policy, providing fiscal oversight, and evaluating the Superintendent and CEO. Directors are elected to one-year, renewable terms.

(7)Existence of a charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessment mutually agreeable to the authorized public chartering agency and the charter school (15 points).

Noble has spent the past year working very closely with CPS on the renewal of our charter and the approval of two new campuses. Noble’s Charter School Agreement was officially executed by the Board of Education for the City of Chicago as of June 5 and is effective July 1, 2014 through June 30, 2019. This Agreement was first entered into on August 31, 1998, and has remained in good standing ever since, with Noble meeting all requirements of its Charter Agreement, as approved by the Illinois State Board of Education. We also received approval for our two new campuses scheduled to open in August 2014. The nature of Noble’s charter allows for multiple campuses under one charter agreement. Given our strong working relationship with CPS, we are

committed to closely collaborating with our authorizer to ensure that our expansion supports CPS initiatives while serving Chicago’s students in need of a high quality public high school education.

Our Charter Renewal Agreement provides specific language outlining the goals, objectives and performance standards which Noble must meet to remain operational, as well as language around performance evaluation. The excerpt below (from page 23 of our Renewal Agreement included in Appendix D) provides this language.

“9. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C. If there are any material changes regarding testing requirements which are due to the enactment of State or Federal Law, or which are dictated by circumstances outside of the Board’s control, the parties agree that the Accountability Plan attached hereto as Exhibit C shall be subject to revision and modification by the Board effective on July 1 of each year of the Agreement upon written notice from the Board no later than June 30 of each year; provided however, if changes to the Accountability Plan are based on the Board’s directive, then written notice from the Board shall be given no later than May 1 of each year. Notwithstanding the forgoing, the Board shall make a reasonable good faith effort to engage the Charter School in discussions regarding proposed changes to the Accountability Plan in advance of the May 1 date. However, in the event that the Charter School determines it does not want to be evaluated and measured against any such revised Accountability Plan, the Charter School shall have the right to terminate this Agreement upon prior written notice to the Board and such termination shall be effective as of the end of the current academic year. Any subsequent revised Accountability Plans approved

by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

- b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. In accordance with Section 27A-6(b) of the Charter School Law, the Charter School shall administer any other nationally recognized standardized tests to its students that the Board administers to the district's students and the results on such tests shall be included in the Board's assessment reports. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State and CPS assessments are correctly entered into the district's IMPACT System, or such other system as may be subsequently implemented by the Board."*

Our Accountability Plan, referenced in the excerpt above and beginning on page 42 of our Charter School Agreement, provides a detailed description of both academic and operational performance indicators, use of standardized and supplemental assessments, and compliance with required State testing that Noble's performance will be measured against. For Noble to ensure it meets the requirements of its charter, Noble's academic department tracks EPAS and PSAE growth in detail to monitor cohort trends and academic growth. These results are reviewed with all Noble teachers on a quarterly basis at Professional Development days as well as regularly within the network and principal leadership meetings and at quarterly Board of Directors meetings. Unannounced cultural audits are also regularly conducted to ensure campuses maintain the tight culture that is part of the Noble model. Noble participates in an annual A-133 audit to ensure financial compliance and fiscal health. Should negative outliers emerge in academic and cultural

performance, Noble's Superintendent/CEO and Assistant Superintendent work directly with the principal involved to generate an improvement plan. If significant improvements are not made, the principal may be replaced, an action that has been taken before to ensure high academic achievement across all campuses.

(8) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points). *The Secretary encourages the applicant to describe the flexibility afforded under its State's law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools. The Secretary also encourages the applicant to include a description of the degree of autonomy the charter will have over such matters as the charter school's budget, expenditures, daily operation, curriculum and personnel in accordance with its State's charter school law.*

Noble's authorized public chartering agency, our LEA, is Chicago Public Schools (CPS). We maintain strong relationships with the Chief Executive Officer of CPS, Barbara Byrd-Bennett, and the Chairman of the Board of Education, David Vitale and regularly work to strengthen this ongoing partnership. We continually interact with the CPS Office of New Schools, who oversees Chicago's charter schools, through facilities, finances, and other operational and legal matters, annual submission and review of expansion proposals, and recently our five-year charter renewal application. Noble has two full-time equivalents devoted to meeting CPS requirements by organizing and submitting the collection of all necessary financial and compliance data through CPS's Impact system. Data submitted through the Impact system is used to determine our per-pupil funding; this system allows for funding checks and balances for both Noble and CPS. However, beyond our Compliance Manager and Campus Support Manager who work directly with our CPS contact, our network teams maintain a variety of direct relationships within CPS to ensure our programs are not only compliant, but our work is shared across the district to improve the education of all Chicago students. We collaborate with our authorizer on an ongoing basis by

sharing our best practices, providing data and training on our Curriculum and Assessment Program, participating in strategic planning sessions and opening new schools in targeted areas of need as determined by CPS. In turn, CPS offers a variety of trainings on Impact and other topics that have been utilized by Noble staff, including professional development sessions attended by our Finance Department, and Special Education and Students in Temporary Living Situations training for our campus leads, and a variety of sessions focused on new campus start-up and implementation for our new principals.

The Illinois State charter law provides a great amount of flexibility and autonomy to charters, removing barriers that inhibit traditional public schools. Through our State’s charter law we have autonomy over: our Board of Directors; budget; daily operations; discipline; fundraising; hours of operation; hiring; and terms and conditions of employment. This comes with the expectation that Noble will comply with all federal and state laws and regulations and provide timely reports to its charter authorizer as required. Annual audits, GAAP accounting, required management and financial controls, and quarterly financial reports provide guidance and accountability around financial management. Noble is able to establish our curriculum and academic program, which includes our transition to the Common Core, as long as it is in keeping with Illinois charter law and incorporates required State assessments (the PSAE and soon the PARCC). We have chosen to align with the implementation timelines for CPS and the State as they transition to the Common Core in effort to share lessons learned, benefit from best practices and utilize data for comparison.

We also maintain the right to renegotiate our Accountability Plan, which sets the performance benchmarks our charter authorizer will evaluate us against. Our strong relationship with CPS facilitated such discussions during our charter renewal process. While our charter does

put parameters around some of our requirements, we are given a degree of flexibility within these parameters that we utilize. For example, our school year is required to commence between August 15 and September 15 each year, yet Noble has the flexibility to determine the hours and days of operation. This allows Noble to provide a longer school year to our students and our campuses to set the start and end to their school day based on their needs. As an organization, we pride ourselves on passing such autonomies on budget, expenditures, daily operations, curriculum, and personnel decisions to our principals, allowing them to make the best and most timely choices for their campus in response to students' needs.

Although Noble has a high degree of control over most aspects of our schools, we do not have control over the rate of per-pupil funding or access to district owned facilities. One of the biggest challenges we continue to face is access to public facilities to house our new campuses. Noble has partnered with CPS in the past to obtain facilities for five of our 16 schools, and plans to pursue this as our primary route as expansion proceeds because CPS builds are the most cost-effective option for opening a new school.

Application Requirements

(a) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used.

Noble provides a high-quality public education to Chicago's educationally disadvantaged youth who are most in need of a transformative education, where others have failed in the past. We serve a high school population that is 89 percent low-income, 98 percent minority students who are often the first or among the first generation in their family to attend college. Noble's educational program takes our incoming freshmen, many of whom come to us years behind in reading and math and some who cannot read, and accelerates their academic growth so they

graduate on par with their more affluent peers. (Please refer to Selection Criteria 1 for a full description of Noble’s educational program, academic results and population served.)

(b) Describe how the charter school will be managed.

Our educational program is only as strong as the leadership and teachers implementing the program daily. Noble makes a significant investment in the training of new campus principals in their planning year – the year prior to the opening of a campus – because new principals drive the momentum and success of their campus.

Ever since we began replicating our model, all Noble principals have participated in a year-long internship through our Principal Internship Program. This internship serves to fully immerse our new leaders in the Noble culture and provides hands-on experience in daily campus operations and management through a leadership position at their host campus. The Internship Program has been retooled by our Academic Department and leadership in recent years to include measureable outcomes tied to understanding Noble’s model and extends into the first operational year of each new campus. The Principal Internship Program has three main elements: participation in the KIPP Fisher Fellowship Program, research and creation of white papers on Noble philosophy and operations, and principal mentorship.

All new principals begin their internship by attending KIPP’s Fisher Fellowship Program. The Fisher Fellowship Program jumpstarts the knowledge sharing and development that will occur throughout our internship program. Fellows attend a month-long training program with school leaders from across the country. This training program is then reinforced with ongoing professional development throughout the following year. The Fisher Fellowship Program provides new principals a support team of like-minded thought partners that enhances the support they receive from Noble principals.

Noble Network of Charter Schools
Charter Schools Program (B) –Planning, Design and Implementation

The “What is Noble?”(WIN) Project is the research component that challenges our interns to capture the key values, cultural understanding, and practices they gain into deliverable pieces of research to drive greater understanding of Noble, both internally and externally. Over the first half of their internship, principals will document their research through four whitepapers on culture, academics, staff hiring and management, and operations. They present their findings to Noble’s principals at our quarterly professional development sessions.

Principal interns will be paired with an experienced Noble leader through the two-year mentorship component of the program creating the opportunity for direct mentorship and on-the-ground work experience. Each intern is paired with a current Noble principal who will host the intern at their campus and integrate them into the campus’s leadership for the duration of their planning year. This provides interns with hands-on experience in daily operations, planning, execution, and issues that accompany every campus. Mentors will take ownership over the success of their intern and his/her campus through the planning year and first year of campus operation. Principals who sign on as a mentor will receive a \$3,000 stipend at the end of the planning year to offset the time and energy invested in their intern relationship. Mentors may also receive a stipend at the end of the new campus’s first year of operations, based on their performance on four specific benchmarks: meets EPAS growth median for freshmen composite growth; remains with budget and ends the first year with a surplus; maintains a 95 percent average on campus Cultural Audits; and has positive interactions with the district and external partners, and operates within the high standards of all Noble schools. By significantly investing time and resources in the leaders of our newest campuses, we ensure principals have the training, understanding and support needed to facilitate the opening and operation of a new campus.

Our interns also receive a great amount of support from Noble’s Talent Team and Enrollment Team. Our Chief Talent Officer and Manger of Talent Recruitment will work directly with principal interns to recruit and hire crucial founding staff. This support continues over the life of the campus, but is most involved in the planning year and first few operational years as key positions are filled and the intern becomes comfortable with the recruitment and hiring process. Our Enrollment Team supports principal interns in their efforts to recruit their first class of freshmen by sharing insights, resources and access to potential students in addition to supporting campus-specific enrollment efforts.

Please see Selection Criteria 6 for our full response to this application requirement on our management plan.

(c)Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

Noble’s vision is to provide a high-quality education to every high school student seeking a seat at a Noble campus. To accomplish this vision, our strategic plan includes network expansion to 25 campuses by the 2019-2020 school year, allowing Noble to serve 21,000 students – at least 15 percent of the Chicago Public Schools high school population. For the purposes of this application, our program-specific goal is to successfully open two new campuses each year beginning in August 2015 for a total of six new campuses by the 2017-2018 school year. By the fall of 2015 we will operate 18 campuses serving 15,400 students at capacity; the fall of 2016 will see Noble with operating 20 campuses serving 17,000 students and in the fall of 2017 Noble will achieve our goal in this application to operate 22 schools serving 18,600 students at capacity. The grant will support the planning year for these campuses, prior to their opening, beginning in summer 2014. Our long history of replication has provided clear milestones that must be in place for the successful opening

of a campus. Noble must achieve the objectives and outcomes set forth in Selection Criteria 3 around principal selection, principal training, student and staff recruitment, and first and second year operations. Please refer back to Selection Criteria 3 for great detail around our program goals, objectives and outcomes.

(d) Describe the administrative relationship between the charter school and the authorized public chartering agency.

Noble has a strong relationship with Chicago Public Schools and the Chicago Board of Education, our authorized public chartering agency, and a history of compliance in accordance with our charter. Please refer to Selection Criteria 7 and 8 where we have addressed this requirement in depth.

(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Please refer to Selection Criteria 4 for our full response to parent and community engagement at our campuses for this application requirement.

(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired; if that agency determines that the school has met its objectives as described in requirement c.

As a public charter school, Noble receives a per pupil allocation from the district and nominal start-up funding in the early years of campus operations, as well as a small amount of federal and state funding per student. This per pupil allotment is dependent on timely and proper submission of quarterly financial reports, continued high performance standards and renewal of our charter every five years. While this per pupil allocation funds a large majority of Noble's operational costs, it does not cover expenses related to the start-up phase of a new campus. If awarded a CSP 84.282B grant, funding will support planning expenses not covered by federal, state and district per pupil funding that support operational campuses. In year four of operations,

once our campuses are fully enrolled serving freshmen through senior students, they are sustainable on public funds. Noble will continue to receive public funding through our authorized public chartering agency, even when the grant has expired, assuming we continue to meet the criteria set forth in our charter.

(g) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

Not applicable. Noble's Charter Agreement included in Appendix D and bylaws outline how the organization will abide by all federal, state and local regulations generally applicable to public schools. Noble is bound to operate at all times in accordance of the Charter School Law and all other federal and state laws from which the Charter School is not exempt.

(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary.

CSP 84.282B funds awarded to Noble will support planning and preparation expenses accrued in the planning year prior to the opening of a new campus. Noble will plan for the opening of two campuses per year over a three year span for a total of six campuses over the award period. The grant will commence with the planning year for our seventeenth and eighteenth campuses in the summer of 2014 as they prepare to welcome students in August 2015. Funds will mainly cover key personnel who will do the majority of the work preparing for the campus openings, equipment, supplies, and student and staff recruitment expenses. Given our rich history of replication, Noble was able to draw upon the historic spending of our network of 16 campuses in their planning year to identify key expenses and average program expenditures in the creation of our program budget. Please refer to the Budget Narrative for more detail on each of the expenses mentioned in the

following narrative. Unless otherwise notes, the following expenses will be included in the federal budget for the program.

Personnel

Grant funds will cover a portion of the salaries for key staff (first hires) for each new campus; the principal is the first and most crucial hire for every campus because they are responsible for all additional hires, and ultimately the success of their campus. Principals are hired 15 months in advance of their campus opening. The salary for our principal interns is currently not included in our federal budget for this application because it is funded by grants through private foundations. New principals typically hire a Dean of Students/Operations and an administrator (Office Manager) first, around six to eight months prior to campus opening to recruit students, coordinate enrollment, equip the schools and support the principal in hiring staff. The grant will cover prorated salaries for the Dean of Students and Office Manager for each new campus.

Funds will also cover a portion of time for network team members who provide the greatest direct support to new campuses throughout their planning year. Salaries for network team members have been prorated to account for the share of their time used by our new campuses. Our Chief Talent Officer and Manager of Talent Recruitment assist all campuses in staff recruitment and work closest with new principals in the planning year to strategically select key staff members. The portion of the Chief Talent Officer’s salary will be included in the budget for non-federal funds. Noble’s Director of Student Enrollment and Enrollment Associate work with the campuses to identify and enroll new students. A significant portion of their time is spent supporting new campuses as they implement the admissions process and help new families navigate through it. Additionally, Noble is adding a Director of Student Recruitment who will work with new

principals to more strategically and effectively engage the communities they serve in effort to improve recruitment efforts and meet enrollment targets.

The expense for planning year stipends paid to mentor principals will be included in the budget for non-federal funds.

Fringe Benefits

Noble calculates the expense for fringe benefits as 20 percent of annual salary. Fringe benefits have been calculated based on the prorated salaries for all personnel included in the federal and non-federal funds budgets for this application.

Travel

Travel expenses required for student recruitment throughout Chicago and staff recruitment both in Chicago and across the nation are included in the program budget. At the recommendation of the Department of Education, we have also included a small expense line for two Noble staff to attend the annual Project Director’s conference.

Equipment

Included in our budget are line items for technology and furniture purchases made during the planning year. These include things like laptops and office furniture to support the work of principal and founding staff. Equipment expenses also include items such as student computers, bell systems, desks, chairs and other items purchased months in advance of the campus opening to ensure time for delivery and set-up well before students arrive in mid-August.

Supplies

Key supplies purchased in the planning phase for a new campus include educational supplies (i.e. textbooks, lab equipment and other purchases made once teachers have been hired and can make selections to meet their curricula needs). Supplies also include office materials, printing and copying expenses and postage expenses incurred by the campus around staff recruitment and student recruitment and enrollment.

Contractual Expenses

Webpage development is an initial start-up cost for every new Noble campus. Each Noble campus has its own webpage, linked to Noble’s network site. New campuses are given a basic website that give them a web presence and provides a wealth of information and resources to students and families prior to, during and after enrollment.

Other Expenses

Staff Recruitment

Funding will be used for recruitment costs associated with teacher and staff hiring. Recruitment expenses are the highest in the early years of a new campus because the principal must staff the school one grade level at a time as enrollment phases up. Because Noble is committed to finding the best educators, we recruit from around the country and hire just seven percent of applicants from our large pool of candidates. Investment in recruitment in these early years drives the tenor of the campus and the dynamic of the staff as the core team of educators and administrators are assembled.

Student Recruitment

During the planning year, the principal and early hires spend significant time and resources engaged in community outreach and student recruitment. There are a number of costs associated with these activities including signage, postage, and printing of flyers and enrollment forms. Additionally, advertisement costs are incurred through radio, print and television ads to announce the opening of a new campus. This advertising helps each new campus reach local communities and ensures that families are aware of how to enroll their student in a Noble school.

Professional Development

Professional development is an important tool for establishing the culture at a new campus. Prior to the opening of a new campus, the founding staff will spend weeks engaged in a variety of

professional development, team building and planning activities, which often includes an intensive planning retreat.

The KIPP Fisher Fellowship Program is another key professional development opportunity that launches the internship year for all new principals. The KIPP Program received funding in 2010 through the U.S. Department of Education’s i3 Program, and included Noble as a program partner in their application. Because of our ongoing partnership with KIPP through this program and others, we were able to negotiate a reduced rate for our program participants for expenses not covered by i3. To avoid a conflict of funds, this professional development expenses has been omitted from our federal funds budget, but included in our budget for non-federal expenses.

Funding in Conjunction with Other Federal Funds

In 2010, Noble received an award through the Department of Education’s Charter School Program to fund the replication and expansion of high quality charter models (84.282M). This award has funded equipment and supplies to properly outfit five of our existing schools as they built towards full enrollment and the addition of six replication schools, growing our network to sixteen campuses. The fifteenth and sixteenth campuses supported by our Replication and Expansion grant will open in August 2014 to close out our final year of this grant and fulfill our expansion commitment to the Department of Education. All supplies and equipment funded by our current grant are allocated to a specific project line for that grant and will in no way be included in, nor overlap with, the budget for our planning, program design and implementation application. A separate project line will be created for expenses at the six new campuses supported under our planning, program design and implementation application to avoid funding conflicts and inappropriate use of funds. An award through Charter School Program 84.282B would fund the founding personnel, start-up supplies and equipment, and recruitment expenses involved in the

planning phase of a new campus - costs that are not currently funded by our Replication and Expansion award or any other federal grant money.

(i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

Our campus leaders and their teams work hard to become a contributing part of their new communities not only to support community initiatives, but also to serve local families. Our principals work with Noble’s Enrollment and Advocacy Teams to identify and reach out to every key community member and organization in effort to inform the greatest number of local families of a new high school option in their community. This often means that our principals and founding staff will visit on average 70 different schools and community groups over the course of the enrollment season.

Our admissions materials are provided in English and Spanish, and bilingual staff support enrollment efforts to assistance non-native speaking students and families through the application process. The campus will work to accommodate students with special needs throughout the enrollment process to ensure all students have an equal opportunity to apply for admission. Our application for admission is available at our admissions information sessions, at the campus and via mail by request. Applications are often also distributed at enrollment fairs and community presentations. Students are required to complete an application and submit it by the deadline in order to participate in the Lottery for enrollment. No application will be withheld from the lottery as long as they have students name, home address, and at least one parent or guardian listed. Complete applications are to be returned to their respective campuses by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus’ waitlist in the order they were received. If demand exceeds open seats, a blind lottery is held after the

application deadline. Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery. The lottery is open to the public and conducted by drawing participants' names from a rolling bin. Enrollment is offered to the first names drawn, until all enrollment spots are filled. Waitlist numbers are assigned in the same manner until all names have been pulled from the bin. Students who submit applications after the deadline will also be added to the general waitlist.

Noble will not use a weighted lottery for our admissions process. Our schools are located in high need communities to best serve low-income families, thus the overwhelming majority of students who apply for admission to a Noble campus come are eligible for free and reduced lunch. Please refer to Selection Criteria 4 where this requirement has been addressed in additional detail.

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

Noble is a part of the Chicago Public Schools LEA and complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act by providing an environment and academic program that serve the needs of all students satisfactorily. This includes serving students with special needs and disabilities by providing supplementary and related services on site at all campuses. Noble receives funds from CPS proportionate to the number of students with disabilities served by our campuses. Our Director of Student Services oversees the management of services to students with special needs across our network through her work with the case managers, social workers, school psychologists, clinicians (speech therapists, occupational therapists, etc.), general education teachers, and learning specialists at our campuses. The following is outlined in greater detail in Noble's Employee Handbook, included in Appendix E, which all Noble employees are expected to read and sign at the start of each school year.

Noble Network of Charter Schools
Charter Schools Program (B) –Planning, Design and Implementation

- Teachers know who students with special needs are, and address the concerns of both students and parents regarding performance in the class in connection to their disability;
- Teachers must be familiar with students’ disabilities and how these disabilities impact the classroom. The special education teacher assigned to the grade level will provide teachers with information regarding the nature of our students’ disabilities;
- Collaboration is required between general educators and special educators in writing the course syllabus, designing and implementing intervention strategies, choosing topics, books and skills to be addressed, evaluating student progress, evaluating and modifying co-teaching model as the year progresses, implementing modifications required by a student’s IEP, and in developing unit plans to accommodate students with disabilities;
- Noble provides quality instruction, and access to modified and general curriculum, but maintains high expectations for the performance of its special needs students;
- General educators must assume responsibility for all educational duties for students with special needs in tandem with special education teachers and case managers. Special education teachers should never be the sole disciplinarian in a classroom nor should they work exclusively with special education students unless dictated by the student’s IEP.
- Teachers must participate in the development of IEP’s.

(k) If the eligible applicant desires to use grant funds for dissemination activities, describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

Not applicable. Noble does not plan to use grant funds for any dissemination activities.

Other Attachment File(s)

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Appendix A. CSP Assurances

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Angela Montagna
NAME OF AUTHORIZED OFFICIAL


SIGNATURE OF AUTHORIZED OFFICIAL

Director of External Affairs
TITLE

7/10/2014
DATE

Noble Network of Charter Schools
APPLICANT ORGANIZATION

7/11/2014
DATE SUBMITTED



NOBLE

STRATEGIC PLAN 2020

BACKGROUND

The Noble Network is the highest performing charter operator in the City of Chicago. Noble serves low-income students with 15 non-selective campuses throughout the City, preparing them for college success and exemplary lives. Over the past 15 years, Noble has evolved from a single school, through successful replication, to a network of schools serving over 9,000 students. With growth to some of the most challenged areas in Chicago, our performance has consistently improved. We believe:

1. Through scholarship, honor and discipline, low-income students can attain a college degree and a life of economic means for themselves and for future generations.
2. Low-income students too often lack access to a quality education.

As a nation, we have not made meaningful progress in addressing the opportunity gap between low-income students and their peers. This effect of income inequality on educational attainment is most clearly summarized by our national college graduation rates.

<i>Quartile</i>	<i>Family Income</i>	<i>College Attainment (4yr)</i>
Highest Quartile	Over \$99,000.	79%
Second Quartile	\$62,000 - \$99,000.	34%
Third Quartile	\$33,000 - \$62,000.	15%
Lowest Quartile	Less than \$33,000.	11%

Chicago is a stark example of this national problem. Chicago is a highly segregated city; low-income communities have high minority populations and low rates of college graduation. To date, Chicago’s educational system has failed to provide a means for low-income minority students to obtain a college degree, use it as a lever to improve their lives, strengthen their community, and contribute to Chicago’s overall economic prosperity.

- A freshman in the Chicago public school system has a 27% and 23% probability, respectively, of enrolling in college if s/he is Black or Hispanic.
- A freshman in the Chicago public school system has an estimated 10% chance of college graduation if s/he is Black or Hispanic.

Noble exists to dramatically alter these odds.

OUR STUDENTS

Our student population is 89% low-income, 98% minority, and 84% first generation college students. Noble ‘doubles down’ on the current generation, serving students who too often begin high school behind grade level and preparing them for college. Noble’s current college graduation rate is 33%, on

par with the national rate for the second highest income quartile. Our goal is to raise this to a rate on par with the highest income quartile.

MISSION

Noble prepares low-income students with the scholarship, discipline and honor necessary for college success and exemplary lives.

THEORY OF CHANGE

The critical measure of our long-term impact will always begin and end with the students we serve. Above any other competing priority, we prioritize the design, practice, and constant improvement of a best-in-nation education for the students who walk through the doors of our schools each day. As a result of this investment, our students earn college degrees and choice-filled lives, with a commitment to improving the lives of future generations and those around them.

IMPACT STATEMENT

Community Revitalization

In creating this positive multi-generational change, we hope to disrupt the cycle of poverty in the communities we serve. This is the surest path to revitalization of the City of Chicago.

Education Reform

In practice and codification of what makes us excellent, we build impact and influence that will change education in the City of Chicago. Through sharing, we affect change on a national scale. We close the opportunity gap with the students we serve, proving that such results are possible. This raises expectations, forces competition in the markets we serve, and increases accountability to low-income students and families.

2020 VISION

Our vision for 2020 is not just to maintain high performance relative to other high school options, but to attain better results that we have ever achieved, for as many students as we can reach. To do this, our five-year focus will center on:

- I. BEST IN INDUSTRY PERFORMANCE**
- II. ENDURING ORGANIZATIONAL HEALTH**
- III. DISCIPLINED GROWTH**

I. BEST IN INDUSTRY PERFORMANCE

While our lowest performance metrics have always far exceeded the alternatives for our students, we are not satisfied with high performance relative to District schools, or even the State average. Today, we are Chicago's highest performing high school operator. In 2020, our goal is to be best in industry at preparing our students for college success and exemplary lives.

COLLEGE

Our goal is to achieve college graduation rates on par with the highest income quartile. If we are successful, we will have achieved the best results in our field.

College Goal 75% of our students obtain a college degree within 6 years of their Noble graduation.

The College Team drives our performance in this area, focusing on:

- Sophisticated matching to ensure our students enroll in colleges in which they can thrive.
- College completion curriculum that centers on developing skills associated with increased persistence and demystifying the application process and college experience.
- An alumni coordinator at each campus to assist our college students in understanding and overcoming obstacles that may impede their ability to graduate from college.

We have allocated additional resources to build relationships with targeted colleges. In addition to paving the way for Noble applicants, this will enable us to give these colleges feedback on how best to support Noble alumni in reaching graduation.

ACADEMICS

Instruction is the core business of the Noble Network. Our instruction is grounded in unwavering high expectations for student achievement and student conduct.

Academics Goal

Our average ACT score is 22, and we achieve an average of 7 points of growth.
25% of our seniors have at least one 3+ Advanced Placement exam score.
We reach 10% above the State average on the Common Core exams.
All schools receive an average of 95% on our internal audits of school culture.

In order to meet our academic goals, we work to:

- Foster a culture of innovation.
- Ensure a common language for academic excellence, rooted in standards aligned to college criteria.
- Measure campus performance with transparent, clear, actionable data.
- Promote a healthy balance of quality collaboration and competitive drive.

The Academics team has integrated the Common Core into the Noble standards and assessments, and continues to support school leaders in increasing academic rigor.

HEALTH AND FITNESS

To best position our students for achievement, we are committed to assisting our students in living healthy lives.

Health & Fitness Goal

90% of students pass the health and fitness requirements.

We are working to:

- Provide rigorous physical education and health instruction.
- Use transparent, clear, actionable data to drive improvement in student outcomes.

We have implemented common standards and assessments, and will continue to work towards improved health and fitness outcomes.

In addition to the existing strategies from our Academics, College, and Health and Fitness teams, we will employ three strategies to drive best in industry results.

1. DEFINED PERFORMANCE

To ensure we meet our goals, it is critical that we clearly define high performance. Defined performance metrics allow us to hold ourselves accountable to results, identify areas in need of support, and grow in a way that supports our continued high performance.

PATH FORWARD

We anchor our goals in our students achieving college success and exemplary lives. Some variation in performance is expected – it is important that our team has room to develop and innovate without undo concern of a performance dip.

- We have clear goals with set performance indicators (see Exhibit 1. Key Performance Indicators).
- We set a Network minimum ACT score, EPAs growth, and college graduation rate to ensure we prioritize our continued performance above growth (see Exhibit 2. Green-Lighting Criteria).

2. TALENT

Obsessing over top talent, hiring top talent, autonomy for top talent.

This phrase describes the critical focus the Noble model places on high performing talent. It is our most important lever in accomplishing our mission of providing students with an excellent education. We cannot achieve our goals without sufficient top talent.

While we have robust information on student performance, we do not yet have the same insight into talent. The implications of this are key; it is critical that we understand how effective we are in recruiting

and retaining high performers. We are currently working to identify and analyze performance across our organization.

Talent Goals	<p>We fill every predicted opening by the end of the school year.</p> <p>We have 5 Noble-quality candidates per opening.</p> <p>We retain 85% of our high-performers.</p>
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While not goals themselves, there are key symptoms associated with success in the goals listed above:

Indicator	Description of Success
Diversity	Our teams possess the diverse perspectives necessary to identify optimal solutions.
Culture	We have a strong, healthy organizational culture which leads to high performance and retention. It is service-oriented and 'coop-etive.'

Talent Pool & Velocity of Hiring

With our assertive growth, our need for talented hires has grown in tandem. If we reach 20 schools, we will need to double the number of applications received in 2013. To ensure that we are securing the necessary hires, we have the goal of filling every predicted opening by the end of the school year.

Number of Schools	Applications Received			Applications Needed			
	10	Δ	15	Δ	20	Δ	25
School Hires	101	+77%	179	+73%	310	+15%	358
Applications	2,562	-10%	2,303	+145%	5,636	+15%	6,509

Projections assume steady pace expansion.

More important than the size of the pool, we are focused on increasing the number of Noble-quality applicants per opening, as defined by our candidate rubric. Our goal is to secure 5 of these high quality applicants per opening.

Talent Retention

A certain degree of attrition is healthy and expected. Today, our overall retention is 76%. While we do not yet have the data on where high performers fall in this, our current performance is below goal, with a significant spread across the Network. Our ability to retain Noble-quality talent has implications for our future recruitment needs. Our investment in analysis of performance across the Network will guide our actions in this area.

Campuses SY10-13	All Staff		Instructional	
	<i>Min</i>	<i>Max</i>	<i>Min</i>	<i>Max</i>
% Retained after 4 years	21%	75%	14%	100%
% Retained after 3 years	27%	75%	14%	100%
% Retained after 2 years	35%	88%	29%	100%
% Retained after 1 year	35%	100%	40%	100%
% Retained in first year	60%	100%	58%	100%

PATH FORWARD

- Retention indicators without performance data are of limited use. Not only is some degree of attrition natural, we want to retain only those whose performance is high enough for Noble students. Once we are able to assess performance across the Network, we will identify our effectiveness in retaining our high performers.
- Insight into our retention of high performers will allow us to:
 - Refine our goal of retaining 85% of high-performers.
 - Refine the ways we seek to improve retention, including our compensation strategy.

Compensation Strategy & Financial Implications

Personnel expense is a significant percentage of total revenue.

Indicator	2013	2020
Total number of employees	787	1,534*
Number of employees per student	9.5	12*
% of revenue spent on personnel	47%	60%*
Total dollars spent on personnel	\$61,413,195	\$115,028,136*
Total per pupil	\$14,901	\$10,414 (<i>before philanthropy</i>) *
Per pupil spending on personnel	\$6,950	\$6,227*

*Projections based on Winter 2014 model – the model will be updated by July 1, 2014.

Our analysis of the recruitment and retention of our high performers will have implications for our compensation strategy. Currently, Noble uses salary and bonus pay to compensate staff. Salaries and bonuses for school based staff are set by the principal, though the Human Resources team monitors the range of compensation. In updating our recruitment and retention plans, we will include an analysis of the financial implications of our retention and recruitment, as well as the projected expense of keeping pace with the rising cost of living in Chicago.

<i>Indicator</i>	<i>2013 Performance</i>
Range of Teacher Base Salary	\$33,000 – 79,139
Range of Campus Staff Base Salary	\$21,860 – 108,446
Average Campus Staff Base Salary	\$50,002
Average Campus Staff Bonus	\$5,140

Diversity

Hiring the candidate that will deliver the best results for the students we serve is core to the Noble model. Noble is committed to diversity for two reasons:

1. Diverse perspectives are essential for optimal results.
2. Our commitment to diversity in our staff and leadership team is an extension of the same belief we reflect to the students we serve: race and income should place no limit on what an individual can accomplish. They place no limit on what our students can accomplish, and they place no limits on how far one can progress in their career at Noble.

Diversity is emphasized in our search for candidates, but our assessment of candidates is based solely on performance.

Indicator	June 2013
Minority Principals	46% (69% in 2014)
Minority Teachers	26%
Female: Male Principals	54:46
Female: Male Teachers	63:37

Indicator	June 2013
Minority Chiefs	0%
Minority Staff Members	61%
Female: Male Chiefs	25:75
Female: Male Staff Members	65:35

PATH FORWARD

We ensure our actions are in line with our stated commitment by:

- Setting the expectation that our leadership team will use best efforts to emphasize diversity in the search for candidates. Assessment and hiring will continue to be based solely on performance.
- Continuing to refine our talent strategy to identify and prioritize recruitment channels that will yield a deep, diverse talent pool.

Culture & ‘Coop-etition’

We seek a balance of ‘coop-etition,’ cooperation and competition, at Noble. Teacher hiring is the largest barrier to ‘coop-etition’ as it is both a key lever for success and an extremely large expenditure of time for our principals. Aspects of our hiring system are currently centralized – we have a common database of applicants, common demonstrations and common notice of offers made. Hiring decisions themselves are decentralized. We use a system of rules around shared aspects of the hiring process, particularly around shared information and shared time with candidates. Having to share information and candidate time is a significant burden on principals but one that exists to ensure top talent is not lost to the Network as a whole.

Optimal Team Growth

For school based staff, Noble principals make decisions regarding staff hiring, evaluation and compensation. Agency for school leaders in human capital decisions is key to our ability to attract and retain top talent. The Chiefs team plays a similar role in making hiring, development, and compensation decisions for the Support Team. The Support Team is particularly affected by our organizational growth, with workloads increasing in scope and complexity. Through the use of technology and the benefits of economies of scale, we seek to keep this proportional growth as low as possible. Chiefs currently use a process where each team proposes their budget and the new hires they see as necessary, and those hires are debated and vetted by the leadership team as a whole. This is in line the Noble values to avoid bloat and wasted expense.

Talent Development

Our approach to our 'talent bench' is critical. If we do not identify, match, communicate with and develop top talent, we risk:

1. losing individuals that are an appropriate match for a Noble role, and
2. moving Noble talent to new/advanced roles for which they are inappropriately matched, in which they become unsuccessful.

On the Support Team, Chiefs manage identifying and assessing their teams' career objectives, as well as the match to Noble opportunities. We have used mentoring and partner programs to meet principal development needs. Principals ultimately decide on how best to meet teacher development needs. We now partner with Relay Graduate School of Education to provide teacher development, particularly focusing on our alumni that are interested in education careers.

PATH FORWARD

- If we face limitations on hiring Noble-quality talent or if we struggle to meet our academic performance benchmarks, we will consider investment in additional teacher development.

3. STUDENT RETENTION

Our graduation rate is best in class at 90% according to Illinois State guidelines. Examining our cohort graduation rate is a higher bar. Ignoring transfers out of our geographic region, as a Network we retain 69.9% in the five years following the start of freshman year. In terms of per pupil revenue, of the cohort that is slated to graduate in June 2014, transfers represent about \$9.1M, which at best we expend energy on enrollment to regain.

<i>Retention Goal</i>	90% of students are retained annually, 75% five year cohort retention.
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We are committed to constantly pushing to improve our ability to serve each Noble student. We are currently researching techniques to reduce attrition. By investing in retention now, we work to avoid this group increasing with projected growth in 2020.

PATH FORWARD

- We set the bar of 90% student retention annually. We drive towards a cohort goal of 75%
- We will pilot initiatives aimed at decreasing attrition.

II. ENDURING ORGANIZATIONAL HEALTH

4. ORGANIZATIONAL STRUCTURE

To achieve our goals, there is nothing more important than how we make decisions, support our team members, and drive performance outcomes. A successful leadership team structure will emphasize:

- A single servant leader at the helm, with a sustainable number of reports.
- A lean leadership team that will assist in decision making.
- Principals and Chiefs teams that replicate this structure.
- Each leader provides their team with autonomy as well as any needed support and development.
- Each leader holds team members accountable to clear, measurable outcomes that are aligned to our organizational vision.

PATH FORWARD

- The Board supports our re-organization, advising us to tier into these changes.

Lead Principals

- We will designate Lead Principals to provide a group of principals with management to outcomes as well as support and development as needed.
- In addition to providing accountability and support, this approach will create leadership opportunities for our experienced talent.

Cohesive Teams with a Single Leader

- A single leader for each team will assist with team cohesion.

2014-15 IMPLEMENTATION STEPS

Move to Lead Principals Model

By 7/1/2014, we will begin the Lead Principal hiring process. At the latest, Lead Principals will be instated by 1/1/2015.

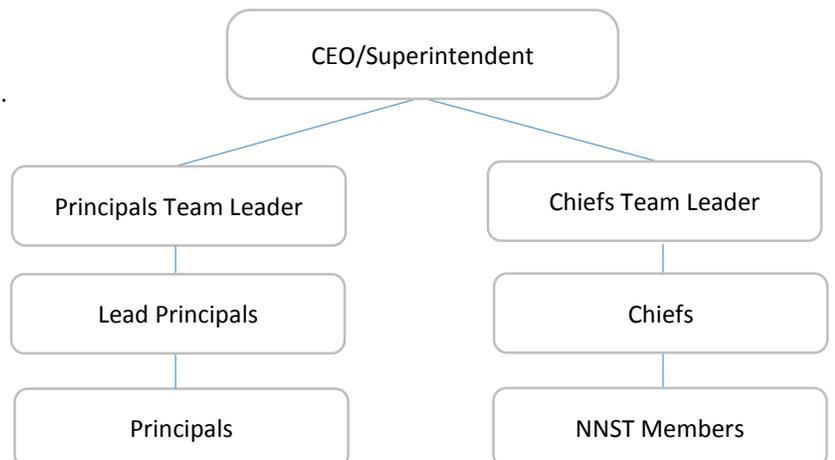
One Cohesive Chiefs Team

We move to a single leader of the Chiefs Team. By 7/1/2014, Eric Thomas will manage the Chiefs Team.

2015-16 IMPLEMENTATION STEPS

Move to Single Leaders for Each Team

We complete the transition to single servant leaders for each team. At the latest, we complete implementation of this structure by 1/1/2016.



FINANCIAL STRATEGY

The Noble Network’s goal is to deliver quality education on a financially sustainable basis. This includes 1) offering Noble education on public funds and 2) securing sufficient financial resources to meet our growth goals – today and in the future. Our financial strategy will:

- Enable Noble schools to provide a high quality education on public dollars alone.
- Reflect any needed investments in schools or the Support Team in preparation for growth.
- Set an optimal debt position.
- Ensure flexibility to respond to various facilities financing scenarios.

Our objective is financial sustainability, with each campus covering capital expense and achieving a net surplus before philanthropic support. Today, in aggregate, we are reaching this goal. With an operating budget of over \$100MM, we do not face an operating gap and can cover our obligations and Support Team expense on public funds alone, at a lower per pupil cost than the District. Six of our existing campuses are only sustainable if occupancy expense is equalized.

The increasing difficulty involved with procuring Noble-quality facilities is a critical concern. Though our current financial model reflects sustainability – a surplus each year through 2020 – it does not yet reflect the increasing constraints on facilities procurement. While we are well-positioned today, we remain vulnerable to public funding fluctuation, as the vast majority of our funding comes from public sources. Given this, it is critical that we strategically manage our debt position and cash reserves.

Revenue Sources	2013 Spend
State and Local Revenues	78%
Federal Revenues	11%
Private Funds and Grants	5%
Other Revenues	6%

Revenue Uses	2013 Spend
Program Services	73%
Capital Expenditures	17%
Support Team Services	8%
Debt Principal Repayment	1%
Other	1%

Financial Projections

Our Finance Team is currently in the process of updating our financial model and strategy.

- *Our current model does not yet reflect the scarcity of CPS buildings and the high cost of private options, assuming all CPS properties with \$3M expense with no lease payments. We are currently updating our model to account for private facilities, and to analyze capital expenditures.*
- *Our current model also reflects growth to 20 schools only. Both revenue and per pupil expenses are outdated for this reason.*
- *This update will include sensitivity analyses, detailing our vulnerability to funding decreases, reduction/removal of facility supplement, and change in free/reduced lunch population. It will set guardrails on facilities procurement and our debt position.*

Based on the current model, we project a surplus each year through 2020. Total revenue is expected to be \$192M in 2020, or \$12,132 per pupil.

Indicator	2013	2020*
Total Revenue	\$131M	\$192M*
Public Funding	89% of revenue	80% of revenue*
Cash Reserves	\$16.2M	\$45M*
Recent Debt	\$20MM tax-exempt bonds	N/A*
Revenue to Campuses	92%	92%*

*Projections based on Winter 2014 model, to be updated by July 1, 2014.

We have committed to maintaining growth in total net assets and debt service coverage, and increasing cash from \$16.2MM at today to \$45MM at FYE 2020. This year, Noble issued \$20MM tax-exempt bonds, largely for capital expenditures.

School Operating Model

Each new campus will maintain a school model that is both effective and economical. Each new campus is expected to be operationally sustainable; able to pay occupancy expense and Support Team charges and maintain an operating reserve. Ramp up deficits are expected due to initial capital expenses, such as furniture and equipment, and administrative staff expense without the full student capacity over which to amortize the expense. Each campus is expected to hit their break-even point by year 4 at latest.

Support Team Model

As Noble grows, the effective provision of support services to each school will require an increase in Support Team staff, though we seek to benefit from economies of scale and minimize staff increases. Noble will fund the Support Team through an equalized fee to campuses. Today NNST costs 9% of revenue. Based on our current model, in 2020 this will be reduced to 8%, or \$1,013 per pupil.

Facilities Financing

Noble will house its school in facilities that meet its curricular and co-curricular needs. The recent CPS teacher strike and unprecedented CPS school closings have led to profound challenges to securing a facility approved to open as a charter school. Previously, our options were to wait for buildings from CPS, or submit our own facility for CPS approval. This year, our search was limited to private facilities, most of which had not been used as high schools. Leasing property costs an average of \$400K per year.

<i>Property Type</i>	<i>Average Initial Cap. Ex.</i>
CPS Building	\$1.5 - \$3MM
Private Lease	\$5 - \$14MM
Owned Property	\$10 – 20MM

We receive a \$750 per student facility supplement, to assist in offsetting initial capital expenditures associated with private facilities. Noble seeks to keep ongoing occupancy expense below \$1,500. per pupil. Current occupancy expense, without capital expenditure, is 8% of total revenue, \$10.5M or

\$1,189 per pupil. Based on the current model, this expense will be \$14M in 2020, 8% of total revenue or \$923 per pupil. Our Facilities team is currently developing a capital improvement plan to reflect needed investment in Noble buildings through 2020.

Philanthropy

Largely due to our high performance, Noble has substantial access to philanthropy. Philanthropic dollars are essential for our continued growth, especially in light of the dearth of public buildings and the high cost of private facilities. Noble has raised over \$40M in the last five years through private funds and competitive government grants. Our philanthropic goal for the next five years is \$60M.

Historically, we have opened a Noble school and then accepted a naming gift from a donor for a fraction of the opening expense. Recently, we have secured philanthropic gifts that cover the cost of opening – a critical pivot considering initial capital expenditures. Changing our approach to fundraising will meaningfully impact our ability to grow going forward.

Campus Autonomy and Centralized Support

Principal agency in resource allocation is key to our ability to attract and retain top talent in our school leader roles. Each campus has a set pool of revenue, largely from public funds allocated based on the details of the student population. Support Team expenses and occupancy expenses are equalized and deducted. Principals have discretion over the remaining pool over funds. The Finance team relies on principals to set an appropriate budget, trading off incentivizing the lowest possible spend for protecting principal autonomy.

Defining Financial Health

Network Financial Health Indicators	
Cash reserves	Greater than \$15M
CMO administrative cost	8% of Network revenue
Liquidity (CA/CL)	Sustain current ratio greater than 1:3
Net asset ratio	Sustain net assets greater than 30% of total
Enrollment	We are within 10% of enrollment targets
Public funding	Proportional increase with cost of living increase

Public Funding Cut

With 89% of our funds coming from the government, we are vulnerable to a cut in public funding. With Chicago Public Schools facing \$665M budget gap and Illinois State facing a 6.1B budget gap at FYE2013, a funding cut is a top concern. Noble has received small cuts to funding in the past, which we have been able to sustain without effecting school programming, but we have remained relatively safe from this threat. Even without a funding cut, public revenues must keep pace with cost of living increase for us to remain financially sustainable. The probability of a future change or abolishment of the facility supplement is unknown.

Student Based Budgeting and Charter Funding

Chicago's move to student-based budgeting (SBB) has positive implications for funding to charters, though full implications of SBB are unclear. The law in Illinois specifies a 75%-125% range for charter funding, specified by the District. Chicago charters currently receive 80% of the core costs, according to the Illinois Network of Charter Schools.

Federal Funds

Federal funds are driven largely by the percentage of poverty in the student population served. Our recent initiatives and restricted growth areas are likely to decrease our low-income population to some degree, though we are committed to retaining a minimum of 75% low-income population in new schools. This decrease may affect the 11% of revenue we receive from federal sources.

Long-Term Obligation

Our long-term obligations are another ramification of facility challenges and the necessity of private buildings. Our vulnerability to fluctuation in public funding leads us to seek to limit long term obligations. Our updated plan must include parameters on long-term liability.

Updated Financial Plan Components

1. Operating Model

The Finance Team is currently revising the operating model based on enrollment and Support Team size.

2. Growth Model

The Finance Team is revising the model based on projected growth, private facility cost and capital expenditures. It will also reflect capital improvement needs. The implications of the updated model will enable us to set guardrails on our facilities procurement and debt position.

3. Sensitivity Analysis

Sensitivity analysis is key to our ability to prepare for risk. This work will present our vulnerability to a public funding cut, a reduction in free/reduced lunch population and a decrease/eradication of the facility supplement. It will also present the ramifications of achieving our retention goal, matching Chicago's cost of living increase and missing our enrollment targets by more than 10%.

THE NOBLE BRAND

The Noble brand is rooted in the high performance of our open enrollment schools in preparing low-income students for college and exemplary lives. Noble is perceived as 'best in class' not just compared with CPS but relative to all other charter operators. Our commitment to continually driving higher performance is the primary mechanism by which we protect and forward our brand. We receive political, community and philanthropic support not because of our size but because we achieve excellence. This high performance is defined by key metrics. In recent years, we have moved from an emphasis on ACT and high school graduation to a focus on college graduation. These metrics are currently the cornerstone of our brand and the foundation of fundraising efforts.

5. MARKETING STRATEGY

Though there is ample evidence that we have a premium brand, there is more we can do to:

1. understand how we are perceived by students, communities, potential hires and partners.
2. communicate who we are, what we do, and the quality education we offer students every day.

PATH FORWARD

- We will invest in an assessment of how students, communities, potential hires and partners perceive Noble. We will develop a comprehensive marketing strategy.

6. THREAT ASSESSMENT

Noble faces threats to our brand and our continued success. The threat of a public funding cut, charter cap, media and legal challenge and further restriction on growth are top concerns. The most effective defense is concerted advocacy and prepared response. Noble's External Affairs is point on our advocacy on these fronts, managing relationships with City Hall, the State, CPS, philanthropic and community players and coordinating efforts internally as well as with our Board and partner organizations.

By developing a threat assessment, we improve our ability to protect Noble from factors that would damage our performance, health, and capacity for growth. By developing a defined strategy for how to most effectively navigate these threats, we position our organization for success.

PATH FORWARD

- We will develop an assessment of the probability of a public funding cut, charter cap, media/legal challenge or restriction on charter growth.
- We will develop a defined strategy for how to most effectively navigate these threats.

III. DISCIPLINED GROWTH

7. MARKET RESEARCH

Though there is ample evidence that there is sizable demand for a Noble education, we can do more to understand the demand for a Noble seat, both locally and nationally.

PATH FORWARD

- We will invest in an assessment of the demand for a Noble seat and its variation across the City, including a projected saturation point.
- We will research the market in other regions, in preparation for any circumstances that would incent us to expand outside of Chicago.

8. GROWTH STRATEGY

Because of our high performance, we have received sufficient support for aggressive expansion. Plans for 2016 campuses are already underway. We grow to fulfill our mission and impact as many students as possible, without compromising our ability to serve current Noble students. The need for quality schools is so massive that we believe Noble’s growth, while maintaining quality results, is imperative. Our expansion has required a significant portion of Noble financial and political resources, and leadership team time.

PATH FORWARD

- We will put quality first, only opening schools that will have Noble-quality performance.
- We will not expand unless we meet our definition of high performance.
- We will not open new schools unless we are confident that we can continue to perform at the highest level across the Network.
- Subject to our high performance, we will grow at the maximum of what we can afford, as constrained by sustainable funding, talent, demand and political authorization.

Green-Lighting Process

We will use the following criteria to ensure each proposed replication is in line with our values.

	NO	YES
Performance <ul style="list-style-type: none"> • We achieve the minimum average ACT score. • We achieve the minimum average ACT growth. • We achieve the minimum average college graduation rate, post-Class of '10. 	<p><20</p> <p><5.2</p> <p><30%</p>	<p>≥20</p> <p>≥5.2</p> <p>≥30%</p>
Talent <ul style="list-style-type: none"> • We have sufficient Noble-quality hires per open position. • We retain the minimum percentage of school-based staff annually. 	<p><3</p> <p><75%</p>	<p>≥3</p> <p>≥75%</p>
Enrollment <ul style="list-style-type: none"> • We predict sufficient demand to meet our enrollment target threshold. 	<p><90%</p>	<p>≥90%</p>
Student Population		

<ul style="list-style-type: none"> We predict a sufficient free/reduced lunch percentage. 	<80%	≥80%
Financials <i>Campus Proposed</i> <ul style="list-style-type: none"> The campus proposed is within our range for occupancy cost per pupil. The campus proposed is within our range for capital expenditures. At scale, the campus will pay for all expenses on public funds. The proposed campus will not reduce the budget of any existing campus. <i>Overall Network Indicators</i> <ul style="list-style-type: none"> We maintain sufficient cash reserves. We maintain a sufficient liquidity ratio. We maintain our current amount of net assets percentage. We keep administrative costs to a sufficiently low percentage of revenue. 	>\$1500 No No No <\$15M <1:3 <30% >10%	≤\$1500 Yes Yes Yes ≥\$15M ≥1:3 ≥30% ≤10%
Leadership We have the school leadership needed to manage the school successfully.	No	Yes

We have experienced fairly rapid growth in the last fifteen years, and our performance has improved with growth. While the Noble Network has been growing at approximately two schools per year, the context of expansion has changed vastly from year to year. Though our approach must be flexible enough to address these changing conditions, by articulating our preferences for how and where to grow, we can best capitalize on opportunity.

To ensure optimal growth Noble will:

- Ensure consistently high quality performance in all Noble schools.
- Ensure mission-aligned top quality hires.
- Provide ample support and resources to schools.
- Focus our growth to meet the needs of low-income students.
- Set financial parameters to ensure sufficient resources in the future.

Growth in Chicago

While we have not yet conducted the market research proposed in this plan, we assume sufficient demand to fill 25 schools in the City of Chicago by 2020. This assumes that 15% of the high school market is not a saturation point.

We have concentrated resources in Chicago to support us in accomplishing our goals, including a local and supportive Board, a network of philanthropic and political support, and a premium brand. Expansion elsewhere would require substantial investment in infrastructure. Given finite resources, we can reach more students by staying in Chicago. We have committed to fundamentally improving the odds for low-income students in Chicago. Accomplishing our 2020 goals will allow us to expand from a position of strength. Growing in Chicago in the short-term will allow us to shore up our high-need areas, avoiding potential problems under stress of regional or national growth.

PATH FORWARD

- We will continue on course, maximizing growth in Chicago, prioritizing quality first.
- We are investing in assessing the market outside of Chicago, in case we encounter circumstances that inhibit our growth in Chicago.
- If we cannot grow in Chicago due to insufficient funding, talent, facilities or political authorization, we will pursue growth in another region.

School Location

The highest poverty areas in Chicago are associated with the worst crime and violence. While our enrollment is not wholly determined by the population in the geographic areas surrounding our schools, the geographic location of our schools does influence enrollment. Families may prefer to send students to a school perceived to be in a safe area, even if they live in one of the most beleaguered areas in Chicago. While we have not conducted an economic analysis of the areas surrounding our schools, we believe that a Noble school has a long-term, positive benefit on a community, and can act as an anchor for neighborhoods struggling with hardship.

PATH FORWARD

- We will seek opportunities to positively impact high-need areas.

School Clusters

There are benefits to clustering schools from a facilities perspective. Principals of cluster schools had a positive experience when we generated demand first, with subsequent replications receiving enrollment overflow. When we did not generate an initial surplus of demand, principals of cluster schools had a challenging experience meeting enrollment targets.

PATH FORWARD

- We will seek to cluster schools in areas where we have established an enrollment surplus.

Growth in High Schools

We are the only high-performing operator in the high school space, meeting a unique need for Chicago public students. With finite resources, opening middle schools would require making trade-offs with high school expansion. While working in lower grade levels would mean higher high school scores, we have not found this necessary to meet our performance targets. We have not found opening feeder middle schools necessary to aid high school enrollment. Instead, we have prioritized developing strategic partnerships with existing feeder middle schools.

- We will continue to open high schools.

Diversification of Openings

As we open new Noble schools, diversified offerings, such as a STEM school, will assist us in attracting students and meeting our enrollment goals. Specialized offerings may be required to best support and reengage struggling students as well as to push the upper boundaries of student achievement. We will pursue diverse offerings if they augment our ability to meet students’ needs and interests. If we project that this will shift the student demographic we attract, we will adjust our efforts to recruit our target population.

Facilities

The nature of available facilities changes significantly each year. CPS facilities are the least expensive option while private options often have steep initial capital expenditures and long-term obligations. CPS co-locations are the least expensive, but can be perceived as less safe. This year, Noble was unable to acquire any CPS facilities. This meant exponentially higher cost, largely due to initial capital expenditures. This has ramifications for our capital campaign and debt position. The implication is that if we do not receive CPS buildings or an influx of private capital or take a less conservative debt position, we will have to slow our pace of growth.

Possible Emphasis in Facilities Procurement

Public Schools on Public Dollars

- Wait for CPS buildings with the understanding that we will have limited control over locations.

Turn-Arounds and Phase-Outs

- Seek situations like PowerHouse, offering to fix the City’s lowest performing schools over a four year period, phasing into a Noble school.

Private Sites on Philanthropic Dollars

- Pursue construction or rehabilitation of private property, with the understanding that we will move forward only if we have sufficient donations to cover capital expenditures.

Predatory

- Purposefully target low performing charters and aggressively move to occupy those buildings.

Key Indicators for Facilities Procurement

<p><i>Demographics</i></p> <ul style="list-style-type: none"> • Percentage of ethnic backgrounds and percentage of income ranges • Trend: Percentage of projected population change • Transience: Percentage of population renting
<p><i>Performance</i></p> <ul style="list-style-type: none"> • Number of other high performing high schools in the area

<i>Utilization</i>
<ul style="list-style-type: none"> • Utilization of current high schools in the area • Number of unfilled high-performing seats • Number of primary school feeders in the area
<i>Noble Specific Demand</i>
<ul style="list-style-type: none"> • Number of Noble applicants/enrollees currently traveling to Noble schools • Trend: Percent change per year in Noble applicants/enrollees by community area

9. STUDENT RECRUITMENT

Providing as many low-income students as possible with a Noble-quality education is our top priority.

<i>Recruitment Goal</i>	<p>We meet at least 90% of enrollment targets.</p> <p>At least 80% of our students have free/reduced lunch status.</p>
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Given Noble’s open enrollment policy, we cannot mandate a percentage of free/reduced lunch students. While there is evidence that our target low-income students will be best served in an environment with a degree of ethnic and socioeconomic diversity, we will need to closely manage marketing and recruiting efforts to ensure the enrollment of our target population.

Student recruitment is a significant pain point for our South and West side campuses. Because public funds are allocated per pupil, missed enrollment targets cost us \$3.9M in 2014. This gap has widened by 4X in the last three years. This year, we will introduce centralized support for student recruitment.

PATH FORWARD

- We set a Network minimum for our free/reduced lunch rate of 80%+ through 2020.
- Our Director of Student Recruitment will develop a defined student recruitment strategy.
- We are preparing for the implications on federal dollars (Title 1, E-Rate etc.).

10. THOUGHT LEADERSHIP

While Noble has always been an open-source organization, we have not yet proactively pursued thought leadership opportunities. By sharing Noble practice with other players in the education space, we contribute to the larger education reform movement. Distinct from growth through replication, we can grow our impact through thought leadership.

Noble tools, methods, and experiences can assist other players in the education space. Sharing practice with local schools could be an important way to establish political goodwill. While the driver of these

initiatives is to further our mission, they also have the potential to significantly increase our brand awareness and generate revenue. These initiatives will require an investment of both financial expense and time of Noble talent; it is important that we balance this with our commitment to the students we currently serve in Noble campuses.

PATH FORWARD

- We will identify Noble tools, methods and experiences valuable to other players in the education space, and conduct a cost-benefit analysis of the options.
- If appropriate, we will identify the best Noble talent to execute these initiatives.

Potential Opportunities

- *Shared Tools:* The Noble College Bot is the predictive modeling tool we use to match students to their best fit schools. While sharing this tool might increase local competition for seats at a few select colleges, it would have a palpable, national impact on college counseling for low-income students.
- *Published Work & Presentation:* The experiences of Noble school leaders are diverse and instructive. Facilitating a Noble principal publishing work on hiring or academic rigor could have a significant return. A public event or speaker series might have a similar effect.
- *Leadership Incubator:* Chicago charter operators have already approached us to assist in developing successful principals. Proactively offering to meet this need could be positive for both Noble and our education partners.

Performance

Noble schools are high performing, preparing our students for college and exemplary lives.

- College Graduation: Our college results are on par with the highest income quartile, 75%.
- Academics:
 - ACT: Noble achieves a 22 on the ACT and 7 points of growth.
 - AP: 25% of our seniors will have at least one 3+ AP exam score.
 - Common Core: We reach 10% above the State average.
- School Culture: Noble campuses receive 95%+ on culture audits.
- Health & Fitness: 90% of students pass the fitness requirements.
- Retention: We retain 90% of our students annually.

Scope

Noble's concentrated impact in Chicago fundamentally changes public education in this City with national implications. Growth is contingent on our performance and organizational health.

- Market Share: 15%+ of Chicago's public high schools are Noble schools.
- Growth Rate: Noble is able to maintain its current pace of growth, 2 schools per year.

Talent

We have sustainable Noble-quality talent to equip our schools to be successful.

- Talent Pool: We fill every predicted opening by the end of the school year.
- Hiring Velocity: We have 5 Noble-quality candidates per open position.
- Retention: We retain 85% of our highest performers.

Finance

We maintain sufficient financial resources for sustainability and growth.

- Sustainability: At scale, each existing campus is sustainable on public dollars if occupancy expenses are equalized. At scale, each new campus is sustainable on public dollars.
- Administrative Expense: Administrative expense is less than 10% of revenue.
- Cash Reserves: We have sufficient cash reserves to meet our covenants, \$15M+.
- Net Asset Ratio: We sustain net assets greater than 30% of total.
- Liquidity (CL/CA): We sustain a ratio greater than 1:3.

External Affairs

We have sufficient political, community and philanthropic support to achieve our goals.

- Authorization: We are approved by CPS to maintain our pace of growth.
- Funding: We maintain current funding levels.
- Philanthropy: We raise \$60M from philanthropic sources.

Student Recruitment/Enrollment

We have sufficient demand to fill our schools and meet our funding and growth goals.

- Target Population: Our student population is at least 80% free/lunch.
- Demand: Noble has sufficient demand to meet 90%+ of enrollment.

To grow and fulfill our mission without compromising our service to current students, we will prioritize continued performance and enduring organizational health.

	NO	YES
Performance <ul style="list-style-type: none"> We achieve the minimum average ACT score. We achieve the minimum average ACT growth. We achieve the minimum average college graduation rate, post-Class of '10. 	<p><20</p> <p><5.2</p> <p><30%</p>	<p>≥20</p> <p>≥5.2</p> <p>≥30%</p>
Talent <ul style="list-style-type: none"> We have sufficient Noble-quality hires per open position. We retain the minimum percentage of school-based staff annually. 	<p><3</p> <p><75%</p>	<p>≥3</p> <p>≥75%</p>
Enrollment <ul style="list-style-type: none"> We predict sufficient demand to meet our enrollment target threshold. 	<p><90%</p>	<p>≥90%</p>
Student Population <ul style="list-style-type: none"> We predict a sufficient free/reduced lunch percentage. 	<p><80%</p>	<p>≥80%</p>
Financials <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> The campus proposed is within our range for occupancy cost per pupil. The campus proposed is within our range for capital expenditures. At scale, the campus will pay for all expenses on public funds. The proposed campus will not reduce the budget of any existing campus. <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> We maintain sufficient cash reserves. We maintain a sufficient liquidity ratio. We maintain our current amount of net assets percentage. We keep administrative costs to a sufficiently low percentage of revenue. 	<p>>\$1500</p> <p>No</p> <p>No</p> <p>No</p> <p><\$15M</p> <p><1:3</p> <p><30%</p> <p>>10%</p>	<p>≤\$1500</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>≥\$15M</p> <p>≥1:3</p> <p>≥30%</p> <p>≤10%</p>
Leadership <p>We have the school leadership needed to manage the school successfully.</p>	<p>No</p>	<p>Yes</p>

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT
(NOBLE STREET CHARTER SCHOOL)

THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2014 (the "Effective Date") is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate (the "Board") and Noble Network of Charter Schools, an Illinois not-for-profit corporation (the "Charter School"), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.*, as amended (the "Charter Schools Law").

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

- (1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;
- (3) To encourage the use of innovative teaching methods;
- (4) To allow for the development of innovative forms of measuring pupil learning and achievement;
- (5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) To provide parents and pupils with expanded choices within the school system;
- (7) To encourage parental and community involvement with public schools;
- (8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, on August 31, 1998, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 2, 1998 and ending June 30, 2004, with the Charter School opening in the fall of 1999, which Charter School

Agreement was approved and certified by the Illinois State Board of Education (the "State Board");

WHEREAS, on December 8, 2003, the Charter School submitted an application to the Board to renew its Charter School Agreement, and subsequently on January 27, 2006, the Charter School entered into a Renewal of the Charter School Agreement with the Board for a five (5) year term commencing July 1, 2004 and ending June 30, 2009, which was approved and certified by the State Board;

WHEREAS, on September 5, 2008, the Charter School submitted an application to the Board to renew its Charter School Agreement, and subsequently on July 22, 2009, the Charter School entered into a Renewal of the Charter School Agreement with the Board for a five (5) year term commencing July 1, 2009 and ending June 30, 2014, which was approved and certified by the State Board, and was subsequently amended and restated by that certain Amendment and Restatement of Renewal of Charter and Charter School Agreement dated November 30, 2010 by and between the Board and the Charter School;

WHEREAS, on September 3, 2013, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, portions of which Application are incorporated by reference as described in Exhibit A hereto; and

WHEREAS, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Grant of Charter. Subject to the final certification by the State Board, the Charter School is hereby authorized, and granted a renewal of a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. Term of Agreement. This Agreement shall commence on the Effective Date provided above, and shall expire at midnight, June 30, 2019, unless terminated or extended pursuant to the terms hereof.

4. Educational Program. The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.

a. Name of School. The name of the school shall be known as the "Noble Street Charter School".

b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter Schools Law.

c. Age, Grade Range. The Charter School shall provide instruction to pupils in grades 6 through 12 as provided in the Application.

d. Enrollment, Attendance Boundary, Lottery. The Charter School's enrollment shall be no more than 14,000 students during the term of this Agreement. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school.

i. Attendance Boundary. Enrollment in the Charter School shall be open to any pupil who resides within the City of Chicago, provided that the Board may designate attendance boundaries for no more than one-third of the charter schools permitted in the City of Chicago if the Board determines that attendance boundaries are needed to relieve overcrowding or to better serve low-income and at-risk students. In the event that the Board makes a determination that an attendance boundary needs to be created for the Charter School, the Board shall notify the Charter School at least thirty (30) days prior to Board approval to give the Charter School an opportunity to provide comment regarding the establishment of its attendance boundary. Establishment of an attendance boundary for the Charter School is within the sole discretion of the Board.

ii. Lottery. The Charter School shall conduct and complete its lottery by a date determined by the Board's Office of Innovation and Incubation ("I&I") and communicated to the Charter School on an annual basis; provided that the Charter School does not conduct its lottery until one month after the specific application deadline determined by the Board for its high school magnet school program, which date will be conveyed to the Charter School by I&I. Each year, if on the date of the Charter School's application deadline, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery which shall be open to all applicants and the

public. The lottery shall be witnessed by an independent third party or videotaped. The Charter School shall submit to I&I a copy of the lottery results, a written summary of its lottery process and the manner in which its lottery process complies with Article 27A of the Illinois School Code, and any supporting documentation within ten (10) business days of the lottery date. The Charter School shall not request information in the application process about a student's social security number, academic aptitude unless subject to restrictions under this paragraph 4.d.ii herein, special education needs or English language proficiency. The Charter School shall also not request a parent-student behavioral contract, material review, or other such exercises as part of the application process; additionally, any essay requested must be optional for the student, will not be judged, graded or considered as a part of the application process, and completion of such essay will not impact lottery submission. The application must be available to all parents and students without limitations, such as an open house or school visit requirement. Priority for enrollment may be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled for cause. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available. The Board reserves the right to request additional information regarding the lottery process from the Charter School including, but not limited to, the names of students who participated in the lottery and a copy of the current waitlist of students.

e. Student Transfers. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian which affirmatively states that the student's transfer is voluntary.

f. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those in accordance with the accountability plan (the "Accountability Plan") described in paragraph 9 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter School falls below those

standards, shall be consistent with the Application and as further described in paragraph 9 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. Any material changes to the curriculum subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

i. School Year; School Days; Hours of Operation. Instruction shall commence in the 2014-2015 school year and subsequent school years on dates established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of the first academic and fiscal year of the Charter School's existence. The days and hours of operation of the Charter School shall be as otherwise established by the Charter School in accordance with state law.

j. School Calendar. No later than April 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter School shall submit to the Board its school calendar for such academic year and the following summer session which shall list all student-attendance days for each grade level.

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

i. In the event that the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion, to the Board for review no later than April 1, 2015, or April 1 of any subsequent year, shall adopt such disciplinary code no later than the 1st day of the subsequent academic year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. The Charter School shall comply at all times with applicable Federal due process requirements in its disciplinary activities. Students may only be expelled from the Charter School by a vote of the Charter School's governing

board. In the event that any student is expelled from the Charter School by action of the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board, no later than five (5) days following the expulsion of such student, a summary statement of the grounds and evidence warranting expulsion, a record of the proceedings in which the expulsion decision was made, as well as the official transcript of the expelled student. The Board shall evaluate the student's expulsion records and determine appropriate placement on a case-by-case basis.

ii. The Charter School may, at its option, elect to adopt the CPS Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than April 1, 2015 or April 1 of any subsequent year for which such election shall be effective. If the Charter School fails to submit a proposed disciplinary code or fails to adopt a disciplinary code, the CPS Conduct Code will be deemed to apply.

1. Governance and Operation. The operation of the governing board of the Charter School shall be as set forth below:

i. The governing board of the Charter School shall consist of no fewer than five directors, but no more than twenty-five directors.

ii. Membership and the composition of the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Directors of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four times a year.

For verification purposes, the Charter School shall provide to I&I the minutes of every governing board meeting held and any advertised copies of such meeting notices no later than thirty (30) calendar days after the end of each quarter.

m. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-risk students, and homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs (“IEPs”) in which transportation is required; participating in the state’s Parental Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets. Once the Charter School identifies any students eligible for transportation assistance in accordance with the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. §11431 *et seq.*, as amended), the Charter School shall coordinate with the Board’s Office of Support for Students in Temporary Living Situations to obtain and distribute transportation fares to such students.

n. Bilingual Education. The Charter School shall provide bilingual education services in a manner consistent with that in the Application, provided that the Charter School (1) shall identify students who require bilingual education by administering the Chicago Public Schools’ Home Language Survey Form or other suitable identification instrument to all incoming students; (2) shall assess the English language proficiency of all students identified as coming from a non-English speaking background by administering the state-prescribed screening instrument or other suitable screening instrument; (3) shall provide a bilingual education or English as a Second Language program for such students; and (4) shall annually assess the English language proficiency of all identified English Language Learners by administering the state-mandated English language proficiency assessment. Notwithstanding anything to the contrary in this subparagraph, the Charter School shall have no obligation to provide bilingual education to a greater extent than required under the Charter Schools Law and under any Federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools.

5. Additional Covenants and Warranties of Charter School. The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise

exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to Charter Schools (as amended from time to time):

- i. The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);
- ii. Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;
- iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;
- iv. Section 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment;
- v. Section 24-24 and 34-84A of the Illinois School Code (105 ILCS 5/24-24; 105 ILCS 5/34-84A) regarding discipline of students;
- vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);
- vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;
- viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);
- ix. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);
- x. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);
- xi. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);
- xii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*), subject to the limitations set forth in paragraph 6.j. below;

xiii. The P-20 Longitudinal Education Data System Act;

xiv. All applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools, with the list of such regulations to be provided to the Charter School by the Board from time to time; and

xv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. In the event of any Federal or State governmental inquiries involving the Charter School with respect to such law, order or agreement, the Charter School shall fully cooperate with the Board in responding appropriately and coming to a final resolution. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement which will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement including the Accountability Plan attached hereto as Exhibit C, the additional specific terms and conditions set forth in Attachment 1 and all other Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School is also

recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

d. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 (first semester) and February 1 (second semester) of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees who shall come into direct, regular contact with pupils at the Charter School. Such lists shall contain the names, job positions, Illinois employee identification numbers and/or last four digits of the social security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the results of the fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database required under Section 34-18.5 of the School Code and paragraph 5.e. of this Agreement; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 5.f. of this Agreement. For any person hired in an instructional position after February 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than five (5) business days prior to the individual's initial date of employment.

e. Criminal Background Checks. The Charter School represents and warrants that, at its own cost and expense, it shall have a complete fingerprint-based criminal history records check ("Records Check") conducted on any and all employees, agents and subcontractors who may have direct, regular contact with students under this Agreement in accordance with the Illinois School Code (105 ILCS §5/34-18.5); the *Sex Offender and Child Murderer Community Notification Law*, created under Illinois Public Act 94-219, eff. August 2005; the *Child Murderer Violent Offender Against Youth Notification Law*, created

under Public Act 94-945. Such complete Records Check consists of the following:

- 1) fingerprint-based checks through the Illinois State Police (ISP) and the FBI,
- 2) check of the Illinois Sex Offender Registry (IL-SOR), and
- 3) check of the Violent Offender Against Youth Registry (see below).

The purpose of the Records Check is to confirm that none of these persons have been convicted of any of the criminal or drug offenses enumerated in subsection (c) of 105 ILCS §5/34-18.5 or any offenses enumerated under the *Sex Offender and Child Murderer Community Notification Law*, or the *Sex Offender and Child Murderer Community Notification Law*, or have been convicted within the past seven (7) years of any other felony under the laws of Illinois or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in the State of Illinois, would have been punishable as a felony under the laws of Illinois.

The Charter School understands and agrees that it shall not allow any of its employees, agents or subcontractors to have direct, regular contact with a student until a Records Check has been conducted for such person and the results of the Records Check satisfies the requirements of 105 ILCS §5/34-18.5 and the requirements of the Acts and Laws referenced above, as amended from time to time.

f. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. The Charter School shall satisfy the required percentage of certificated individuals employed in instructional positions for its Charter School in accordance with Section 27A-10(c), (c-5) and (c-10) of the Charter Schools Law, as may be amended from time to time. If the Charter School receives Title I funds, all individuals in instructional positions must also meet the definition of "Highly Qualified" in accordance with the No Child Left Behind legislation. For purposes of this paragraph, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform

their instructional duties satisfactorily.

g. Facilities; Change in Location; Temporary Change in Location in for Emergency; Compliance with Disability Access Laws and Regulations; ADA Plan.

i. Facilities. The Charter School shall be located at the following locations in Chicago, Illinois (each referred to as an “Attendance Center”):

Campus Name	Address	Grades	Maximum Enrollment
Noble Street College Preparatory	1010 N. Noble Street	9-12	650
Pritzker College Preparatory	4131 W. Cortland Street	9-12	1,000
Rauner College Preparatory	1337 W. Ohio Street	9-12	650
Golder College Preparatory	1454 W. Superior Street	9-12	650
Rowe - Clark Math and Science Academy	3645 W. Chicago Avenue	9-12	650
UIC College Preparatory	1231 S. Damen Avenue	9-12	900
Gary Comer College Preparatory	7131 S. South Chicago Avenue & 1010 E. 72 nd Street	6-12	1200
Chicago Bulls College Preparatory	2040 W. Adams Street	9-12	1150
Muchin College Preparatory	1 N. State Street	9-12	900
John and Eunice Johnson College Preparatory	6350 S. Stewart Avenue	9-12	850
Hansberry College Preparatory	8710-56 S. Aberdeen Street	9-12	900
DRW College Preparatory	931 S. Homan Avenue	9-12	900
Butler College Preparatory	821 E. 103 rd Street	9-12	900
Baker College Preparatory	2710 E. 89 th Street	9-12	900
ITW David Speer	2456 N. Mango	9-12	900

Academy	Avenue (in 2014-2015 only)		
	5321 W. Grand Avenue		
The Noble Academy	17 N. State Street	9-12	900

The Charter School shall have obtained and submitted to I&I for review no later than thirty (30) days prior to the commencement of operation of any Attendance Center: (1) all applicable zoning and occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter School. The Charter School shall take such actions as are necessary to ensure that all leases (for all Attendance Centers not owned by the Charter School), zoning and occupancy permits and health and safety approvals for all established Attendance Centers remain valid and in force, and shall certify to the Board by August 1, 2014 that such leases, permits, certificates and approvals shall remain in force during the term of this Agreement.

ii. Change in Location. The Charter School may change the physical location of an Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this paragraph with respect to such new physical location, and provided further that the Charter School notifies the Board of the proposed change in location not less than one hundred and twenty (120) days prior to taking any final action in connection therewith. I&I shall notify the Charter School whether it will recommend the change in location to the Board. Such a change in the physical location of an existing Attendance Center or the establishment of a new Attendance Center by the Charter School shall be deemed a material modification of this Agreement which requires the prior approval of the Board and State Board to be in full force and effect.

iii. Temporary Change in Location for Emergency. Nevertheless, the one hundred and twenty (120) days prior notice is not required in the event that the change in location is due to an emergency where the Attendance Center has been made untenable by fire, flooding, tornado, earthquake or other casualty or where its occupancy permit has been revoked due to a reason outside of the Charter School's reasonable control. In such emergency situation, the Charter School shall provide immediate written notice to the Board after the Charter School

becomes aware of the need to change the location of its Attendance Center and the Charter School shall proceed as follows:

- (1) The Charter School shall promptly repair any damage to the Attendance Center caused by the emergency and to remedy any accessibility and building code compliance issues at its current temporary location until such time as the damaged Attendance Center is returned to the condition in which it was found prior to the emergency. While in its temporary location, the Charter School must provide monthly written status reports to I&I regarding the renovation work performed on the damaged Attendance Center; or
- (2) If the Attendance Center has been condemned or has such extensive damage that the Charter School does not want to expend any funds to make the necessary repairs to the Attendance Center, the Charter School shall provide to I&I written notice of the change in its permanent location and the reasons for abandoning its original Attendance Center. The Charter School shall fulfill certain conditions of the Board and provide the information set forth in this paragraph 5.g. with respect to such new physical location. The Office of New Schools shall notify the Charter School whether it will recommend such change in location to the Board.

iv. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facilities and operations comply with: (1) all applicable provisions of Federal, State and local disability access laws including, without limitation, the Americans with Disabilities Act ("ADA"), 42 U.S.C.A. §12101 *et seq.*, the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended, their implementing regulations, the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*, and the accessibility portions of the Chicago Building Code; and (2) the ADA and Rehabilitation Act aspects of the Accountability Plan; provided, however, if the Charter School enters into a lease agreement with the Board to occupy a Board facility to operate an Attendance Center, the terms and conditions of the lease agreement shall control as to that Attendance Center.

v. ADA Plan. The Charter School shall submit facility plans for each Attendance Center which shall comply with the ADA and Section 504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility

portions of the Chicago Building Code ("ADA Plan"). Any such ADA Plan shall be submitted to the Board for approval which shall not be unreasonably withheld. Any such ADA Plan submitted to I&I and approved by the Board shall be incorporated herein by reference and made a part of this Agreement. Failure to submit an ADA Plan to I&I by the Board-specified date shall be deemed a material breach of this Agreement, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

h. Homeless Children. The Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless by addressing all barriers to the enrollment and participation of students in temporary living situations in the school environment, and by protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children who attend the Charter School receive the same services provided by the Chicago Public Schools to homeless children in its students in temporary living situations program and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. §11431 *et seq.*, as amended) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 *et seq.*) and all other laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board's performance of its obligations under the Settlement Agreement.

i. Conflict of Interest. The Charter School shall certify that neither it, nor any of its board members, directors, officers, employees, agents or family members of any such persons, have a private interest, direct or indirect, or shall acquire any such interest directly or indirectly, which does or may conflict in any manner with the Charter School's performance and obligations under this Agreement. The Charter School must establish safeguards to prohibit such a conflict of interest or an appearance of a conflict of interest from occurring during the term of the Agreement. By December 1, 2013, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Conflict of Interest Policy (to the extent that it is not already a part of the Charter School's Ethics Policy as described in paragraph 5.j below) with a summary of any revisions from the previous year's version.

j. Ethics Policy. The Charter School shall adopt and maintain an Ethics Policy for its board members, directors, officers and employees to ensure that all such persons act in the highest standards of ethical conduct in order to directly benefit and serve the students at the Charter School. By December 1, 2014, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Ethics Policy with a summary of any revisions from the previous year's version.

k. Debarment/Suspension; Bid-Rigging/Bid-Rotating. The Charter School certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from bidding for or participating in this transaction under 105 ILCS 5/10-20.21(b) or by any Federal or State department or agency. If it is later determined that the Charter School knowingly rendered a false certification, this Agreement may be voided, in whole or in part, in addition to other remedies available to the Board under this Agreement or by law. The Charter School further agrees by executing this Agreement that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. If the Charter School or any lower tier participant is unable to certify to this statement, it must attach an explanation to the Agreement.

The Charter School further certifies that it is not barred from entering into this Agreement by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS §5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the award of a public contract to a person who has been convicted of bid-rigging or bid-rotating.

6. Financial Operations of Charter School.

a. Annual Audits. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations ("GAAP"). During the fiscal year, the Charter School shall operate in accordance with GAAP, the accrual basis of accounting, or any other basis of accounting, provided that the Charter School's accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors. The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably acceptable to the Board. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with *Government Auditing Standards* and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audit shall be made available to the Board no later than November 1 of each year during the term of this Agreement, beginning with November 1, 2015.

b. Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports including budgets, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year. The Board reserves the right to request accounts payable aging reports and cash forecast reports from the Charter School within ten (10) business days of the Board's request. Also the Charter School shall prepare and provide to the Board an annual budget for each fiscal year in a Board-specified format by no later than July 1 of such fiscal year unless a later date is agreed to in writing by the Board. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School Funds, as determined in paragraph 6.d., in four quarterly installments distributed on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each academic year based on the per pupil rates set forth in the final Budget Book adopted by the Board each fiscal year and shall provide this amount, less the employer's proportionate pension contributions (normal cost), to the Charter School for each pupil enrolled at the Charter School as set forth below. The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or vary from year to year depending upon

the amount of appropriations authorized by the Illinois General Assembly and subsequent Board approval of the budget on an annual basis.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment projection for the number of students enrolled in the Charter School which shall be provided to the Board no later than December 15 of the prior academic year, multiplied by one-fourth the per capita tuition amount. In the event, both parties agree that there has been a material change or an error(s) in the Charter School's pre-enrollment projection, the Board reserves the right to request a revised projection. The Board shall determine if the revised projection or the original projection will be used for the first quarter payment. It is understood and agreed that the first installment for each school year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by I&I.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on an enrollment date for the first semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the number of students enrolled at the Charter School on the same enrollment date as set forth in paragraph 6.d.ii above, as verified by attendance records, multiplied by one-fourth the per capita tuition amount.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on an enrollment date for the second semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

v. Negative Value (if applicable). Any quarterly payments provided to the Charter School as calculated above that result in a

negative amount shall be treated as a receivable to the Board and all subsequent payments shall be offset by the Board until the obligation to the Board is fulfilled by the Charter School.

e. School-Based Allocations for Supplemental General State Aid and Federal Title I Funds. The Charter School shall furnish the Board with eligibility data regarding Supplemental General State Aid (“SGSA”) and Title I eligible students enrolled in the Charter School by a date determined by the Board. SGSA revenues to which the Charter School is entitled shall be distributed to the Charter School quarterly on the dates set forth in paragraph 6.d. hereof on an estimated basis, provided that the Board may adjust any such payment to account for prior deviations between the estimated SGSA funds paid and the amount of SGSA funds to which the Charter School was entitled during such payment period. Title I funding to the Charter School may also be adjusted by the Board to account for prior deviations between the estimated Title I funds paid and the amount of Title I funds to which the Charter School was entitled to during each fiscal year. Such amounts shall be in addition to the per pupil funding amounts set forth in the final Budget Book adopted by the Board each fiscal year. Pursuant to the financial management requirements set forth in Section 80.20 of the Education Department General Administrative Regulations (“EDGAR”)(34 CFR Part 80), the Charter School will keep financial records of such funds separate from its other revenues and there shall be no co-mingling of monies in various accounts. During the first year of the Charter School’s provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the final Budget Book adopted by the Board each fiscal year.

Availability of SGSA and Title I Funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

f. Other Sources of Funds for Charter School. Paragraph 6.d. is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School may be eligible to receive additional funding from the Board by means of special education reimbursements or payments, per pupil allocations for English Language Learners and independent facility supplements.

In addition, any Charter School receiving federal or state grant funding must comply with all federal or state regulations tied to such grant funds. The availability of federal and state grant funds is dependent upon the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The funding criteria and procedures related to the aforementioned categories shall be set forth in the final Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. In the event that this Agreement is revoked or is not renewed by the Board, the Charter School shall refund to the Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law. In addition, if the Charter School does not expend or obligate all federal grant funds prior to the end of the respective grant period, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that federal or state grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter School solicits funding from sources other than those set forth in this paragraph 6, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Chicago Teachers Pension Fund for the employer's pension liability on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers. The Board shall have the right to charge the Charter School for the proportionate share of the annual estimated employer's normal pension cost, and to deduct that amount from the quarterly payments due to the Charter School. After each fiscal year, the Board

shall verify the Charter School's actual employer's share of the normal pension cost for the previous fiscal year and shall compare to that amount to the proportionate share of the annual estimated employer's normal pension cost that was withheld from the Charter School in the previous fiscal year. If the Charter School's estimated employer's normal pension cost exceeds or is less than the actual employer's pension cost, an adjustment (refund/withholding) shall be made by the Board in a future quarterly payment to the Charter School.

The Board shall not have any duty to make the employee's or other staff's member contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School. Pursuant to Section 17-132(a) and (b) of the Illinois Pension Code, employee contributions are deemed delinquent if the Chicago Teachers Pension Fund does not receive the employee contributions by the 30th calendar day after each predesignated payday.

In the event that the Board elects to deduct delinquent employee contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with fifteen (15) calendar days prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 15-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

The parties hereby acknowledge and agree that the Charter School shall comply with those provisions of the Illinois Pension Code which specify applicability to, or compliance by, charter schools and it is not the intent of the parties to have the Charter School comply with any other portions of the Illinois Pension Code.

k. Management and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) accounting methods as specified in paragraph 6.a.; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases;

and (8) maintenance of asset registers and financial procedures for grants in accordance with EDGAR or the State Board.

1. Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance. The Charter School shall provide the Board with current enrollment and attendance data, including Individualized Educational Plan and English Language Learner data, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. Such enrollment and attendance data shall be maintained and updated on the IMPACT System on a daily basis by the Charter School (or on any other time-frame basis consistent with district-level reporting). The Board shall provide the Charter School with the necessary IMPACT System access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data.

m. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, technology services, utilities, and safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted from the quarterly payments issued by the Board and such services and charges will be outlined in the lease between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

n. Withholding of Funds. In the event that the Board deems that there has been a material violation of this Agreement, the Board may withhold any and all payments of funds to the Charter School in the event that the Charter School fails to cure such material violation(s) after receiving prior written notice by the Board enumerating the specific material violation(s) on the part of the Charter School and the period of time during which the Charter School shall have the opportunity to cure such material violation(s). Upon the Charter School's cure of any such material violation(s), the Board shall immediately release any and all payments of funds due the Charter School.

7. Purchase Agreement. The Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Board of certain goods, services and materials in connection with the operation of the Charter School.

8. Insurance. The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in

Exhibit B hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit B.

9. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C. If there are any material changes regarding testing requirements or other accountability standards which are due to the enactment of State or Federal Law, or which are dictated by circumstances outside of the Board's control, the parties agree that the Accountability Plan attached hereto as Exhibit C shall be subject to revision and modification by the Board effective on July 1 of each year of the Agreement upon written notice from the Board no later than June 30 of each year; provided, however, if the changes to the Accountability Plan are based on the Board's directive, then written notice from the Board shall be given no later than May 1 of each year. Notwithstanding the foregoing, the Board shall make a reasonable good faith effort to engage the Charter School in discussions regarding the proposed changes to the Accountability Plan in advance of the May 1 date. However, in the event the Charter School determines that it does not want to be evaluated and measured against any such revised Accountability Plan, the Charter School shall have the right to terminate this Agreement upon prior written notice to the Board and such termination shall be effective as of the end of the current academic year. Any subsequently revised Accountability Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. In accordance with Section 27A-6(b) of the Charter Schools Law, the Charter School shall administer any other nationally recognized standardized tests to its students that the Board administers to the district's students and the results on such tests shall be included in the Board's assessment reports. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State and CPS assessments are correctly entered into the district's IMPACT System, or such other system as may be subsequently implemented by the Board.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Where possible, the Board shall provide the Charter School with at least 24 hours prior notice of such site visits.

10. Special Education and Supports.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's Individualized Education Program (IEP); (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*, as amended) and any regulations promulgated thereunder; (iii) Article 14 of the Illinois School Code (105 ILCS 5/14-1.01 *et seq.*, as amended) and any regulations promulgated thereunder; (iv) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", as may be amended from time to time, which is incorporated herein by reference; (v) any and all Federal court orders applicable to students with disabilities in the Chicago Public Schools; (vi) any and all service bulletins and guidelines issued by the Board's Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness; and (vii) all applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools as referenced in paragraph 5.a.xiv set forth above. In addition, the Charter School shall provide reasonable accommodations and related services to students with mental or physical impairments who qualify under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §706 *et seq.*) in accordance and compliance with (viii) the student's Section 504 Plan, and (ix) the Board policies and procedures regarding students' 504 Plans.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire its own special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of certified special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP. Such reimbursement rates for full-time equivalent certified special education teachers and paraprofessionals shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the later of (i) the date of the Charter School's submission to the Board via its Position Analysis Request Form

("PARF") or (ii) the initial date of employment of the staff person.

c. Related Service Providers. The parties acknowledge and agree that it is the expectation of both parties that the Charter School will hire its own related service providers to provide special education and 504 services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of related service providers based on the Board's per CPS allocation percentage and the student's IEP or 504 Plan. Such reimbursement rates for full-time equivalent related service providers shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the initial date of employment of the related service provider.

Nevertheless, if the Charter School ascertains that it will not be able to hire, or subcontract for, related service providers to provide special education or 504 services for a given academic year, the Charter School may apply for a waiver of that requirement at such time. The CEO or his designee shall review the Charter School's waiver application and make a determination whether to approve or reject the waiver request. If approved, the CEO or his designee, as a last resort, shall assign the necessary staff of related service providers to the Charter School. Failure to inform the Board of its inability to hire, or subcontract for, its related service providers shall be deemed a material breach of the Agreement by the Charter School, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

d. Staff Requirements. In accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals and related service providers required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs or 504 Plans and the Board's IMPACT System. The Board may during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment, IEP needs and 504 Plans of the Charter School's students. All special education teachers, paraprofessionals and related service providers employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. All special education teachers, paraprofessionals and related service providers employed by the Charter School must attend at least four (4) professional development training sessions on an annual basis. The Board shall notify the Charter School of the available dates, locations, times and topics for the professional development training sessions through several communication channels.

e. Case Manager. The Charter School shall appoint one of its special

education personnel as a qualified case manager. The Board shall provide the Charter School with a stipend per semester for such qualified case manager. The stipend amount for a qualified case manager shall be as set forth in the final Budget Book adopted by the Board each fiscal year; however, such amount is subject to the terms of the agreement between the Board and the Chicago Teachers Union. A case manager shall be deemed qualified if he or she has a Professional Educator License (PEL) with one of the following endorsements: special education, school counselor, school social worker, school psychologist, school nurse or speech language pathologist (non-teaching). At least two (2) years' experience in the field of special education is recommended/preferred for such case manager.

f. Additional Resources. Notwithstanding paragraph 6 of this Agreement, the Board shall provide necessary additional resources including assistive technologies (as required by a student's IEP or 504 Plan) for the education of students with disabilities enrolled in the Charter School in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the IEPs and 504 Plans of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

g. Subsequent Funding for Special Education and Supports. In the event that the Board adopts a new school funding methodology for special education and supports, the Board reserves the right to provide funds to the Charter School on a per-student basis for the salaries and benefits of full-time equivalent certified special education personnel referenced hereinabove and the provisioning of special education and 504 services for students with disabilities.

11. Comprehensive School Management Contracts. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. Furthermore, in the event the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit D attached hereto must be incorporated into any such contract.

12. Renewal of Charter; Failure to Renew. No later than January 1, 2019, and no earlier than July 1, 2018, but in no event later than the date set by I&I, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the

Charter School, including financial information specific to each Attendance Center or campus, if applicable. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement. The renewal proposal shall be evaluated by I&I in accordance with paragraph 4 of Exhibit C.

No later than June 30, 2019, I&I shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the charter and the Agreement, including any modified terms proposed by I&I. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 13 hereof.

13. Revocation of Charter. The Board may revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, in accordance with Section 27A-9 of the Charter Schools Law, if the Board clearly demonstrates that the Charter School, or any Attendance Center or campus, did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or
- b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Materially violated any provision of law from which the Charter School was not exempted.

In case of revocation, the Board shall notify the Charter School in writing of the reason why the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, is subject to revocation. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline, then the Board shall revoke the charter of the Charter School, in whole or as to any Attendance Center or

campus, if applicable. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the revocation shall take place at the end of the school year. Nothing in this subparagraph shall be construed to prohibit an implementation timetable that is less than two (2) years in duration.

In addition, the charter of the Charter School may be revoked in the event that the parties agree to terminate this Agreement by mutual consent pursuant to paragraph 24 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit C.

In the event that the Board proposes to revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

14. Indemnification.

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

the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

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

15. Disclaimer of Liability. The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Winding Down Procedures Upon Revocation, Non-Renewal or Termination by Mutual Consent. If the Board revokes this Agreement and the charter of the Charter School, or does not renew the Agreement and the charter of the Charter School, or the Agreement and the charter of the Charter School are otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

a. The Charter School shall be responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School. Under no circumstances, shall the Board or the Board's members, officers, employees or agents, or those acting on behalf of the Board's members, officers, employees and agents, be responsible for such obligations.

b. The Charter School shall cooperate with I&I and shall abide by the school closing procedures as required by I&I to effectuate the orderly closing of the Charter School.

17. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

18. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

19. Dispute Resolution. If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who shall have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph, both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

20. Counterparts; Facsimile/Electronic Signatures. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile or electronically scanned by either of the parties shall have the same effect as original signatures.

21. Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies,

procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this Agreement and the Charter Schools Law.

22. Amendments. This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law. For purposes of this Agreement, the parties acknowledge that material changes include, but are not limited to, the following: (a) the addition of new grades; (b) an increase in enrollment capacity; (c) a move to a new Attendance Center or campus; (d) the addition of a new Attendance Center or campus; and (e) any and all other material modifications to this Agreement.

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

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

25. Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School: Noble Network of Charter Schools
1010 N. Noble Street
Chicago, Illinois 60642
Attn: Michael Milkie, Superintendent
Facsimile: (773) 278-0421

If to the Board: Chicago Board of Education
Office of Innovation and Incubation
125 South Clark Street, 10th Floor
Chicago, Illinois 60603
Attn: Jack Elsey, Chief Innovation and Incubation Officer
Facsimile: (773) 553-3225

With a copy to: Chicago Board of Education
Law Department

125 South Clark Street, 7th Floor
Chicago, Illinois 60603
Attn: James L. Bebley, General Counsel
Facsimile: (773) 553-1701

26. Audit and Document Retention. The Charter School shall maintain records showing time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be maintained as part of operating the Charter School shall be retained for five (5) years after the term of this Agreement and shall be subject to inspection and audit by the Board. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to maintain the above described records and allowing the Board, the Inspector General of the Board, and their duly authorized representatives the same right to inspect and audit said records as set forth above with respect to the books and records maintained by the Charter School.

27. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

28. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

29. Delegation. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Chicago Public Schools, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Chicago Board of Education.

30. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

31. Construction. This Agreement shall be construed fairly as to both parties

and not in favor of or against either party, regardless of which party prepared the Agreement.

32. Incorporation of Exhibits. All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this Agreement as of the Effective Date hereof.

**BOARD OF EDUCATION OF THE
CITY OF CHICAGO**

By: David J. Vitale
David J. Vitale, President

ATTEST:

By: Estela G. Beltran
Estela G. Beltran, Secretary

Dated: 6/5/14

**NOBLE NETWORK OF CHARTER
SCHOOLS**

By: Michael Milkie
Name: Michael Milkie
Title: CEO

ATTEST:

By: Jessica Flores
Name: Jessica Flores
Title: Board Secretary & Clerk

Dated: 5/29/14

Board Report Nos. 14-0226-EX9-1
and 14-0423-EX9-1

Approved as to legal form: James L. Bebley
James L. Bebley, General Counsel

Attachments:

- Attachment 1 - Additional Specific Terms and Conditions
- Exhibit A - Application
- Exhibit B - Insurance Requirements
- Exhibit C - Accountability Plan
- Exhibit D - Comprehensive Management Services Contract Requirements

ATTACHMENT 1

ADDITIONAL SPECIFIC TERMS AND CONDITIONS

The Charter School must fulfill the following additional specific terms and conditions below and submit the necessary documentation to I&I although fulfillment of these additional specific terms and conditions alone in no way ensures a future renewal of the charter and the Agreement:

1. By July 1 of every year of this Agreement, the Charter School shall submit to I&I the materials to be used for the upcoming academic year's student application, enrollment process and lottery, and school admission requirements.

Conclusion

Upon approval by the Board to renew the charter and the Agreement, the aforementioned specific terms and conditions shall be incorporated into and made a part of the Agreement. If the Charter School fails to meet these conditions within the designated timeframes, the Board may elect to i) revoke the Agreement, ii) pursue all other remedies available under the Agreement, or iii) not renew the Agreement in the future.

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. Excerpts of the renewal Application of the Charter School dated September 3, 2013, as approved by the Board on February 26, 2014 and April 23, 2014.

EXHIBIT B

INSURANCE REQUIREMENTS

See attached.

INSURANCE REQUIREMENTS

1. **Insurance:** The Charter School, at its own expense, shall procure and maintain insurance covering all operations under the Agreement, whether performed by the Charter School or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. The Charter School shall submit to the Board satisfactory evidence of insurance coverage prior to commencement of operations under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements include the coverage set forth below:
 - a. **Workers' Compensation and Employers' Liability Insurance:** Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide services under the Agreement with limits of not less than Five Hundred Thousand and 00/100 Dollars (\$500,000.00) per occurrence.
 - b. **Commercial General Liability Insurance:** Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence, and Two Million and 00/100 Dollars (\$2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Policy shall not exclude sexual abuse/molestation coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from services.
 - c. **Automobile Liability Insurance:** Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with services to be performed, with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage. If a vehicle (whether owned, non-owned or hired) is used to transport students, with limits of not less than Ten Million and 00/100 Dollars (\$10,000,000) per occurrence for bodily injury and property damage unless a Board-approved bus vendor is used.

- d. **School Board Legal/Professional**: School Board Legal/Professional liability insurance covering the Charter School and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to the operation and management of the school with limits of not less than Two Million and 00/100 Dollars (\$2,000,000.00) per claim. Coverage shall include Employment Practices Liability and Sexual Harassment.
- e. **Umbrella/Excess Liability Insurance**: Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars (\$2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.
- f. **Catastrophic Accident Insurance**: Catastrophic Accident Insurance covering the Charter School that enrolls grades 9 through 12 with aggregate benefit limits of \$3 million or 5 years, whichever occurs first, for eligible students in grades 9 through 12 who sustain an accidental injury while participating in school-sponsored or school-supervised interscholastic athletic events sanctioned by the Illinois High School Association (including direct and uninterrupted travel to and from the athletic event as well as during a temporary stay at the location of an athletic event held away from the student's school) that results in medical expenses in excess of \$50,000. These benefit limits are to be in excess of any and all other insurance, coverage or benefit, in whatever form or designation.
- g. **Property Insurance/Fire Legal Liability** : Property Insurance (on a special form cause of loss or all-risk basis) and Fire Legal Liability for full Replacement Cost of property, including Board property for which the Charter School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.
- h. **Fidelity Bond**. Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars (\$200,000.00) with a responsible surety company with respect to all of Charter School's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents. The bond shall name the Board of Education of the City of Chicago as a third party.

i. **Construction**: The Charter School shall indemnify, defend and agree to save and hold Board harmless from and against all liability, injury, loss, claims, cost, damage and expense with respect to any injury to, or death of, any person, or damage to or loss or destruction of, any property occasioned by or growing out of any construction work on Board property. The Charter School shall not commence any such work until the Board has been provided with insurance certificates evidencing that the contractors and subcontractors performing such work have in full force and effect adequate insurance as required by the Board's construction program at the time of the work. Required coverage may include, but is not limited to: workers' compensation, general liability, professional liability, automobile liability, environmental liability, excess liability, property and builders' risk insurance. The Charter School's contractors are subject to the same requirements as the Charter School in regards to additional insured, rating, notice, etc.

2. **Additional Insured**. The Charter School shall have its general liability insurance and automobile liability insurance policies endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and any other entity as may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board.

3. **Insurance Certificate**. The Charter School, its insurance company, or its insurance company representative shall submit an insurance certificate to the Board evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided prior to the commencement of services. The certificate must provide thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Office of Innovation and Incubation
125 S. Clark Street, 10th Floor
Chicago, Illinois 60603
ATTN: Jack Elsey, Chief Innovation and Incubation Officer

4. **General**. Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of the Charter School's obligation to obtain the required insurance. The receipt of any certificate does not constitute an agreement by the Board that the insurance requirements in the

Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all requirements in the Agreement.

The Charter School's failure to carry or document required insurance shall constitute a breach of the Charter School's Agreement with the Board. Non-fulfillment of the insurance conditions may constitute a violation of the Agreement, and the Board retains the right to stop work until proper evidence of insurance is provided, or the Agreement may be terminated.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by the Charter School. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Charter School under the Agreement.

All subcontractors are subject to the same insurance requirements of the Charter School unless otherwise specified in this Agreement. The Charter School shall require any and all subcontractors under this Agreement to carry the insurance as required herein and to comply with the foregoing requirements; otherwise, the Charter School shall provide coverage for subcontractors. The Charter School will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by the Charter School in no way limit the Charter School's liabilities and responsibilities specified within the Agreement or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this Agreement, if any, or any limitation that might be placed on any indemnity in this Agreement given as a matter of law.

The Charter School agrees that insurers waive their rights of subrogation against the Board.

EXHIBIT C

ACCOUNTABILITY PLAN

See attached.

CHARTER ACCOUNTABILITY PLAN - STARTING IN 2014-2015 SCHOOL YEAR

The Board and the Charter School have determined that it is in the best interests of the Board, the Charter School, students, parents and the public to articulate clear standards for the Charter School. The governing board of the Charter School shall be responsible for overseeing the academic performance of the Charter School and ensuring the academic success of the Charter School's students. Additionally, the governing board of the Charter School is responsible for ensuring that the Charter School's financial management and compliance meets the minimum acceptable standards, defined as Average performance in the below plan. The governing board of the Charter School shall be held accountable through an annual performance evaluation and the publishing of a public Performance Scorecard outlining the level of achievement of the Charter School with respect to those standards, based on data collected during the prior school year.

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School shall be evaluated annually in accordance with the Agreement and this Accountability Plan, as may be amended from time to time in order to ensure, at a minimum, alignment with the district's School Quality Rating Policy ("SQRP") for both elementary and high schools adopted by the Board on August 28, 2013 (13-0828-PO5), as may be amended from time to time, which policy is hereby incorporated by reference into and made a part of this Agreement as if fully set forth herein.

2. Annual Performance Scorecard

Annually the Board shall publish a Performance Scorecard indicating the Charter School's performance overall and by each Attendance Center or campus if applicable, on each of the indicators in the following two categories: Pupil Performance and Financial Management and Compliance. The Board reserves the right to also publish any underlying documentation with respect to such Performance Scorecard including, but not limited to, the Financial Audit of the Charter School as referenced in paragraph 6.a. of the Agreement. A Performance Scorecard for the preceding school year will be issued each year as soon as the data and corresponding analysis is available.

Pursuant to the SQRP, the Board will assign Charter Schools an accountability designation for purposes of comparison to other CPS schools and public reporting. The level of the Charter School's achievement and progress will be determined by a set of indicators measuring, among other things, student academic performance and growth, attendance, progress toward graduation, post-graduation success, school culture and climate, and data quality.

The SQRP shall be used to determine if a school is meeting or making reasonable academic progress, as defined in the Illinois Charter Schools Law. This determination shall be used in decisions concerning the revocation or renewal of a school’s charter or contract.

For the Financial Management and Compliance Indicators, the Charter School’s performance on each indicator will be rated as follows:

- 4 - Above average performance
- 3 - Average performance
- 2 - Below average performance
- 1 - Poor performance

This Accountability Plan establishes the performance levels, listed below, which generate the ratings for each indicator. However, additional information or extenuating circumstances may lead the Board to rate an indicator higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

Standardized Tests

In the spring of each year, the Charter School shall participate fully in assessments required by the State of Illinois as well as any other assessments required by the district’s performance policy during the administration period agreed upon by the Chicago Public Schools and the Charter School. Data from these assessments will be compiled and evaluated as described in the SQRP. If for any reason the Chicago Public Schools ceases to use any of the assessment systems described herein, the Board shall implement, for Charter School accountability purposes, the same alternate student assessment system and test measure criteria used for district’s students.

Additional Student Performance Indicators and Data Required

Additional metrics may also be assessed per the SQRP, including the Charter School’s attendance rate, freshman on track rate (for high schools), one-year dropout rate (for high schools), Advanced Placement (“AP”) exam metrics (for high schools), International Baccalaureate (“IB”) exam metrics (for high schools), early college credit (for high schools), career certifications (for high schools), graduation rate (for high schools), college enrollment and persistence (for high schools), and data quality. Additionally, all schools will be required to administer the My Voice, My School survey annually.

In general, schools will be required to submit all relevant data necessary to calculate the metrics outlined in the SQRP.

Adequate Yearly Progress

As required by the Federal No Child Left Behind Act (“NCLB”), Illinois has set annual Adequate Yearly Progress (“AYP”) targets for student performance on the ISAT and PSAE assessments. Charter Schools failing to meet AYP targets may face sanctions under applicable State and Federal laws.

At the time of execution of this Agreement, the annual AYP targets for the ISAT and PSAE are anticipated to be as follows. In the event that the AYP targets are revised, the Charter School will be subject to the revised targets.

Year	2009	2010	2011	2012	2013	2014
Target	70%	77.5%	85%	85%	92.5%	100%

Comparison Metrics

The Charter School’s academic performance shall be reviewed annually relative to the performance of other schools within CPS on metrics included in the SQRP and/or on assessments mandated and other metrics measured by the State of Illinois.

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B. Financial Management and Compliance

The following Financial Management and Compliance Categories will be included on and evaluated for each Performance Scorecard: Financial Condition and Budget, Financial Controls, Reporting, and Legal Compliance. The school will receive points for each indicator based on the rubric described below. Performance against each indicator will be reported on the Annual Performance Scorecard.

Financial Condition and Budget

This category measures the overall financial health of the school based on the change in net assets, liquidity, net asset ratio, cash-on-hand, loan delinquency, and the reasonableness of the budget. Points will be assigned for each indicator as follows:

Indicator	+4	+3	+2	+1
Change in Net Assets	Increase in net assets equal to or greater than budgeted surplus	Increase in net assets less than budgeted surplus or realizing a balanced budget	Decrease in net assets equal to or less than budgeted deficit	Unbudgeted decrease in net assets or decrease in net assets greater than budgeted deficit
Current Ratio	Current ratio is greater than or equal to 1.3	Current ratio is less than 1.3 but greater than or equal to 1.1	Current ratio is less than 1.1 but greater than or equal to 1.0	Current ratio is less than 1.0
Net Asset Ratio	Net assets are greater than or equal to 30% of total assets	Net assets are greater than or equal to 20% of total assets but less than 30%	Net assets are greater than or equal to 10% of total assets but less than 20%	Net assets are less than 10% of total assets
Cash-on-Hand	Cash/avg. monthly expenses greater than or equal to 3.0	Cash/avg. monthly expenses greater than or equal to 1.0 but less than 3.0	Cash/avg. monthly expenses greater than or equal to 0.75 but less than 1.0	Cash/avg. monthly expenses less than 0.75
Loan Delinquency	No late payments in last twelve months, or no outstanding debt	One late payment in last twelve months	Two or three late payments in last twelve months	More than three late payments in last twelve months

Indicator	+4	+3	+2	+1
Budget	Appears to be realistic budget w/ reasonable assumptions and revisions allowed through the end of October	Appears to be realistic budget w/ mostly reasonable assumptions and revisions allowed through the end of October	Appears to be realistic budget w/o assumptions and needs to be resubmitted	Appears to be unrealistic budget w/ unreasonable assumptions and needs to be resubmitted

The Board shall use the annual budget submitted pursuant to paragraph 6.b. of the Agreement and the annual Financial Audit, required under paragraph 6.a., along with any other relevant information as part of the Financial Condition and Budget Category.

Financial Controls

This category assesses the fiscal soundness of the financial system in place at each school, taking into consideration the auditor's independent review.

Indicator	+4	+3	+2	+1
Annual Audit	Unqualified opinion, no material weaknesses or significant deficiencies	Unqualified opinion; one significant deficiency noted, but school will address within 12 months	Unqualified opinion, with two noted significant deficiencies.	Unqualified opinion, with a noted material weakness or three or more significant deficiencies; or an audit with a qualified opinion

The following items, required by paragraph 6.a. of the Agreement, shall be evaluated and presented as part of the Financial Controls Category:

- i) the Charter School's audit report opinion on its financial statements; and
- ii) the Charter School's audit report on compliance and internal control over financial reporting based on an audit of the financial statements performed in accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended.

Reporting

This category measures a school's timely submission of annual budgets, quarterly statements, audit reports, and other compliance documents required at the federal, state and local levels as outlined in the Office of Innovation and Incubation's compliance chart.

Indicator	+4	+3	+2	+1
Budget	Budget is submitted on a timely basis	Budget is submitted late one time but with prior notification to and acknowledgement by CPS	Budget is submitted with significant delay (45 days or more late) or submitted late without prior notification to and acknowledgement by CPS	Budget is submitted with significant delay (45 days or more late) for second year in a row, or not submitted at all
Quarterly Statements	Quarterly statements are submitted on a timely basis	Quarterly statements are submitted late one time	Quarterly statements are submitted late two times	Quarterly statements are submitted late three or more times, or not submitted at all
Audit	Audit is submitted on a timely basis	Audit is submitted with one delay but with prior notification to and acknowledgement by CPS	Audit is submitted with significant delay (45 days or more late) or submitted late without prior notification to and acknowledgement by CPS	Audit is submitted with significant delay (45 days or more late) for second year in a row, or not submitted at all
Fed/State/CPS Compliance Document Submissions	Timely submittal of all required documents	Late submittal of up to two required documents	Late submittal of three required documents	Late submittal of more than three required documents

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings.

Indicator	+4	+3	+2	+1
Legal Compliance	Auditor report on compliance reflects no findings	Auditor report on compliance reflects one finding	Auditor report on compliance reflects two findings	Auditor report on compliance reflects three or more findings, and/or audit states that corrections have not been made for prior year finding(s)

The following items, required by paragraph 6.a.iii. of the Agreement shall be tested and reported upon annually by the Charter School’s independent auditor and evaluated and presented as part of the Legal Compliance Indicator:

- i. Compliance with all Federal and State laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services pursuant to 105 ILCS 5/27A-4(a);
- ii. Compliance with the Freedom of Information Act and Open Meetings Act pursuant to 105 ILCS 5/27A-5(c);
- iii. Compliance with all applicable health and safety requirements applicable to public schools under the laws of the State of Illinois pursuant to 105 ILCS 5/27A-5(d);
- iv. Compliance with all enumerated State laws and regulations applicable to Charter Schools in accordance with 105 ILCS 5/27A-5(g); and
- v. Conformance with the following paragraphs of the Agreement:
 - a) Paragraph 4.d., an open enrollment process and lottery,
 - b) Paragraph 4.l., the school’s governance structure,
 - c) Paragraph 5.c., maintenance of corporate status and good standing,
 - d) Paragraph 5.e., completion of criminal background checks,
 - e) Paragraph 5.g., the school’s facility and ADA compliance,
 - f) Paragraph 6.j., compliance with applicable sections of the Illinois Pension Code,
 - g) Paragraph 6.k., ongoing presence of management and financial controls, and
 - h) Paragraph 8., maintenance of required insurance coverage.

In addition to the above items, the Board will also consider the Charter School's compliance with the Office of Innovation and Incubation's compliance chart and the teacher qualification requirements in accordance with both the Charter Schools Law (Section 27A-10) and the requirements for Highly Qualified teachers under the No Child Left Behind Act (if the Charter School receives Title I funding). Failure to comply with either the compliance chart or the teacher qualification requirements shall affect the rating on the Legal Compliance Indicator.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources including, but not limited to, audits, site visits, and information provided by other CPS departments, parents, or employees. If the audit states that there were material weaknesses or significant deficiencies found, the Board may request from the Charter School the auditor's management letter and/or an opinion from a qualified, third-party professional regarding the importance of the finding. The Board shall also ask the Charter School to respond to the finding.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Plan for the Charter School overall and by each Attendance Center, if applicable, including, without limitation:

- A. Full participation in the administration of all required student assessments, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
- B. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational, facility, and operational practices are in place;
- C. An annual financial and compliance audit, as required by law, including but not limited to, the Single Audit Act Amendments of 1996 (31 U.S.C. §7501-07), OMB Circular A-133, and the compliance requirements set forth in OMB Compliance Supplement, and by the Agreement;
- D. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;
- E. Submission and implementation of ADA Plan(s) for the Attendance Center(s) required by the Agreement;
- F. Provision of information that is necessary to evaluate parent, student, employee, or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement; and
- G. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's

performance with respect to the Financial Management and Compliance Categories.

4. Annual Performance Evaluation, Revocation and Renewal

The Board shall conduct an annual performance evaluation in which it holds the Charter School accountable in these Categories (Pupil Performance and Financial Management and Compliance) through the Indicators contained in this Accountability Plan. The Board shall give fair consideration to all Indicators for the current year in comparison to the previous years of the Charter School's history when conducting the annual performance evaluation and when acting to renew, not renew, or revoke the Charter School's charter.

The Board may act to revoke or to not renew a charter, in whole or as to any Attendance Center or campus, during the term of the Agreement in accordance with paragraphs 12 and 13 of this Agreement.

In all circumstances, the Board shall follow the requirements of the Charter Schools Law and its Agreement, including all due process requirements, regarding the processes required for revocation, renewal, and non-renewal.

When a charter is up for renewal, the charter's academic performance on the PRPP will be categorized as Meeting Standards, Making Reasonable Progress, or Failing to Meet Standards or Make Reasonable Progress.

Similarly, the Financial Management and Compliance indicators will be analyzed to determine if violations of the Charter Schools Law have occurred. So, to further strengthen the Board's financial accountability process, the Board has established baseline financial standards for Charter Schools which have been detailed below.

There are three types of financial Tier Infractions: Tier 1, Tier 2 and Tier 3. Tier 1 is the least severe infraction and Tier 3 is financial infraction tiers are as follows:

Tier 1 (Concern): These infractions generally relate to incidents that are fairly straightforward for a Charter School to correct and they are:

- Annual Budget is submitted with significant delay (45 days) or submitted late for the second time
- Quarterly financial statements are submitted late two or more times
- Annual Audit is submitted with significant delay (45 days) or submitted late for the second time
- Late submittal of three or more required documents (for second consecutive year)
- Two or more loan payments beyond 30 days late in a fiscal year

- Realistic budget without assumptions and needs resubmission OR unrealistic budget with unreasonable assumptions and needs resubmission
- Change in Net Assets (from the Annual Audit Report): Decrease in net assets less than or equal to budgeted deficit for a second consecutive year (a score of 2) OR unbudgeted decrease in net assets or decrease in net assets greater than budget (a score of 1)
- Auditor report on compliance reflects repeat finding(s) from prior year (a score of 1)

Tier 2 (Warning): These infractions could represent a significant risk to the Charter School's fiscal viability and they are:

- Financial Internal Controls Audit: Unqualified audit opinion with two noted significant deficiencies (a score of 2)
- Cash-on-Hand Ratio (calculated from the annual audit report): Ratio less than 1.0 (less than 1 month of cash-on-hand)
- Net Asset Ratio (calculated from the annual audit report): Net assets less than 20% of total assets
- Current Ratio (calculated from the annual audit report): Ratio less than 1.1.

Tier 3 (Deficiency): This infraction could present a real and immediate risk to the financial stability of the Charter School and is related to:

- Unqualified audit opinion with a noted material weakness or three or more significant deficiencies (a score of 1), or a qualified audit opinion

If a Tier 1 infraction is not resolved in the following fiscal year, it will be elevated to a Tier 2 infraction. If a Tier 2 infraction is not resolved in the following fiscal year, it will be elevated to a Tier 3 infraction.

If the Charter School commits a Tier 1 financial infraction three times in a row, a Tier 2 financial infraction two times in a row, or one Tier 3 financial infraction in any year of this Agreement, the Charter School may automatically receive a shortened renewal term when the charter is up for renewal.

For any Tier infraction, an infraction letter will be sent from the Office of Innovation and Incubation to the Charter School's Board Chair and management. For a Tier 3 Infraction the Charter School must submit a Corrective Action Plan to the Office of Innovation and Incubation. The plan should outline how and when the charter school's board will resolve the infraction.

If infractions are severe enough or the charter school did not successfully complete the Corrective Action Plan to resolve an infraction(s), the charter school may be subject to revocation.

EXHIBIT D

COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board no later than 30 days prior to its effective date. If the Board determines that the Service Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter School Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following Required Terms:

i. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

iii. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default by the Service Provider, including without limitation any act or omission of the Service Provider that causes a default under the Charter School Agreement

or that causes the Charter School to be in violation of the Charter Schools Law, or (b) for other good cause as agreed by the Charter School and the Service Provider.

iv. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, other financial reports, or Financial Audits, required under paragraph 6 of the Charter School Agreement.

v. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

vi. The Service Contract shall provide that all employees or contractors of the Service Provider who have direct, regular contact with students of the Charter School shall be subject to the fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database requirement contained in Section 34-18.5 of the School Code to the same extent as employees of the Charter School.

vii. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 6 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the Contract Services by the Charter School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 6 of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 6 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.



NOBLE

NOBLE NETWORK OF CHARTER SCHOOLS

Staff Handbook

EDUCATIONAL & EMPLOYMENT POLICIES & PRACTICES

2013 –2014



Khalil Gibran once said “Work is love made visible.”

You are not here just to work. You are here to do work that impacts, shapes, and changes lives. Work where success is determined by your ability to inspire excellence and create meaning in the lives of others. The kind of work that makes an imprint on this world that will last long after you are gone. Work that adds meaning to your life. Work that defines who you are.

You are here to teach and to support teaching. But you are also here to do much more.

You are here to help our children lead inspired lives. To open doors of opportunity for them. To help them grow strong. You are here to help our children transform themselves so that they can transform this world for us all. They are counting on you. Their parents and their families are counting on you. Our city is counting on you.

This is no small task.

Noble is not a place for people who are not comfortable with hard work. The stakes are too high. Noble is not a place for people who put themselves before others. Our children need much more. At Noble, we do not play it safe. We refuse to accept the status quo. No matter what the challenge, we either find a way or we make one. We are strong and determined in the face of opposition. We care. We are tenacious. We do not quit. We are not seduced by easy fixes to complex problems. We join together to make powerful change happen. We make no small plans. We create. We inspire. We struggle. We stay the course. We keep it simple. We refuse to give in. We prevail. We shine.

Noble is a place where work is love made visible. A place where we are not staff members, or co-workers, or even colleagues. We are a team. We are a community. We are a family.

Welcome home.

DISCLAIMER

THESE PERSONNEL POLICIES AND PRACTICES ARE SOLELY FOR THE GUIDANCE OF EMPLOYEES AND ARE SUBJECT TO CHANGE AT ANY TIME AT THE SOLE DISCRETION OF THE NOBLE NETWORK OF CHARTER SCHOOLS, INCLUDING THE NOBLE NETWORK SUPPORT TEAM AND ALL CAMPUSES. THESE POLICIES AND PRACTICES ARE NOT INTENDED TO CONSTITUTE PART OF ANY OFFER OF EMPLOYMENT OR TO BE INTERPRETED EXPRESSLY OR BY IMPLICATION TO CONSTITUTE A CONTRACT FOR EMPLOYMENT OR TO EVIDENCE THE EXISTENCE OF A CONTRACT FOR EMPLOYMENT BETWEEN THE NOBLE NETWORK AND ANY EMPLOYEE.

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I. EDUCATIONAL POLICIES AND PRACTICES

GENERAL PRINCIPLES – SCHOLARSHIP, DISCIPLINE, HONOR

SCHOLARSHIP

We constantly seek to improve:

- We accept and seek out constructive criticism of our work.
- We do not take criticism of our work personally.
- We are willing to have difficult conversations to improve our work.
- We constantly look for ways to improve our practice and do not give up on ourselves or our students.

DISCIPLINE

We do high quality work:

- We choose high quality work in fewer tasks over mediocre quality in more tasks.
- We are disciplined about following the Network Wellness policy to promote health and fitness for students and staff.
- We follow through to make sure tasks are complete and loops are closed.
- We take extra time to get it right instead of rushing through tasks.
- We reduce the number of tasks if the quality of our work is not high.
- We are relentless in our goal to prepare students for college, work and citizenship.

HONOR

We treat everyone with respect and dignity:

- We look first for assets in everyone we see.
- We are polite, respectful and friendly to students, staff, parents, and guests, especially when they are unhappy.
- We assume that staff, parents, and guests are right and well-intentioned unless proven otherwise.
- We do not discuss students, parents, staff or visitors in a negative way or gossip about them.
- We expect staff, parents, and guests to treat us with respect and take action by politely confronting disrespectful behavior or reporting it to an administrator.
- We keep our appointments and communicate if we will be late or need to reschedule.

We work with integrity:

- We report all information accurately, whether good or bad.
- We admit to errors and look to correct them.
- We are truthful in all dealings with staff, parents, vendors, and guests.
- We follow all eligibility rules for sports and other clubs and don't compromise our values for outcomes.

PROFESSIONAL CONDUCT

Dress Code:

Teachers and office staff should present a professional, well-groomed appearance. When parents or students are present, all staff should wear a dress or collared shirt or blouse, pressed pants or skirts

that are not too tight or too loose, and dress shoes (not sandals or gym shoes). Men's shoes must cover all of the foot. Staff should not wear denim clothing of any kind. Hats and head coverings should not be worn indoors at any time. In addition, staff must follow the rules of the student dress code with the exception of rules regarding tucking in shirts, belts and shoes. Staff dress code for summer school should be the same as the school year dress code except that jeans, tailored shorts, leather sandals and gym shoes are permitted (not T-shirts, gym clothes or flip-flops). When students are not present, dress code is casual but not sloppy. For example, staff should not wear wrinkled or torn clothing, sweatpants or hats to work at anytime. Individual campus principals may have additional dress code requirements. Guests for tours as well as staff from partnership agencies should be advised to dress appropriately when inside school facilities. Exceptions to the dress code for religious reasons shall be made on a case-by-case basis and in compliance with applicable laws and regulations. If an employee, for religious reasons, cannot adhere to the dress code, the employee should contact his/her principal or Human Resources.

Staff Absences: If a staff member is going to be absent, he or she should call the office as soon as possible (leaving a message if the office is closed), so there is enough time to look for a substitute. Teachers are responsible for leaving three days of complete lesson plans for a substitute.

An absent staff member will automatically be charged paid time off. If there is no paid time off available, the exempt staff member will not be paid for any missed days and the nonexempt staff member will not be paid for any missed hours. The principal must approve any request for a paid full or ½ day absence such as being absent for professional development.

Equipment and Facility Responsibility: Staff will be responsible for the cost of lost, stolen or broken items issued to them including: keys, textbooks and teacher guides, laptops and any other equipment that may be assigned to them or their classroom. Staff is responsible for the protection of all furniture in their classroom as well as the room's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Staff should lock doors, and make sure all windows are closed and locked when exiting a room. Storage closets should never be left open. Staff should lock the door of any unoccupied room and not let a student into an unoccupied room. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters.

During non-working hours, all facilities are equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security alarm system. The campus is billed for false alarms and can revoke any staff member's security access code if that person causes false alarms.

Room and Campus Appearance: Staff members are expected to keep rooms clean and neat. Current student work should be displayed. Staff members who share rooms should take special care to leave everything in order and erase whiteboards, etc. Staff members are asked to help keep hallways, bathrooms and other common areas clean.

Staff Meetings: The principal may schedule all staff meetings and each department, advisory level and/or grade level may also schedule meetings. All staff meetings should be assumed to be mandatory unless

otherwise stated.

- Meeting protocols
 - Meetings start and end on time with clear agendas, and all participants should be present when the meeting starts
 - Cell phones should always be on silent mode and not answered during a meeting
 - Meeting participants should not step out of meetings until they are over except with permission from the meeting facilitator or in an emergency
 - No side conversations should occur when someone else has the floor
 - All meeting participants should treat discussions as completely confidential
 - While constructive debate and humor is encouraged, no disparaging remarks or inappropriate humor or harassment of staff or students should occur (including avoiding ethnic humor, humor about staff and students' appearance, ability, etc)
 - Staff should be focused on the meeting and not be doing other work or using electronic devices unless authorized by the principal or the meeting facilitator

- Missing or being late to a staff meeting is grounds for disciplinary action

Communications Expectations

- E-mail
 - Staff should check e-mail and voicemail at least twice a day.
 - Staff must return all e-mails that require a reply within two business days of receiving them. Replies may let the party know that you may get back to them with further information at a specific, later time. It is requested that e-mail signatures contain the following statement "E-mails and phone calls returned within two business days".
 - E-mail communication should be concise and clear, including:
 - Identifying tasks and the person/people responsible for their completion
 - Giving reasonable deadlines or explaining reasons for a requested quick turn-around
 - Closing loops when tasks are completed
 - "Reply all" should be used any time others need to be informed of the contents of an email.
 - Network email trees should be used only when necessary and only for work-related items.
 - All e-mails and their contents should be treated confidentially.
 - No e-mails of any kind are to go out to the entire network without prior approval of the superintendent. No e-mails of any kind are to go out to any campus staffs without the prior approval of the campus principal.

- Phones
 - Staff must return all phone calls within two business days of receiving them. Replies may let the party know that you may get back to them with further information at a specific, later time.
 - Classroom phones or cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.
 - Students are not allowed to use campus phones during the school day and only occasionally during non-school hours when authorized by a staff member.

- Distribution of written material to staff, parents, or students.
 - Any paper passed out to anyone for any reason that needs to be turned in, must list the deadline by which it must be turned in and the place where it should be turned in. For example, “this survey should be turned in to the Dean of Student’s mailbox by Monday, June 1st.”
 - No papers, fliers, surveys or other information may be distributed on campus without written approval from an administrator. This restriction does not apply to anything passed out to members of a class, team or club.
- General
 - Changes in policy or procedures should be cleared with a supervisor in advance of the change and communicated clearly with affected staff, students or parents
 - When tasks are completed, circles should always be closed by informing the person who requested it.
 - Permission from administrators or other important requests are only enforceable if they are in writing with a signature or in e-mails.
 - Staff should put all events that they are sponsoring in the master calendar.

Campus Audits

The Noble Network believes that a strong culture of honor, discipline and scholarship are fundamental to its mission. As such, campus audits are regularly conducted at all of its campuses. The guidelines for the campus audit, which include definitions for cleanliness, discipline and dress code, can be found in Appendix A.

Social Media

Please remember that you are a representative of Noble, even in your private life, and ensure that your online profiles are a reflection of that. In your personal social media accounts, all mentions of Noble should be positive and should not reveal specific student information. Please keep all pictures wearing Noble clothing/gear professional.

STAFF CONDUCT WITH STUDENTS

Being alone with students: No staff member, or other adult, should be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member’s responsibility to move to an open location or to seat him/herself and the student where they are completely visible to passersby.

Employing students: Staff may not employ any current students in their home or business in a paid or unpaid capacity.

Home visits: Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written (e-mail) permission from the campus principal.

Transportation of students: Faculty and staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the principal,

superintendent, board chair or the police prior to transporting a student in a personal vehicle. Only the superintendent's vehicle or rental cars are covered under The Noble Network auto insurance for the purpose of transporting students.

On-line contact with students: Staff should not be on-line friends (or the equivalent) with students from any Noble campus in social networking sites, such as Facebook, until the students have graduated from high school. Staff should also have profiles (or the equivalent) that are kept private from current students, to the extent possible, and alumni should also be blocked from wall postings, pictures or status updates with a limited profile when appropriate.

Non-harassment of students: Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability.

Physical contact with students: Staff should not engage in any inappropriate or sustained, physical contact with students. Also a staff member should not initiate any contact with a student – for example, a teacher should not initiate a hug with a student.

Addressing of staff by students: Students should refer to staff by title and last name (Mr. Thomas, Ms. Neal, Coach Ortiz or Coach Sierra).

Unprofessional conduct: A staff member shall not:

1. Abuse his or her position as a professional and authority figure of students for private advantage;
2. Discriminate against students;
3. Sexually or physically harass or abuse students;
4. Emotionally abuse students;
5. Engage in any misconduct that would put students at risk

Unprofessional conduct with students is not limited to the statements above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your supervisor, principal or a member of the Noble Network leadership team.

Political Action: Political action by students is not to be sponsored by the Noble Network. Meetings or other communication with elected officials should be cleared in advance through the Government Affairs team. Please e-mail externalaffairs@noblenetwork.org before scheduling a visit or conducting other Noble business with public officials.

Incident Reports:

Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police or DCFS, and inappropriate behavior by parents.

Violation of these policies regarding conduct with students could result in dismissal.

POLICIES FOR INSTRUCTION, ATTENDANCE, AND ASSESSMENTS

Course Preparation:

As teachers:

- We develop curriculum for classes taught.
- We include curriculum that is required by the administration.
- We work with other faculty to integrate subject matter where appropriate.
- We develop semester plans, unit plans or lesson plans if required by the administration.
- We distribute a course syllabus that clearly articulates expectations.
- We use the whiteboard configuration prescribed by the administration.

4 x 4 Instruction (Preparation, Engagement, Remain on-task, Understanding checks - PERU)

As teachers:

- We prepare clear, valuable, and interesting lessons:
 - We provide clear, enthusiastic, instruction of material (I).
 - We include teacher-guided practice on material (We).
 - We include independent student practice (They).
 - We include group or paired practice (They).
- We engage all students and do not accept any student non-participation. Instead of accepting "I don't know", irrelevant answers, or inattention, we:
 - Engage students with pre-writing or discussions on topics.
 - Break down the question or task into smaller parts.
 - Supply or have classmates supply part of the answer.
 - Use targeted, upbeat, cold calls or pre-calls to engage students.
- We assure that, except in rare cases, each student is on task when the bell rings and that each student remains on task throughout the class:
 - We have all students on task at the bell with relevant "Do-nows".
 - We give class work or workplace skills points as part of the grade.
 - We provide work for students who finish early.
 - We make frequent use of in-class writing assignments:
 - We ask students to write thoughts or questions about a topic before we introduce it.
 - We ask all students to individually write responses to questions before they are answered orally.
 - We require all students to take proper notes.
- We regularly check for understanding:
 - We make frequent use of quizzes and other written assessments.
 - We frequently walk around to check on individual student work and group work.
 - We ask students to check their understanding against each other.
 - We have a plan to get students extra help when they don't have the understanding.

Homework:

As teachers, we assign homework each day that:

- Is clearly written on the board as part of the whiteboard configuration.
- Is clearly written in the students' agendas each time.
- Students have the skill level and resources to complete.
- Usually includes all or some practice of taught concepts as opposed to concepts not yet covered.
- Students can complete in an average of 60-90 minutes per day per blocked class.
- Students can complete in an average 30-60 minutes per day per non-blocked class.

Exams and Quizzes:

- May not be given out ahead of time to anyone except to Special Ed. teachers for modification purposes only. Study sheets may be given out.
- Must be closely monitored to assure no cheating is occurring. This may include alternate forms, separated desks, sitting in the rear, walking the aisles
- Must be closely inventoried to be sure they don't leave the room if that is not desired.

Make-up Exams or Quizzes:

- Must be given within 1 week of the student's return to school.
- May only be administered by the teacher of the class.

Extra Credit:

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any semester (e.g. those to make up for a low grade or prior missed assignments). However, there can be extra credit points available on assessments or other assignments at any time.

Late Work:

There are only two options for accepting late work from students: Either no credit for late work or no more than ½ credit if the work is turned in no later one class period late.

Student Absences and make-up work:

- Excused absences and absences due to suspension
 - Make up work must be allowed. However, the make-up can be rigorous enough to deter students from taking advantage of excused absences.
 - Generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they are back.
- Unexcused absences
 - Make-up work can be, but doesn't have to be, given. This is up to the teacher's discretion.

Attendance Entry:

Teachers are expected to take attendance every class period and enter the attendance into PowerSchool within the first ten minutes of the class period according to the following rules:

- If a student is seen, mark them present (even if they are just checking in)

- If a student is not seen, mark them absent even if it is known where the student is. The staff member who is with the student that period must e-mail the attendance clerk, who will remove the “A”.
- If a student is absent from only your class, e-mail the attendance clerk immediately and enter 4 demerits for missing the class.
- If a student is tardy to class, mark a “T” in PowerGrade; enter 1 demerit if the student is less than 1 minute tardy, 2 demerits if a student is between 1 and 3 minutes tardy and 4 demerits if a student is more than 3 minutes tardy. If the student says they were with another staff member, then enter the demerits and erase them once the confirming e-mail is received.

Grading and Grade Entry:

Teachers are expected to:

- Grade and return homework, classroom assignments and tests on a timely basis.
- Have a goal of entering grades into PowerSchool within 48 hours of the time the assignment is turned in. At the latest, grades must be entered within two weeks of the time the assignment is turned in, unless special permission is given by an administrator.
- Enter at least one new assignment or assessment in each class for each two-week progress report.
- Enter grades of 0 for any owed or missing assignments or assessments and change only when those are completed. Grades of incomplete are not permitted.
- Not allow students to correct other students’ assignments or assessments or to enter grades. This does not include switching papers in class.
- Use the following grading scale and guidelines:
 - A: 90-100 (consistent mastery of all course skills and content).
 - B: 80-89 (consistent mastery of most course skills and content).
 - C: 70-79 (consistent mastery of some course skills and content).
 - D: 60-69 (consistent mastery of a minimum of course skills and content).
 - F: 0-59 (no consistent mastery of most course skills or content).

Students Backpacks:

- Staff is expected to consider the weight of student backpacks when assigning books.

Sharing Interim Assessments & Hedgehog Resources Externally:

Hedgehog created materials, included interim assessments, should never be distributed to a non-Noble party by any campus staff, teacher, or administrator. Parties interested in these resources should be directed to Noble’s Chief Academic Officer, who will oversee a sharing agreement and the open sharing of approved resources.

EPAS Form Use:

To ensure test validity, teachers must consult the “Noble EPAS Summary & Guidelines” published by the Network each year before using any EPAS practice tests or practice questions. Teachers should avoid seeking out and using any of the forms indicated for the year’s Post-EPAS—this includes using them as guidelines for teacher-created practice questions.

STUDENTS WITH SPECIAL NEEDS AND CO-TEACHING

It is expected that every faculty member will:

- Know who the students with special needs are: Teachers will be given a list of all special education students. It is expected that teachers be able to address concerns that the students or their parents have regarding their performance in the class in connection to their disability.
- Be familiar with their disability and be aware of how their disability impacts your class: There may be a wide range of disabilities among the students, including dyslexia, ADHD, emotional disorders, and medical illnesses that have resulted in impairments. The special education teacher assigned to the grade level will provide teachers with information regarding the nature of our students' disabilities.
- Collaborate: All teachers must give tests and quizzes to special education teachers for modification well in advance. For many classes, there is a co-teaching model for instruction where students with special needs are enrolled. In the co-teaching model, it is expected that the general educator and special educator will collaborate in all facets of the educational process, including: 1) assess student strengths and weaknesses, 2) determine appropriate goals and outcomes for the class, 3) design intervention strategies and implement them, 4) evaluate student progress, and 5) evaluate and modify co-teaching model as the year progresses. Additionally, it is expected that general education teachers will work with the special educators to implement modifications as required by a student's Individualized Education Plan ("IEP"). Toward this goal, in co-teaching class situations, both the general education teacher's and the special education teacher's names will appear on student programs, progress reports and report cards. Both teachers will be involved in writing the course syllabus, choosing topics, books and skills to be addressed, and in developing unit plans. On a more frequent basis, both teachers are expected to work together to grade assignments, take attendance, issue demerits, and request parent/advisor conferences.
- Provide quality instruction, modified curriculum and high expectations: Special needs students must be given access to the general curriculum. Teachers should develop their curriculum, in collaboration with the special education teacher, to teach targeted skills in a way that the special education students can be successful. The special educator for your grade level will give teachers a simplified copy of the IEP for each student with special needs, a list of modifications that **must** be made in your class, and a list of suggestions for ways to teach to each student's strengths. Additionally, the special education teacher will work with teachers to develop the curriculum for your class (see third bullet above).
- Assume responsibility for students with special needs: Students with special needs are accountable to the general education teacher, just as regular education students are. They are not the sole responsibility of the special education teachers or case manager. The grading, record keeping, curriculum development, parent contact, assessment and discipline of students with special needs are the responsibility of all the teachers assigned to a classroom. Teachers in co-taught classrooms are encouraged to work together to divide responsibilities for all students in the given class, with both teachers being responsible for general education and special education students. Students with special needs should never be set aside to work exclusively with the special education teacher, unless the student's IEP dictates "resource," which would not happen during your class time.

Special education teachers should never be expected to be the sole disciplinarian in a classroom.

- Participate in the development of IEPs: All regular education teachers will be expected to participate in the development of a student's IEP, because their input is necessary and because the law requires it. There are several ways in which this may happen. Teachers' feedback will be given through written responses to a set of questions, or by attending the IEP meeting.

ADVISOR EXPECTATIONS

Monitor advisees academic progress: Advisors are expected to closely monitor the academic progress of each of their advisees. Advisors are given bi-weekly progress reports to distribute to their advisees. Advisors are expected to use advisory time to discuss grades with each individual student, making note of classes where a student needs help, or where he/she has improved. Advisors monitor students in mandatory study hall and make referrals for those who need tutoring. Advisors also work with students who have failed classes to ensure that they make the classes up as outlined by the Dean of Students. Advisors should familiarize themselves with the policies and requirements so that they can effectively advise their students.

Monitor advisees' behavior: Advisors are expected to monitor discipline incidents for their advisees. Advisors are responsible for distributing detention slips weekly, collecting homework assignments for suspended students, and, when possible, attending disciplinary conferences with parents. Advisors should be familiar with the rules of the school campus and the consequences, as well as the status of their advisees' accumulated detentions. Advisors should work with students regarding how to modify their behavior and discuss alternative ways of reacting in difficult/confrontational situations so as to avoid discipline problems.

Monitor advisees' service learning (community service): Advisors are expected to monitor their advisees' progress towards the service learning requirement. The dean of students and community service coordinator will provide weekly notification of progress toward service learning benchmarks, as well as opportunities for students to individually participate in service learning. It is expected that advisors will inform students of these opportunities and assist them in signing up. It is also expected that advisors will familiarize their students with the procedures for completing service learning documentation.

Monitor advisees' promotion and graduation requirements: Advisors are expected to be familiar with the requirements for promotion each year, and for graduation. They are expected to use this information to monitor their advisees' progress towards promotion and graduation. They also must notify the dean and the parent(s) of those students who are in danger of missing major benchmarks, so that the parent(s) and dean can provide additional support and encouragement.

Monitor advisees' college and career planning: In conjunction with the college counselor, the advisor should be aware of the college and career planning needs for their advisees and implement planning programs as prescribed by the counselor or the administration.

Refer advisees' for support services: The Advisor serves as one of the primary players in making referrals for support services for his/her advisees. Advisors should be familiar with the academic, social and emotional support services available to assist students with problems that may impact their ability to do their best in school and refer the student for tutoring, to the social worker or the administration for

support.

Communicate with advisees, parents and teachers: It is expected that advisors will be responsible for monitoring communication between the school and home. Advisors monitor parent notification of student progress by collecting parent newsletters each week. At least 25% of the advisory grade must be for turning the newsletter on time. (100% grade for each newsletter if turned in on time and at least 25% lost for each day it is late). It is expected that advisors contact parents of students who do not submit signed weekly newsletters (or who forge parent signatures) to determine whether the parent is aware of the student's status. Advisors are responsible for contacting parents to inform them of report card pick-up, and to inform parents of any issue regarding a student in the advisory. When making parent contact, advisors must log the contact in PowerSchool so that there is documentation of contact with the home. If the student's parents are not English speaking, the advisor should contact a staff member in the main office who can make contact with the parent.

Advisors are also expected to facilitate communication between advisees and their teachers, or other adult members of the staff. Students are often intimidated by adults, and lack self-advocacy skills. Advisors are expected to help students articulate their concerns or issues with teachers/staff in a way that is respectful, and brings resolution to the issue. It is also expected that over time, advisors will help students develop skills necessary to advocate on their own behalf.

Assist advisees who are absent or suspended: Advisors should help their advisees when absent or suspended by telling the student to get what work they can themselves and then being the contact person between the advisee and the teachers. Suspended students may not come to campus to pick-up the work, but instead must have it picked up by a parent, staff member or friend.

Complete monthly summaries: If required by the campus principal, monthly summaries will be placed in mailboxes at the end of the month. They should be cross-checked with attendance records, initialed and returned to main office by the due date. These attendance reports are used to submit monthly reports to CPS, thus, returning the reports to the office on time is crucial for our compliance. In addition, attendance and compliance are relevant to funding for The Noble Network and to bonuses for teachers.

STUDENT DISCIPLINE POLICIES

The policies and administrative disciplinary procedures apply to actions of students during school hours, before and after school, while on school property, while traveling in vehicles funded by the school, at all school-sponsored events, and when the actions affect the mission or operation of any The Noble Network campuses. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus, and/or during non-school hours when the misconduct disrupts the orderly educational process in the school.

The following are some of the tools available to staff for disciplining students:

- Verbal reprimand of student.
- Moving a student's seat.
- Private conference.
- Parent conference – set up by dean and/or advisor.
- Conferring with advisor, social worker and/or dean.

- Deducting points from work place skills or class participation points.
- Issuing demerits (ranging from 1 – 4).
- Having students removed from the classroom (4 demerits if disciplinary).
- Recommending suspension to the administration.

Procedures for Assigning Demerits:

- If it all possible, inform the student that he/she has violated campus policy/classroom rules and tell him/her of the consequence. However, not telling a student about a demerit or detention is never grounds for dismissing them.
- Remember to enter merits or demerits. Enter them in PowerSchool or write them down when issued. If waiting on confirmation from another staff member (e.g., explanation of lateness), enter the demerits and erase only after you receive confirmation.
- Record incidents in PowerSchool immediately if possible, but always on the day that the incident has occurred. Log entries should be specific. For example “conduct inappropriate” is not specific enough, but “yelled out ‘I hate this book’ during class” is.
- Staff can only remove demerits they have given and can never remove detentions.
- For repeat or serious offenders, notify the advisor and initiate a student/teacher/advisor meeting or notify the dean to schedule a student/teacher/parent conference.
- The number of demerits issued is up to the staff member, except as prescribed below:
 - Chewing gum – 4 demerits
 - Eating or drinking outside the lunchroom – 2 demerits
 - Food or drink visible outside the lunchroom – minimum 2 demerits. Water in clear bottles is permissible.
 - Pop, energy drinks (such as Red Bull or Monster) or chips, (except those sold or provided) visible anywhere – 4 demerits
 - Standing, yelling or throwing anything in the lunchroom – minimum 1 demerit
 - Not returning a tray or not cleaning up in the lunchroom – minimum 1 demerit
 - Talking during a fire or tornado drill - 2 demerits
 - Tardy to school:
 - less than 1 minute – 1 demerit
 - Tardy to school more than 1 minute – 2-4 demerits
 - Tardy to class (not in assigned seat when the bell rings):
 - less than 1 minute – 1 demerit
 - 1 minute to 3 minutes – 2 demerits
 - Tardy to class more than 3 minutes – 4 demerits
 - Unexcused absence from a class or school-mandated function such as mandatory LaSalle, community service event – 4 demerits
 - In the hallways at any time while classes are in session without an escort (except during passing periods or specific times designated by the principal) – 4 demerits
 - Having, using, or evidence of using, a cell phone, , ipod, headphones, or other electronic devices visible (whether or not in use) or audible anywhere, anytime in school or without staff permission at any school event- 4 demerits and confiscation of the device until parent retrieves item from school.
 - Dress code violations that can be corrected immediately (such as an untucked shirt, untied shoes) – 1 demerit (no warnings will be given and 4 demerits given if not corrected)
 - Dress code violations that cannot be corrected immediately (Such as no belt, dress pants, or school shirt) – 4 demerits
 - Foul language including curse words and ethnic or other slurs – minimum 1 demerit
 - Bullying or verbal harassment - minimum 1 demerit

- Rowdy or loud behavior anywhere in the school - minimum 1 demerit
- Inappropriate public displays of affection – minimum 1 demerit
- Loitering on school grounds – minimum 1 demerit
- Disciplinary removal of a student from class – 4 demerits
- Academic dishonesty, cheating or plagiarism – 4 demerits
- Possession of a permanent marker or sharpie – 4 demerits

Policy for Dress Code Enforcement:

- All teachers are generally responsible for dress code (and other discipline) at all times.
- Advisory teachers accountable for a dress code check each day including:
 - Non-code shoes, laces, pants, skirts, hair, undershirts, or belts.
 - Untucked shirts and necklaces or untied laces.
- Classroom teachers accountable for:
 - Untucked shirts and collars showing.
 - Non-campus clothing brought to class.

10 General Guidelines When Administering Discipline:

- The intention of the discipline code is not to punish students or show who has more power, but to improve student behaviors.
- Do not let misbehaviors go without consequence. The consequence is as much a message to the rest of the class as it is to the offender.
- Take time for discipline. If it takes ten minutes at the beginning of class to make sure everyone is in dress code, so be it.
- Staff is expected to confront misbehaviors whenever seen. This includes hallways, sporting events, and field trips. Activities should be stopped to confront any misbehavior.
- Be at least 99% sure that a rule has been broken before assigning punishment. Staff should never assume guilt without evidence.
- If certain about a consequence, don't back down. For instance, if a student is told to move their seat, do not let them talk their way out of it or forget about it.
- Don't engage in power struggles with students or escalate situations. For example, if a student disagrees with a demerit, never argue, but give subsequent demerits if the student continues to dispute the demerits.
- Talk in a positive manner when disciplining a student. The language is important.
- Let students acknowledge how they feel or vent without evaluating. Then say:
 - "What would be a better choice of behavior than what you just did?"
 - "Why do we have a rule against chewing gum?"
 - "Are you kidding me, someone this bright just broke that basic rule?"
 - "You are way too good a kid to be acting like that."
 - "Someone with as much pride in his school did that? No way! I know you are going to take responsibility and pay the consequence."
- Discipline should involve physical contact with student only if the student is in danger of hurting self, others or campus property.
- A discipline incident (or any incident) should only be discussed with the student in question or with the parent of that student. Also, staff should only discuss discipline or other incidents with parents or others in which they are directly involved. Staff should not discuss incidents in which they were not involved and instead should refer others to the administration.

HALLWAYS AND ROOMS

Postings in Hallways:

- Information, flyers, announcements, etc. may not be posted anywhere in the hallways except designated bulletin boards and teachers doors.

Students in the Hallways:

- Students will be given 4 demerits if they are unescorted in the hallways during class time for any reason. The principal may designate times of the day when students may occasionally be in the hallways unescorted, such as advisory time.
- If there is a valid reason for a student to be in the hallway during class time, they must be escorted by a security guard or staff member. However, for students:
 - Going to a locker, drinking foundation, to the office or to the printer, are never valid reasons.
 - While a student must be escorted from the classroom door to the bathroom door when using the restroom during class time, allowing students to use the bathroom during class time is strongly discouraged and should only be in an emergency.

Unknown Persons in the Hallways:

- All staff is expected to question any unknown person seen wandering throughout the hallways without a visitor's pass. Never attempt to force any individual to leave the building if she/he is uncooperative. Contact the office for security assistance or call Police (9-1-1). Note: maintenance staff always wears uniforms or smocks when in the building and on duty.
- Staff who observe or encounter a situation where additional assistance is needed should call the office. The receptionist will put out a **CODE RED** radio alert in which all security, maintenance and available office personnel will respond to the location.

Greeting Guests:

- All classroom teachers are expected to have a classroom greeter assigned for each class period to greet guests when there is a knock on the door. All students should be taught how to properly greet, including making eye contact, shaking hands, saying hello and their name, explaining what is happening in the class, asking questions, asking if there are questions and inviting the guest inside. Unless a sign is on the door requesting to please not disturb, all guests who knock should get a greeter. Guests who enter without a knock do not need a greeter.

Rooms:

- Staff should not tape up, block, or cover up windows in such a way as to prevent outsiders from being able to see into a classroom. Teachers and students must be visible through the doorway, or door window, of any classroom.
- Classroom doors should remain unlocked all day, except when rooms are unoccupied.
- Campus rules, dress code and classroom rules (if applicable), must be posted in each classroom.

CAMPUS-SPONSORED EVENTS

Field Trips: A field trip is defined as any student trip that has been arranged by a staff person and transportation or supervision is being provided by the school. Gym classes, sports practices or games are

not considered field trips. Field trips that cause students to miss class are strongly discouraged and will only be approved in rare circumstances.

For all field trips:

- A field trip approval form from shared files must be signed by the office manager and principal at least 1 week before the trip and kept on file for at least one week after the trip.
- Transportation or other payments will not be made by the school until the trip is approved.
- Chaperone rules on the approval form must be followed, which must include one chaperone for every 20 students and one chaperone of each gender for overnight trips unless a waiver is signed by the principal.
- Students must turn in permission slips to the lead chaperone and then the lead chaperone should provide a list of attendees to the office at least two business days before the trip.
- The permission slips themselves should be turned into the office after the field trip with a list of students who actually attended.
- Cell phones can be used by students on field trips only with the permission of a chaperone.

Social Events: A social event is defined as a student gathering chaperoned by staff for social interaction. This does not include classroom parties. Social events that cause students to miss class will not be approved.

For all social events:

- A social event approval form from shared files must be signed by the office manager and principal at least 1 week before the event.
- Payments will not be made by the school until the social event is approved.
- Chaperone rules on the approval form must be followed.
- Cell phones can be used by students at social events or dances only with the permission of a chaperone.
- All social events should be put in the master calendar.

For all social events and classroom parties:

- When food or beverages are served, nutritious choices should be made that fit within the Noble Network Wellness Policy.
- Unsweetened water must be offered at any event and no soft drinks may be served including pop, juice drinks, and lemonade. Sweets, candy and chips should be offered only in moderation and only when balanced with whole fruits and/or vegetables.
- Homemade food or drink cannot be served or sold.

Assemblies and Student Performances:

- Students are expected to behave properly at any assembly or performance. This includes:
 - Being quiet for adults.
 - Not talking, cat-calling or making other noise once the assembly or performance has begun. The only acceptable noises are clapping and cheering unless a student is recognized to speak.
 - Cleaning up the areas around them before they leave.
 - Entering and leaving in an orderly and quiet manner...

- For performances, social event approval form from shared files must be signed by the office manager and principal at least 1 week before the performance.
- All assemblies and performances should be put in the master calendar.

Fundraisers: A fundraiser is defined as sales of any item or service by a campus.

For all fundraisers:

- A fundraiser approval form from shared files must be signed by the office manager and principal at least one week before fundraising begins. If the event is also a social event or field trip, those approvals must also be on file.
- Payments will not be made by the campus until the fundraiser is approved.
- All money must be turned in to and receipted by the office.
- The sale of sweets, chips, candy or other junk food is not permitted.
- The sale of homemade goods is not permitted.
- Solicitation of board members without prior approval from External Affairs is not permitted.
- Solicitation of businesses and foundations require the prior approval of External Affairs and should not exceed a total of \$10,000 in grant request. Please e-mail External Affairs at externalaffairs@noblenetwork.org
- All events, for which money is collected, must be approved by the campus principal. Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc.)

Marketing and Branding:

Please follow the guidelines outlined in your campus’ style guide for any materials that you are creating. Campus style guides are located in shared files.

Fee/Cash Collections:

All collections of fees at the campus level must be coordinated with the office manager. The office manager supervises the collection of the fees and is responsible for coordinating the processing and recording of receipts with the Finance Department. Any cash collections received by the support team must be coordinated with the Finance Department for proper processing and recording. Staff and students are not permitted to collect fees. Cash and/or checks should not be stored or locked in staff offices or desks but rather should be locked in the safe in the main office of the campus or in the safe in the Finance Department at the Network.

DISTRIBUTION OF MEDICINES AND SEXUAL EDUCATION

Students who become ill or injured should be sent to the main office via security escort. All illnesses, incidents and injuries must be reported to the main office so that they can be properly documented.

It is the policy of The Noble Network of Charter Schools that students not be in possession of any medication, with the exception of asthma inhalers and/or EpiPens, during the regular school day or on campus premises. Staff, except the school nurse, is also not permitted under any circumstances to administer any medication to a student (prescription, over-the-counter or otherwise) except to use an EpiPen. Students who are on medications must adhere to the medicine distribution policy

established in the student handbook. When required, students taking medication will do so in the main office and teachers are asked to cooperate in ensuring that students are in compliance with their medicines by allowing them access to the main office at designated times.

If a student requires medication during school hours, the supervision of the medications will be done by the Office Manager or his/her designee. At no time should a student be allowed to have medication in their possession or in their lockers, with the exception of asthma inhalers and/or EpiPens. In order to supervise any student's self-administration of prescribed medication (including asthma inhalers and/or EpiPens), we must have a completed Physician Request form on file (form available in the Main Office). For any over the counter medication, we must have a completed parent/guardian request for self-administration (form available in the Main Office). Students are responsible for coming to the main office to take their medications at the appropriate time with the permission of their instructor.

Furthermore, a paper log will be kept on file that indicates the following: Name of student, name of medication, date, time, and who supervised the student's self-administration of medicine. All medications, with the exception of asthma inhalers and/or EpiPens, must be placed in a locked box in the main office. If you have any questions, contact the office.

The Noble Network policy on sex education:

1. Sexual Education instruction shall include substantial emphasis on both abstinence and contraception.
2. Instruction on how abstinence can be used for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS should be included. Students should also practice ways of resisting the pressures to have sex for the emotional and health benefits of abstinence.
3. Instruction on how contraception can be used for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS should be included. The kinds of birth control that are available, their pros and cons, and where students can go to get birth control should be included. Distribution of birth control to students is not permitted by anyone at the campus.
4. Course material and instruction shall be medically accurate, be evidence based, or substantially incorporate elements of evidence-based programs and be developmentally and age appropriate.
5. Students desiring additional information on sexual education or birth control should be referred to professional health organizations.

MANDATORY REPORTER POLICY

All campus personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

Once you become aware that a student may be the victim of abuse or neglect, **you must:**

- a. **Notify Dean of Students of the situation,**
- b. **Call the DCFS hotline at (800) 25-ABUSE, and**
- c. **Complete an incident report.**

While these steps are taking place, the dean of students will alert the campus social worker. The social worker will assist you and the student in understanding the ramifications of the call. The social worker will debrief the student and, when appropriate, will contact the parent(s)/guardian. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who

willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

When calling the hotline, you must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The dean of students will provide this information to you after you have reported the incident to her. If a report is taken (the intake worker will inform you of this over the phone), the report must be confirmed in writing to the local investigation unit within 48 hours of the hotline call. Forms and addresses are available at each campus.

Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means". Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent "creates a substantial risk of physical injury" by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as "deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering". When reporting physical abuse, it is important to document any injuries, as a report may not be taken unless evidence of harm exists.

Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the campus social worker and inform the dean of students

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

If you have any questions regarding this policy or DCFS procedures, please see the social worker.

By law, failure to abide by these requirements could result in immediate termination.

STUDENT REFERRALS

Steps for referring students for social work:

When staff believes that a student needs counseling for any reason, such as academic/disciplinary issues, anti-social behavior, dealing with a loss, or possible pregnancy, they should complete a referral form for social work from shared files and turn it in to the dean of students. The staff member should not attempt to evaluate to what extent the student is in crisis. This is the responsibility of the social worker. Once the

referral is made, the referring staff member should not speak to anyone else about it. The social worker will determine whom to inform. The social worker will meet with the student, assess his/her needs and determine the type and duration of treatment. The social worker will follow up with the dean.

Steps for referring a student for Special Education Evaluation

If a staff member suspects that a student may have an unidentified learning disability or may be a candidate for special education or any related services for any reason, inform the RtI point person at your campus. The RtI team will meet to discuss the concerns. They will follow a tiered intervention approach that will decide whether the student requires intensive interventions beyond that of the team and content area teachers. This decision will be based on data collected by the RtI team. The parent can be made aware that their child is receiving interventions, but it is crucial to not promise that any special education services or testing will occur. **There are no exceptions to this.** The RtI and special education teams will determine the next steps.

II. EMPLOYMENT POLICIES

GENERAL

Background Checks

All staff and volunteers are required to complete a fingerprint and background check. The process is explained by the Human Resources Department and processed at the time of hire.

Change in Personal Status

It is the employee's responsibility to notify Human Resources regarding any changes in personal status so that the appropriate information can be kept current in the Human Resources records. If employees have any questions or doubt as to if a personal status change needs to be communicated to the company, they should consult with either their immediate supervisor or Human Resources.

Change in personal status includes but is not limited to:

- legal name change
- change in family status (marriage, divorce, birth, adoption, child reaching age of ineligibility for insurance benefits)
- address, phone or e-mail address change
- change in emergency contact information
- beneficiary change for 401k, life insurance, long term disability
- change in your United States Citizen Immigration Services (USCIS) eligible work status

Check Requests and Staff Reimbursements

In order to be reimbursed for business expenses, employees must submit a check requisition form with detailed receipts and the reason for the purchase. Campus staff must submit the completed form to the office manager for approval. Support team staff must submit the completed form to the appropriate department director or chief for approval. All payments will be processed by the Finance Department.

- Expenses eligible for reimbursement include:
 - Educational and classroom materials
 - Administrative supplies
 - Staff development food and supplies
 - Conferences or other events
 - Business travel, parking, lodging, and meals. Mileage reimbursements for use of an employee's personal vehicle for business travel will be calculated using the IRS's current standard mileage rate. The employee's commute "to and from" work is not considered business use. Only miles in excess of the employee's normal commute are considered business use and are eligible for reimbursement, unless approved by the employee's supervisor.
- Upon completion of a check requisition form, business-related expenses will be reimbursed as follows:
 - An itemized check requisition form with detailed receipts, including the reason for the purchase, must be approved by the office manager or support team staff supervisor and submitted to the Finance Department for processing within sixty (60) days of the expenditure
 - All requisitions by campus staff must be approved by the office manager (\$1,000 or less)

- or the principal (>\$1,000), while requisitions by the support team staff must be approved by the appropriate department director or chief
- Alcohol purchases will not be reimbursed

Credit Cards

Staff members who are given Noble Network credit cards should only use them for school-related purchases. All campus credit card purchases must be approved by either the office manager (\$1,000 or less) or the principal (> \$1,000). All support team staff credit card purchases must be approved by the department director or chief. Documentation of the approval and appropriate backup must be submitted to the Finance Department on a weekly basis. Alcohol or expensive meals should not be purchased with network funds or network credit cards except under extremely limited circumstances, such as large fundraising events, for which prior written approval from the superintendent is required. Please see the separate Credit Card Policy (appendix C) for more information.

Emergency procedures

Please refer to your school's manual on Emergency Response Procedures for information on crisis intervention steps, special procedures, and emergency contacts. It is the responsibility of all faculty and staff members to completely understand and adhere to the established procedures as set forth in this manual.

Exposure Control Plans

The Noble Network is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, all staff should be able to access the Exposure Control Plan (ECP for their location). Staff members can access their ECP via dropbox (<https://www.dropbox.com/sh/dksvy1wg9qbk9gg/5PhcoPN5vS>) or via our ADP Employee Self-Service portal (<https://portal.adp.com/public/index.htm>). The purpose of the ECP is to:

- Eliminate or minimize occupational exposure to bloodborne pathogens
- Comply with OSHA Bloodborne Pathogens Standard, 29 CFR 1910.1030
- Comply with Illinois Health and Safety Act, Ill. Comp. Stat. ch 820§0225/4

The ECP is referenced and made available during bloodborne pathogen training for staff members in high risk positions (P.E. teachers, science lab teachers, custodians and the campus ECP administrator) and for anyone else who wants to attend. The ECP also explains Hepatitis B Virus immunizations available at no cost to all staff.

Fire Alarm

All campus facilities are completely equipped with a fire detection system, including fire extinguishers. Fire extinguishers are located on every floor, in kitchens and boiler rooms, and are inspected and serviced on a regular maintenance schedule per City Code. In addition, emergency exit routes are posted in various locations around the school facility and in classrooms.

First Aid, CPR and AED Training

First Aid and CPR training is recommended for all staff members. In addition, all Noble Network schools have access to an Automated External Defibrillator Units (AED's) for cardiac emergencies. AED Unit(s) are generally located in a central area of each campus facility and can be found by identifying signage. The Network also facilitates certification training for 3-4 designated crisis team members per campus, in proper

CPR and AED usage and procedures. Please contact your campus Crisis Team Coordinator for more information or to volunteer your services.

Keys

For the security of each campus, all faculty/staff members are expected to exercise great care in handling their keys. Please sign the key policy acknowledgement at your respective campus which is required at the time of key issuance.

Lunch

Food may be consumed only in the cafeteria, your classroom or the network offices. As with students, faculty/staff are not permitted to consume food or drinks in the hallway or staircase. Staff members are permitted to eat lunch in their classrooms but are expected to return all lunch trays to the cafeteria. Staff should also keep classrooms free from food refuse so as to limit the attraction of bugs and/or rodents. Likewise, support team staff should throw away all food garbage in the lunch room.

Maintenance Requests

Employees should submit non-emergency maintenance requests via the electronic help desk ticket system. Please contact the principal if maintenance has not responded within two business days. For emergency maintenance requests, call the main office directly.

Payroll Procedures

Each campus follows a biweekly payroll schedule (26 pay periods per year).¹ Staff members have the option of signing up for direct deposit, receiving a live check or a paperless check. All hourly and nonexempt staff members must record their time and have it approved by their principal or office manager. On payday, checks and pay stubs are delivered to the Office Manager who will distribute according to the campus distribution procedures.

Press and Media

Please do not speak with any members of the media (traditional or online) without prior approval from External Affairs. If you are contacted by the media, please immediately call/email Angela Montagna at 312-343-2515 and amontagna@noblenetwork.org before engaging the reporter.

Tuberculosis (“TB”) Testing

According to the Illinois Department of Public Health and as stated in the General Assembly’s Illinois Administrative Code (Section 696.140), all employees are required to have a TB test upon hire. Human Resources will provide information on NNCS-approved testing centers, which all have contracts with NNCS for direct payment for the test from NNCS.

Security of Personal Items

It is recommended to all staff that personal valuables should be secured while at work. This includes supplies, materials, and personal work items. The Noble Network is not responsible for any personal property lost, stolen or damaged. Staff may use a locker for the school year and receive their deposit back at the end of the school year, and the campus principal reserves the right to search the school locker at any time.

¹ In the case of a year that has 27 pay dates in 52 weeks, the annualized salary will be paid over 52 weeks in 27 biweekly payments.

Technology Use

The Noble Network of Charter Schools has technology resources that are used by faculty, staff, students, and approved third parties (collectively known as “Users”). These technology resources include but are not limited to servers, personal computers, tablets, printers, copiers, desk phones, mobile phones, Internet access, email, and software applications such as PowerSchool, FinancialEdge, Mastery Manager, MS Office and the HedgeHog Wiki. These resources are connected by our internal computer network and are used to facilitate the teaching and learning process and to carry out the business of the Network.

Used by a skilled hand for its intended purpose, technology can dramatically improve the efficacy of the User community. The Users at the Network are expected to incorporate technology-enabled best practices into their daily routines, so access to these resources is generally open. With this freedom comes great responsibility. Such open access is a privilege and requires individual users to act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related resources, and observe all relevant laws and internal policies.

All staff members are required to review and acknowledge the Information Technology Acceptable Use Policy, “ITAUP” (see Appendix B for full policy description), which codifies the responsibilities regarding and the appropriate usage of technology resources at the Network. Upon hire, employees will receive technology training and an email with the ITAUP. All employees must read the policy and respond as indicated by the Policy Acknowledgement section. Any questions or concerns related to the ITAUP should be referred to the Director of Information Technology.

EMPLOYEE BENEFITS

WELLNESS BENEFITS

Participation in the The Noble Network wellness benefit plans is voluntary. Full-time employees and their families are eligible for coverage on the first day of the month following 30 days of employment. The group insurance plans provide health, dental, vision, life, accidental death and dismemberment, short-term disability and long-term disability insurance. Most of our wellness benefits are up for annual renewal with the insurance companies on January 1st, which means open enrollment will be conducted 30-60 days earlier.

Each eligible employee is provided with a summary of such programs setting forth details such as levels of coverage, waiting periods, pre-existing condition limitations, deductibles, and co-payments. Employees should read this information, and, if they have any questions, consult with Human Resources. It is recommended that employees read the benefit information booklets that are published by the carriers. In the event of any conflict between this handbook, verbal conversations or presentations about our benefit plans and/or the benefit summary plan description, the summary plan description shall control.

REFERRAL

A current, non-senior employee who refers a candidate who is then hired full-time for any Noble Network high school campus is eligible to receive a \$1000 referral bonus per hire. The bonus will be paid to the referring employee once the candidate has completed 120 days of successful employment (summer break not included). The candidate must also list the existing staff member in

the “referred by” field in their application at the time of application. Referring staff who terminate employment before his/her referral has completed the 120 days are not eligible for the referral bonus. This bonus does not apply when the referred new hires are alumni of Noble Network campuses. It is the responsibility of the employee to notify the hiring principal and Human Resources of the referral within six months of hire or within the fiscal year of hire, whichever is longer. This can be done via an “Employee Referral Award Request Form,” which may be obtained from your principal, office manager or Human Resources.

RETIREMENT BENEFITS

Chicago Teacher’s Pension Fund

All employees with an Illinois Teaching Certificate (regardless of position) must, by law, participate in the Chicago Teachers Pension Fund. Participation in the pension requires a 9% of salary contribution; however, as a benefit, Noble will pick-up 7% and the employee will only have a 2% payroll deduction. In addition, these employees will not pay into social security and, thus, do not have the social security payroll deduction. It is the staff members’ responsibility to notify HR of Illinois certification to ensure participation in the pension. Once HR is notified, you will be placed in the pension for the next pay cycle. Please note that we are required to ensure that staff members begin contributing to the pension as soon as they are certified. As such, if a staff member becomes certified and does not communicate his/her certification to HR immediately then HR will need to retroactively, through payroll, ensure the employee and Noble contribute the appropriate amounts into the pension. Additionally, it is prudent to check your pay stub to verify that money is appropriately being directed towards the pension.

Oppenheimer 401K

All employees may participate in the 401K on a 100% self-funded basis. Entry into the 401k is the first day of September, December, March and June with no required waiting period. Employees may contribute up to the annual Federal maximum.

Employees not in the Chicago Teachers Pension Fund are eligible for an employer contribution as outlined in the 401k plan document. The employer contribution is a 100% match of up to 5% of salary to a maximum of \$4,000 (i.e. if 5% of someone’s salary is greater than \$4,000 then that person can only receive up to \$4,000 of the match). Employees who are in the pension are not eligible for the employer contribution because they receive a retirement contribution from Noble into their pension.

Social Security

All employees not in the Chicago Teachers Pension Fund must, by law, participate in the Social Security system. These employees will participate in Social Security and will have a payroll deduction in accordance with the Federal Insurance Contributions Act (FICA).

NOTICE OF PRIVACY PRACTICES POLICY

Our philosophy is to safeguard personal employee information held in NNCS’ possession to ensure confidentiality of the information. NNCS is committed to keeping employee and dependent private information protected. The organization understands the importance of this and will only collect personal information that is required to pursue its business operations and to comply with government reporting and disclosure requirements.

Sensitive, confidential, private information includes but is not limited to: medical information and individually identifiable information, such as name, address, personal telephone numbers and e-mail addresses, social security number, date of birth, and personal health information (PHI).

Personal information is considered confidential and as such will be shared only as required with individuals that need to have access to such information.

Employees participating in NNCS benefit plans should be aware that personal information will be shared with plan providers as required for record keeping needs or in handling claims.

Prospective employers, financial institutions, and residential property managers routinely contact employers requesting information on current or former employee work history and salary. All requests for this type of information should be directed to Human Resources.

Due caution will be taken in releasing any potential private employee information without written authorization signed by the employee.

HOURS OF WORK AND OVERTIME FOR NONEXEMPT EMPLOYEES

Work Hours and Breaks

Due to the complexity of NNCS operations, each campus and department function establishes its own normal work hours and meal periods based upon campus needs. Accordingly, employees should check with their supervisor for questions about the work schedule. Generally, any changes in a normal work schedule will be announced as far in advance as practicable, but supervisors have the discretion to adjust the normal work schedule to meet campus needs (e.g. summer months, audit season, etc) or to avoid overtime pay for nonexempt employees. For nonexempt and hourly employees, lunch breaks are unpaid, but working over the lunch period is considered compensable work time.

Calculating Overtime

All hours worked by nonexempt employees in excess of a 40-hour work week will be compensated at an overtime rate of 1.5 times the regular hourly rate (e.g. if the regular hourly rate is \$10/hour then the overtime rate would be \$15/hour). The workweek begins at 12:00am on Wednesday morning and ends at 11:59pm on Tuesday evening. Please note that paid time off does not apply toward work time. So while the regular hourly rate will apply towards paid leave, the hours associated with the paid leave will not be included in the total number of hours worked for that week.

The Noble Network will make a dedicated good faith effort to ensure that it lives up to the guidelines of the Fair Labor Standards Act. Employees who believe their pay has been improperly calculated should contact Human Resources to request a formal review of the matter. The Noble Network will evaluate the issues associated with the request on a timely basis and amend the situation wherever appropriate.

Scheduling and Working Overtime

Employees are not permitted to work overtime without the prior approval of their supervisor. Employees who fail to obtain approval prior to working hours that extend beyond a 40-hour workweek will be subject to disciplinary action. During busy periods, the supervisor may require staff to work extended hours. Hours worked beyond the employee's typical schedule, including evening and weekend work, should be recorded

on the employee's timesheet. Overtime is considered a condition of employment and refusal to accept it when reasonable notice has been given is cause for discipline, up to and including termination.

Recording Work Hours

To comply with applicable laws and to ensure that employees are paid in a timely fashion for hours worked, NSCS requires all campuses and departments to maintain accurate records of all hours worked. Employees are responsible for accurately recording both hours worked and hours paid. For staff with access to a computer, NSCS utilizes a web-based time management system called ezLaborManager, which allows individual employees to have their own online timekeeping account (a member of HR will set this up for each nonexempt and/or hourly employee). For staff without access to a computer, paper timesheets should be used.

Falsifying a time record is a violation of NSCS policy and is grounds for disciplinary action, up to and including termination of employment. Staff should discuss any questions they may have concerning recording work hours with their immediate supervisor, the campus Office Manager or should contact Human Resources for a formal evaluation of record-keeping concern.

SALARIES

10-Month (46.6-Week) Employees

Ten-month employees work a 46.6-week teaching schedule and shall be paid their annualized salary (July 29th through mid-June) over 52 weeks in 26 biweekly payments.² Essentially, their wages are earned during their 46.6-week teaching schedule but are spread over 52 weeks. Thus, when a staff member works less than the 46.6 weeks, his/her extended pay during the summer will be proportionally decreased. For staff who begin employment at NNCS after July 29th or who take an unpaid leave of absence in the middle of the year, the extended pay during the summer will be proportionally adjusted.

The 46.6-week teaching schedule includes multiple weeks consisting of holidays, a winter break and a spring break. The winter break consists of ten days: four holidays and six break days. The spring break consists of five break days.

12-Month (52-Week) Employees

Twelve-month employees work a 52-week schedule and are paid on a biweekly basis for the days they work. While the campuses and The Noble Network Support Team offices remain open year round, please note that some 52-week staff may not be scheduled to work during school breaks (e.g. winter break, spring break and summer).

PAID TIME OFF (PTO)

What is included in Paid Time Off?

The paid time off (PTO) policy is provided to all full-time employees so they can be paid during certain periods of personal time away from work. Vacation, sickness and other personal affairs are all included in the paid time off pool of days. Staff members should consider their number of allotted annual PTO days as

² In the case of a year that has 27 pay dates in 52 weeks, the annualized salary will be paid over 52 weeks in 27 biweekly payments.

they plan time away from work throughout the year, remembering to take into consideration potential unplanned days off for illness and family emergencies.

PTO Accrual

All regular employees who work more than 30 hours/week are eligible for paid time off to use throughout the year. Paid time off is earned on a monthly basis between August 1 – July 31. It is the employee’s responsibility to appropriately manage his/her paid time off pool so that no additional days are needed beyond the paid time off provided. Paid time off allowances are awarded as follows:

Employees on an Academic Schedule (46.6 weeks)

Full-time employees (30+ hrs/wk) can accrue up to five PTO days/year. These days are accrued at a rate of 0.45 days/month worked.

Employees on an Annual Schedule (52 weeks)

<u>Completed Years of Employment</u>	<u>Full-time (30+ hrs/wk)</u>	<u>Monthly Accrual Rate</u>
0-2	16 days	1.33 days/mo
3-9	21 days	1.75 days/mo
10+	26 days	2.16 days/mo

Please note that while your paycheck may show all paid time off hours that *could* be earned in a fiscal year in one lump sum, our policy is that employees earn paid time off through a monthly accrual system over the course of the fiscal year. Thus, while your paid time off is made available upfront, it is only truly earned based on the monthly accrual rates above.

Approval

Except in times of illness or emergencies, paid time off must be approved in advance by a supervisor. Please understand that there are occasions where the supervisor will not approve a PTO request.

Terminating employees

If an employee stops working at Noble and has some earned but unused paid time off then those earned but unused days will be paid out upon the employee’s termination. If an employee leaves Noble for any reason having taken more paid time off than actually earned then the employee must repay the difference.

Sick bank

Noble encourages its staff members to take personal time away from work each year, but sometimes not all of the earned PTO days will be used in one year. Any earned but unused paid time off at the end of the fiscal year will be moved into a sick bank for the employee. Days in the sick bank can only be used once the annual PTO balance is brought down to zero or in the case of a qualified and approved Family and Medical Leave Act (FMLA) leave.

The intent of the sick bank is to provide the opportunity to use sick days for financial protection in the event that an employee needs to take more than the allotted PTO days off due to illness or a FMLA leave.

Days in the sick bank will not be paid out upon termination but each employee’s sick bank can accumulate up to 60 days. Additionally, members of the Chicago Teachers Pension Fund (CTPF) can convert their unused sick days to CTPF service credit for the purpose of calculating a pension at retirement (see [CTPF rules](#) for more information on this).

HOLIDAYS

1. The Noble Network observes eleven holidays for all staff. The holidays for the 2013-14 school year are listed below.

July 4, 2013	November 29, 2013	December 31, 2013	February 17, 2014
September 2, 2013	December 24, 2013	January 1, 2014	May 26, 2014
November 28, 2013	December 25, 2013	January 20, 2014	

2. Hourly and 52-week staff receive holiday pay as follows:

- Full-time employees working 40 hours/week are paid for a regular eight-hour day on holidays.
- Full-time employees working 30-39 hours/week receive holiday pay based upon a calculation which averages their regularly scheduled weekly hours. This pay is given regardless of whether the holiday falls on a regularly scheduled workday or not.
- Employees working less than 30 hours per week are not eligible for holiday pay.

3. 46.6-week academic, salaried staff observe the same Thanksgiving, winter and spring breaks as the students. See the academic calendar for specific dates.

4. Staff members are allowed to take a religious holiday without using paid time off for religious observances that can only be celebrated during work hours. Employees wishing to take one of these days must have the permission of their supervisor and notify their supervisor at the beginning of the school year of which day(s) will be taken as religious holidays.

LEAVES

Besides the Paid Time Off policy, there are several additional leave policies.

A. PERSONAL LEAVE OF ABSENCE

In the event of a personal emergency that does not fall under (or is not covered by) the campus's Bereavement Leave or Family and Medical Leave Act policies, discussed below, you may request a personal leave of absence. A personal leave is an authorized, extended period away from work without pay and should be requested in writing from your principal or appropriate chief officer, prior to the commencement of the leave. Approval is at the discretion and judgment of the principal or appropriate chief officer.

While on an approved, unpaid personal leave of absence, you are required to make the same contributions as active employees in order to continue your benefit coverage. If you fail to return to work after your unpaid personal leave, your employment will be terminated automatically. Personal Leave may not exceed 60 days in any fiscal year.

B. BEREAVEMENT LEAVE

It is the intent of the Noble Network to provide continuity of income to all full and part-time employees who suffer the loss of a family member through death. As a result, at the discretion of the employee's supervisor, the employee will be granted paid bereavement time for up to three working days. If more time is needed, the employee will be expected to use paid time off, with supervisory approval.

For purposes of bereavement pay, immediate family members include:

- Birth parents, adoptive parents, stepparents, foster parents, parents-in-law
- Spouse or domestic partner
- Birth siblings, adoptive siblings, stepsiblings, foster siblings, siblings-in-law
- Birth children, adoptive children, foster children, stepchildren, children-in-law
- Grandparents and Grandparents-in-law
- Grandchildren
- At the discretion of the employee's supervisor, other close family members or individuals

Responsibility

Employee: Notify supervisor before or within two hours of regular starting time of the need to use bereavement leave. Within a reasonable period of time, the employee may be required to provide verification of need (obituary, death certificate, etc.). Any occasions of abuse of the bereavement policy could lead to denial of either the time off or the pay, as well as disciplinary action.

Supervisor: Annotate bereavement leave usage on the employee's electronic time card in ezLaborManager. Follow up on collecting verification of need for bereavement leave if deemed appropriate. If verification of need is obtained, forward it to HR for filing in the employee's personnel records. If verification of need is requested but not received within a reasonable time, notify HR.

Payroll: Administer the related accounting process.

C. JURY DUTY

If you are ordered to report for jury duty, you will be excused from work with no change in pay or benefits. You may also accept any fees paid to jurors by the court. When you have a pending jury duty assignment, please notify the principal who will determine whether or not a request for deferral should be made.

D. THE FAMILY AND MEDICAL LEAVE ACT

Time off for personal illness reasons is counted as part of the 12-week leave eligibility provided under the Family and Medical Leave Act of 1993 (FMLA). Under FMLA you are allowed to take up to 12 weeks of unpaid, job-protected leave provided you meet basic eligibility requirements.

Employees who have worked 12 months with a minimum of 1,250 hours worked during the 12-month period are eligible for FMLA leave under this policy. An approved leave under this policy is available for up to 12 weeks during a given 12-month period for the following reasons:

- a) for the birth and care of the newborn child of the employee;
- b) for placement with the employee of a son or daughter for adoption or foster care;
- c) to care for an immediate family member (spouse, child or parent) with a serious health condition; or
- d) to take medical leave when the employee is unable to work because of a serious health condition.

Spouses employed by the same company may be limited to a combined total of twelve (12) workweeks for family leave for the following reasons:

1. birth and care of a child;
2. for the placement of a child for adoption or foster care, and to care for the newly placed child; and
3. to care for an employee's immediate family member who has a serious health condition.

FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. A request for either intermittent or reduced leave will be granted when medically necessary, as established by information requested by the Certification of Health Care Provider form, to care for a seriously ill immediate family member or because of the employee's own serious health condition. If medical treatment is foreseeable, the employee must work with their manager and Human Resources to schedule the leave so as not to unduly disrupt the employer's operations. Intermittent or reduced leave for reason of caring for a child who is newly born, adopted or placed for foster care may only be taken with the employer's approval.

FMLA leave is unpaid; however, you may qualify for disability benefits under the voluntary Short-Term Disability Plan or the employer-paid Long-Term Disability Plan. Additionally, you may elect to substitute accrued paid time off (PTO). FMLA leave runs concurrently with any leave taken under the Noble-sponsored disability plan and with any accrued PTO you elect to take in conjunction with the FMLA leave.

To apply for an FMLA leave, your request should be submitted in writing to the principal (contact Human Resources for the FMLA application form) as early as possible or at least 30 calendar days prior to the start of your disability period to provide advance notice and get necessary approvals. If special circumstances preclude 30 days notice, then notice should be given as soon as possible before the leave begins. Medical certification must also be provided within 15 days of giving notice.

While on FMLA leave, you are eligible to participate in the Noble-sponsored comprehensive benefits plan. Service credit will continue to accrue for vesting in the retirement plan.

Every effort will be made to return you to the same position you held when you began the FMLA leave. If this position is no longer available, you may be returned to an equivalent position with respect to pay, benefits, and other terms and conditions of employment. You will have the same rights to job restoration and to any other benefits as if you had been continuously on the job instead of on a leave.

If you elect not to return to work upon completion of a leave under this policy, your campus may recover its contribution toward the health care program, unless your failure to return is due to a continuation, recurrence, or onset of a serious health condition for you or a family member, or due to circumstances beyond your control.

This policy does not preempt any state or local laws providing greater rights than those provided under the FMLA.

E. UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT

The Uniformed Services Employment and Reemployment Rights Act (USERRA) applies to past and present members of the uniformed services which includes the Army, Navy, Air Force, Marines, Coast Guard, Army Reserve, Naval Reserve, Marine Reserve, Air Force Reserve or Coast Guard Reserve, Army National Guard or Air National Guard, commissioned Corps of the Public Health Service when engaged in active duty for training, inactive duty training and any other category of persons designated by the President in time of war or emergency. In order to qualify for this leave of absence under USERRA, an individual must be absent from work because of service in the uniformed services. The leave is unpaid except for up to two weeks of annual training. Additionally, employees will have the option to continue benefits for up to 24 months for themselves and their dependents, in accordance with the terms and conditions of any plan at the employee's expense.

Under this Act, The Noble Network may not deny an employee for initial employment, reemployment, retention in employment, promotion, or any benefit of employment because of status. Upon taking a leave for service, employees have the right to be reemployed if they meet certain criteria including: they provide The Noble Network advance notice of their service, they have five years or less of cumulative service in the uniformed services while employed by The Noble Network, they return to work or apply for reemployment in a timely manner, and they have not been separated from military service with a disqualifying discharge or dishonorable conditions. If eligible to be reemployed, employees will be restored to the same job, if available, or to a job of equivalent status.

Staff members who need to take a leave of absence under USERRA must notify their supervisor and Human Resources as soon as possible. An application form and request for any written orders will be asked of you.

F. FAMILY MILITARY LEAVE

During the time federal or state deployment orders are in effect for a close family member of an employee, employees may be entitled to up to 30 days of unpaid family military leave. To be eligible, employees must have worked at least 12 months for The Noble Network and have worked at least 1,250 hours in the 12 months preceding the commencement of the leave. "Family military leave" means leave requested by an employee who is the spouse or parent of a person called to military service lasting longer than 30 days with the state or United States pursuant to the orders of the governor or the President.

Before an employee can take family military leave, the employee must exhaust all accrued paid time off and any other leave that may be granted to the employee. The Noble Network requires certification from the proper military authorities to verify an employee's eligibility. Employees must give at least 14 days notice of the intended date upon which the family military leave will commence if leave will consist of five or more consecutive work days. Employees taking less than 5 days leave must give the notice to their supervisor as soon as is possible.

An employee who takes family military leave, upon the expiration of the leave, is entitled to be restored to the position held when leave commenced or to an equivalent position.

Taking such leave will not result in the loss of any employee benefit accrued before the date on which the leave commenced. During such leave, you will be allowed to continue benefits in accordance with the terms and conditions of any plan at employee's expense.

G. VICTIMS' ECONOMIC SECURITY & SAFETY ACT LEAVE

In accordance with the Illinois Victim's Economic Security & Safety Act, The Noble Network will provide up to 12 weeks of unpaid leave to employees who are victims of domestic or sexual violence. Valid reasons for requesting such leave include:

- To seek medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence;
- To obtain services from a victim services organization;
- To obtain psychological or other counseling;
- To participate in safety planning, to temporarily or permanently relocate, or to take other actions to ensure the safety of the employee from future domestic or sexual violence or to ensure economic security;
- To seek legal assistance or remedies to ensure the health and safety of the employee, including preparing for or participating in any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or
- To help a family or household member who is a victim of domestic or sexual violence.

Employees are entitled to 12 work weeks of leave during any 12-month period and are entitled to take leave upon at least 48 hours notice (where practicable). However, neither the Act nor this Policy is intended to confer a right to leave beyond the twelve weeks of FMLA leave. An employee also may elect to substitute paid time off or family or medical leave for leave under this Act. Certification from the employee that leave is for a qualifying reason may be a requirement.

An employee who takes such leave will (i) be restored to the same or an equivalent position with equivalent benefits, pay and other terms and conditions of employment; and (ii) retain all benefits accrued prior to the date leave commences (including life insurance, health insurance, paid time off, and pensions). However, the employee will not be entitled to accrue seniority or additional employment benefits during the leave. The employee is also entitled to continued health insurance during any period of leave on the same terms and conditions as if the employee remained continuously employed.

If an employee fails to return from leave, The Noble Network can recover the premium the employer paid for health insurance, provided the reasons the employee has not returned do not include the continuation, recurrence, or onset of domestic or sexual violence or other circumstances beyond the control of the employees. Certification of such reasons may be required.

ANTI-HARASSMENT POLICY

No Tolerance

The Noble Network is committed to providing a professional work environment free from all forms of discrimination as well as conduct which can be considered harassing, coercive or disruptive. This specifically includes, but is not limited to, sexual harassment.

Harassment on the basis of an employee’s race, religion, color, gender, age, national origin, marital status, sexual orientation, veteran status, disability or citizenship status is prohibited. Supervisors and employees are expected to maintain work environments free of intimidation and harassment and to respond quickly and appropriately to any complaints of harassment. Each employee is expected to adhere to the The Noble Network policy and to bring any incidents of harassment to the attention of management. Our policy is to exercise reasonable care to prevent any harassment and, if such misconduct occurs, to investigate and take prompt remedial action – no matter whom it involves.

What is Harassment?

Harassment includes any unwanted physical, verbal, or visual conduct that is offensive or objectionable to the recipient, including, but not limited to: derogatory or suggestive comments, slurs or gestures, and offensive posters, cartoons, pictures, or drawings.

Unwelcome conduct of the nature described above, whether physical, verbal or visual, constitutes harassment when:

- Submission to such conduct is either an explicit or implicit term or condition of employment;
- Submission to or rejection of the conduct by an individual is used as a basis for any employment decisions affecting the individual;

The conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive work environment.

What is Considered Sexual Harassment?

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, or physical conduct of a sexual nature.

A partial list of sexual harassment examples include:

Example	Description
Verbal	Unwanted repeated sexual innuendos, sexual epithets, obscene or sexually suggestive comments about a person’s body or dress, unwelcome flirtations, unwanted sexual advances or propositions, threats
Visual/Non-verbal	Derogatory or sexually explicit posters, cartoons, photographs, magazines, drawings, or other printed items; suggestive objects or pictures; suggestive or obscene letters, notes or invitations; emails, screen-savers or other electronic communication; graphic commentaries; leering or obscene gestures
Physical	Unwanted physical contact, including inappropriate touching, impeding or blocking movements, interference with an individual’s normal work movement or assault.

Reporting Harassment

We remind you that one way to stop harassment is to let the harasser(s) know that their conduct is offensive to you, that you believe their behavior constitutes harassment, and that you want them to stop. However, even if you do not take this step, or if you do and the harassing behavior does not immediately cease, it is your responsibility to promptly bring to management's attention any incidents that you believe amount to harassment against you or anyone else.

You can report harassment in three different ways:

1. Report harassment to your supervisor or office manager. S/he should then bring this to the attention of Human Resources. If you do not believe your supervisor has properly addressed your complaint or concerns, or if you do not wish to discuss your complaint with your supervisor, you should utilize the second method of reporting harassment (#2).
2. Report harassment to your campus principal. If you feel that it would be too uncomfortable or embarrassing to speak to your principal, you could speak to another principal or the Superintendent who will bring this up with Human Resources.
3. You may contact the Chief People Officer, Keli Leaf, at 312.348.1885 x1527 or the Assistant Director of Human Resources, Lisa Wadley, at 312.348.1883 x1582. If no one is available to answer your call immediately, please leave your name and a telephone number where you can be reached and she will get in touch with you as soon as possible. This method of reporting harassment allows you to avoid using the ordinary chain of command and to bypass anyone whom you believe has caused or is responsible for the harassment.

Upon receiving your complaint, Human Resources will conduct a prompt and thorough investigation of your allegations. We request that you cooperate with our investigation. Confidentiality cannot be promised, although we understand the privacy and sensitivity associated with these issues and will make a reasonable attempt to keep the matter as confidential as possible.

If we find that our policy has been violated, regardless of who the harasser may be—an employee or a supervisor—we will take appropriate corrective and remedial action, up to and including termination of employment.

Policy Against Retaliation

Noble also strictly prohibits retaliating against anyone because he or she filed a complaint of harassment. If you have made a complaint of harassment and believe that you have been retaliated against for making the complaint, please let Human Resources know about this as soon as possible. You may choose to use any of the above methods for making a complaint about retaliation. We will act promptly to assure compliance with our policy prohibiting retaliation. Claims of retaliation are treated by The Noble Network as seriously as harassment itself.

False Claims Vindictively Motivated

As with any employee related investigations we need open, honest and truthful information to ensure that we make the right decisions. If after a thorough review is conducted, the complaint is considered false or contrived and believed to be motivated by malice or spite, Noble will take the appropriate steps that may include disciplinary actions, up to and including termination of the complainant's employment.

This Anti-Harassment Policy is not intended to create any contractual liability or change your “at-will” employment status. If you have any questions about this Anti-Harassment Policy, please contact Human Resources.

DRUG FREE WORKPLACE

It is our intent and obligation to provide a drug-free, healthful, safe, and secure work environment. Employees are expected and required to report to work on time and to be in appropriate mental and physical condition for work.

To this end, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on campus premises or while conducting business off campus premises is absolutely prohibited. Violations of this policy will result in disciplinary action, up to and including termination, and may have legal consequences.

Employees must, as a condition of employment, abide by the terms of the above policy and report any conviction under a criminal drug statute for violations occurring on or off campus while conducting The Noble Network business. A report of a conviction must be made within five (5) days after the conviction.

WHISTLEBLOWER POLICY

Employees must observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. For this reason, employees, with reasonable grounds, are encouraged to report violations or suspected violations of state or federal law as well as violations or suspected violations of The Noble Network policies. Examples of matters which should be reported include awareness of false or misleading information in NNCS’s financial statements or other public or legal documents, situations where false information is provided to or withheld from auditors or government officials, forgery or alteration of documents, misappropriation or misuse of NNCS supplies, funds or other assets, or authorizing or receiving compensation for goods or services not received.

No Retaliation

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences. Another employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. An employee, however, may not make an allegation regarding unlawful or unethical behavior that is without foundation or knowingly false. If an employee makes an allegation in this manner, NNCS will view this as a serious disciplinary offense.

Reporting Violations

Employees are encouraged to report unlawful or unethical conduct to their Supervisor, the Chief Executive Officer, the Chief Financial Officer, the Superintendent, the Assistant Superintendent or the Audit and Finance Committee. Supervisors shall, upon receipt of a report of unlawful or unethical conduct, immediately report such acts to their Supervisor. In order to facilitate the reporting of suspected misconduct, the Assistant Superintendent can be contacted directly at 773.632.7945 to report suspected misconduct at any level of the organization. Employees may choose to report suspected violations on a

confidential basis or anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

EMPLOYMENT-AT-WILL

Employment with NNCS is “at-will.” This means that just as each employee has the right to terminate his/her employment at any time, with or without cause and without prior notice, so does NNCS. The at-will nature of employment at NNCS is not generally modified. In instances where an arrangement other than at-will employment is deemed to be in the best interest of a particular employee and NNCS for a specific position, a written agreement expressly providing for employment for a fixed duration must be entered by the employee and NNCS, with NNCS’s Chief Executive Officer signing and approving any such agreement.

Offers of employment, job descriptions and any other document or communication, conveyed orally or in writing, should not be mistaken for a contract or promise of continued employment, permanent employment or guaranteed employment of any fixed duration.

Voluntary Termination

It is NNCS’ intention to ensure that employee separations are handled in a professional manner. An employee may generally be considered to have voluntarily terminated his/her employment with NNCS for the below stated reasons.

Resignation

Employees are requested to provide a minimum of two weeks written notice of their intent to separate from the organization, in order to allow a reasonable amount of time to transfer workloads. Upon receipt of notification, Human Resources will coordinate the resignation process.

Retirement

Employees who wish to retire are requested to notify their manager in writing at least one month before the planned retirement date.

Job Abandonment

An employee who does not report to work for three consecutive workdays without notifying his/her manager (“no call, no show”) or who fails to return from an approved leave of absence for a period of three consecutive work days after the designated return date will be presumed to have abandoned his/her employment and voluntarily resigned. The employee will be terminated from payroll immediately.

Involuntary Termination

Pursuant to the at-will nature of employment with NNCS, employment may be terminated at any time for any reason. Termination of employment may also be for cause, including but not limited to: misconduct, tardiness, absenteeism, and/or unsatisfactory performance. In some cases, coaching and progressive disciplinary steps may be used in an attempt to address an identified performance problem. However, due to the at-will nature of employment with NNCS, both the employer and the employee retain the right to terminate the employment relationship at any time.

Death

A termination due to death of an employee will be made effective as of the date of the death. Upon the receipt of death notification, Human Resources will begin the termination process and notify all applicable parties.

Employee standards of conduct

Employees are expected and required to meet acceptable performance standards and otherwise to conduct themselves in an appropriate manner during the course of their employment.

The standards discussed below are published for your information as a general guide regarding appropriate conduct. The list is not meant to be all-inclusive, and various other circumstances may arise requiring employee discipline and/or immediate termination of employment. Due to the at-will nature of employment with NNCS, both the employer and the employee retain the right to terminate the relationship at any time. For this reason, the standards described below are not intended to form any contract between NNCS and its employees as to the procedures to be followed concerning any violation of the standards outlined below.

Employee misconduct may result in the following consequences. However, no consequence is a prerequisite for subsequent consequences. This outline of potential employee discipline is also not meant to be an all-inclusive list and there may be other consequences deemed appropriate by a supervisor in a particular situation.

- a. Oral reprimand.
- b. Written reprimand to be placed in an employee's personnel file.
- c. One or more days of suspension with or without pay.
- d. Termination of employment.

Employees should be aware that violation of any of the following employee standards of conduct may result in disciplinary action, up to and including immediate termination of employment:

- Insubordination and/or being in disregard of, or inattentive to, working directions and instructions received from supervisors or refusal to comply with same.
- Willful violation of NNCS or government rules and regulations.
- Dishonesty of any kind in relations with NNCS, such as theft or pilferage of NNCS property, the property of other employees, or property of others entrusted to NNCS, as well as any action constituting a criminal offense, whether committed on duty or off duty. (Note: Employees also will be subject to prosecution to the fullest extent of the law.)
- Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of NNCS employees.
- Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance.

- Misrepresentation of facts or falsification of records, including but not limited to, personnel records, reasons for requesting a leave of absence or time off, and information provided in connection with the obtaining of employee benefits or misuse of such benefits.
- Failure to return to work upon expiration of authorized leave, unless a valid excuse is given or leave is extended.
- Failure or refusal to perform work as required or directed by a supervisor.
- Engaging in any acts of violence, fighting, threats of violence, or otherwise engaging in disorderly conduct, horseplay, intimidating conduct, or otherwise interfering with another employee's work activities.
- Bringing illegal drugs or any controlled substances onto NNCS premises; consuming/using illegal drugs or any controlled substances on NNCS premises; entering NNCS premises under the influence of illegal drugs; or consuming alcohol or using illegal drugs or any controlled substances while on the job.
- Sexual, verbal, physical, or visual forms of harassment directed at any person associated with NNCS, or discriminatory treatment of any person associated with NNCS, where such discrimination or harassment is based on race, color, religion, national origin, sex, age, disability, or any other protected status. This prohibition also covers any form of sexual harassment, including unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.
- Distributing non-classroom related written or printed matter of any description in any work area at any time without prior authorization from the employee's supervisor.
- The use of school time, materials, facilities or equipment for purposes not related to NNCS business.
- Engaging in any commercial activity, including outside employment which conflicts with or gives the appearance of conflicting with the interests of NNCS, without first having obtained the written consent to such activity from the employee's supervisor.
- Knowingly permitting unauthorized persons to be in campus facilities or on campus property.

WORKPLACE SAFETY

Violent acts or threats of violence made by an employee against another person's life, health, well-being, family or property, are entirely unacceptable and cause for immediate termination of employment. This policy applies to any threats made on campus property, at campus events, or under other circumstances that may adversely affect NNCS. Such acts or threats of violence, whether made directly or indirectly, by words, gestures or symbols, infringe upon NNCS's ability to provide a safe workplace for our staff. Possession of personal weapons, including mace, knives or firearms, by any NNCS employee or volunteer at any time on campus premises, or at NNCS events, is strictly prohibited. Should an employee or volunteer report to work with such a weapon, or should he/she be found to be in possession of such a weapon while at work or on NNCS business,

such individual will be sent home and the appropriate disciplinary action initiated, up to and including immediate termination of employment.

CONFLICT OF INTEREST

It is NNCS policy that employees and others acting on NNCS' behalf must be free from conflicts of interest that could adversely influence their judgment or objectivity in conducting Noble Network activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts

All employees must act with integrity and good judgment and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities.

When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given your position at Noble, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the gift can withstand public scrutiny without damaging Noble's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts with a value of \$50.00 or less. The acceptance of any gifts above \$50.00 must be approved by the CEO/Superintendent. This policy applies to all employees.

Employees should not offer a gift to any visiting elected official that exceeds \$50.00 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Noble has no party affiliation and is an apolitical organization.

Purchasing & Contracts

Noble Network employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.

Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or board chair so that alternate arrangements can be made for the management of the transaction.

Nepotism & Personal Relationships in the Workplace

NNCS permits employment within the Noble Network community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship.

Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with Human Resources to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisory relationship will continue, NNCS may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited to: hiring, promotion, transfer or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to Human Resources.

NON-SOLICITATION AND NON-DISTRIBUTION POLICY

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, NNCS has established the following rules:

- During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to NNCS business.
- During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to NNCS business.
- Distribution of literature of any kind unrelated to NNCS business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by NNCS are not permitted to solicit or distribute literature on campus premises at any time.

EQUAL EMPLOYMENT OPPORTUNITY

The Noble Network is an equal opportunity employer, and is committed to compliance with applicable federal, state and local laws and regulations. We embrace and value a diverse workforce and pledge to provide equal employment and individual opportunity to all job applicants and employees. Our continued success depends on our ability to attract, develop and retain the highest caliber of people, regardless of their race, color, age, religion, national origin, gender, disability, sexual orientation, veteran status, citizenship status, marital status or membership in any other protected group.

All employees are responsible for complying with this policy. Directors, executives, managers and principals are responsible for implementing employment practices within each department or campus. You can report violations of this policy in three different ways:

1. Contact your supervisor or principal.
2. Contact Keli Leaf, the Chief People Officer, as she serves as the Equal Employment Opportunity Coordinator. You can reach her at 312-348-1885. If she is unavailable to answer your call immediately, please leave your name and a telephone number where you can be reached.
3. Contact Michael Milkie, the Chief Executive Officer and Superintendent.

Violations of the Equal Employment Opportunity policy will not be tolerated. Noble will investigate every Equal Employment Opportunity issue that is brought to our attention and will take appropriate steps, which may consist of disciplinary actions up to and including termination.

APPENDIX A
THE NOBLE NETWORK CAMPUS AUDIT
Last Revised: July 1, 2012

Campus Audit Guidelines

General Structure:

- **Frequency:** Campus audits occur at every campus at least 10 times per semester, 20 times per year
- **Scope/Deductions:** Points are only deducted for incidents that directly violate written handbook policy. If a gray area surfaces, campuses are given the benefit of the doubt and points are not deducted. Deductions will compound (i.e. double from previous visit) if a specific issue that has been surfaced in a previous visit goes uncorrected (e.g. same teacher, same issue)
- **Flexibility:** Principals can contest deductions if they occurred due to an unclear definition of the written policy. If this occurs, points will be rewarded back, definition clarified, and policy enforced moving forward.
- **Reporting:** Accuracy and consistency is prioritized over speed of reporting. That said, all reports are shared within 48 hours of the visit. If a major incident surfaces during the visit, the auditor will share her observation w/ campus administration before leaving. Reports will consist of both a scored and non-scored component. The latter is strictly formative—touching on observations around student engagement, hallway and cafeteria behavior.

Audited, Scored Checklist

Main Office	Points
No trash on the floor	3
Bookshelves/work areas neat and organized (papers neatly stacked, binders, books, etc. propped up properly)	3
Box Free/Storage free (Items neatly displayed on shelves or arranged rather than in boxes, unused items stored)	3
Lost & Found contained (not overflowing or messy) – still applies if located elsewhere	3
Sign in sheets for visitors clearly accessible	3
Adults in Dress Code	5

Hallways/Main Entrance	Points
Students in Dress Code	10
Adults in Dress Code	5
No trash on the floor	5
Signs neatly displayed and current and only in designated bulletin boards or teacher doors	5
No obstruction of Egress/Fire Code Violation:	--
-Hallways cleared of boxes & furniture (this includes student desks) – security desks allowed (office cleanliness applies)	5
-Exit doors not blocked by furniture, equipment, or storage	5
-Stairwells clear of any furniture, equipment, or storage	5
Lockers closed properly, not defaced, and contents stored away properly (not visible)	5
Adults address distracting/disrespectful students	5
No unescorted students. Escorting a student from afar (e.g. from a classroom or across the hallway) is not allowed.	10
Staff Member address any students who use foul language including curse words and ethnic or other slurs	10
Staff members address students who are chewing gum. No staff members are chewing gum.	5
No presence of a cell phone, pager, ipod, headphones, or other electronic devices (whether or not in use, visible or audible)	5

Bathrooms	Points
Bathroom procedure/cleanliness expectation signs neatly displayed	5
No graffiti	5
No trash on the floor	5
Mirrors and sink areas clean	5

Toilets flushed	5
No paper towels in the sink or toilets	5

Classrooms (3 Visited)	Points
White Board Configuration should be clearly labeled (i.e. not just a list of activities) and include the following:	3
-Do Now: if the actual assignment is not written on the board, a note indicates where the assignment can be found	
-Big Idea (Main Idea/Objective)	
-Homework	
Students have their school agenda with them in every classroom and they have a record of assignments/Homework	5
No trash on the floor	3
Bookshelves/work areas neat and organized (papers neatly stacked, binders, books, etc. propped up properly)	3
Box Free/Storage free (Items neatly displayed on shelves or arranged rather than in boxes, unused items stored)	3
Aisles are easy to walk through and clear of obstruction. The room should be a clutter free zone.	3
Door windows are not covered, blocked, or taped up in such a way that prevents the ability to see in a classroom.	3
Postings of Campus or Network Rules and Dress Code posted in an area that is accessible and visible at all times	3
Students who are being a distraction and disrespectful in class are dealt with immediately in the appropriate manner	5
Adults in Dress Code	5
Students in Dress Code	10
Staff Member address any students who use foul language including curse words and ethnic or other slurs	10
Staff members address students who are chewing gum. No staff members are chewing gum.	5
No presence of a cell phone, pager, ipod, headphones, or other electronic devices (whether or not in use, visible or audible)	5

Classroom Greeting System (5 Conducted - ¾ of the Components need to be hit for full credit on a Greeting)	Points
Unless a sign is on the door requesting to please not disturb, all guests who knock on any classroom should get a greeter. Guests who enter without a knock do not need a greeter. For the greeting, all students should:	10/Greeting
-Component #1 - Introduction: Name, Teacher, Subject/class	
-Component #2 - Explanation of what is currently going on in class	
-Component #3 – Student asks a question	
-Component #4 - Invite the guest in	

Audited, Non-scored Checklist

Hallway Transitions
Decorum and rules being followed by students w/ or w/o adult presence (no swearing, horseplay, tardiness, etc.)
Noise level at a conversational level—that is, two people have a conversation without the need of raising their voice.
Cafeteria:
Noise level at a conversational level—that is, two people have a conversation without the need of raising their voice.
Trays thrown away, chairs pushed in, tables cleaned.
Classroom – Student Engagement
Percentage of students engaged (i.e. on task according to teacher instructions)

APPENDIX B
INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY
Last Revised: June 15, 2013

The Noble Network of Charter Schools has technology resources that are used by faculty, staff, students, and approved third parties (collectively known as “Users”).

These technology resources include but are not limited to servers, personal computers, tablets, printers, copiers, desk phones, mobile phones, Internet access, email, and software applications such as PowerSchool/PowerTeacher, FinancialEdge, RaisersEdge, Mastery Manager, MS Office, various classroom teaching/learning packages, and the HedgeHog Wiki.

These resources are connected by our internal computer network and are used to facilitate the teaching and learning process and to carry out the business of the Network.

The purpose of the Information Technology Acceptable Use Policy (ITAUP) is to set forth appropriate guidelines and responsibilities regarding the use of these technology resources. In particular, this Policy aims to promote the following goals:

- To ensure the integrity, reliability, availability, and superior performance of technology.
- To ensure use of technology is consistent with the principles and values that govern the overall behavior of faculty, staff, and students.
- To ensure technology is used for its intended purposes.
- To create an environment that promotes equitable and safe use of technology.
- To promote the best of what technology has to offer and bring about efficiencies that benefit the organization.
- To level-set the expectation of users and create a clear understanding of appropriate and inappropriate use of the technology.
- To establish processes for addressing policy violations and sanctions for violators.

In promoting these goals, the Network provides Users with the technology and support required to create a superior teaching and learning environment.

Used by a skilled hand for its intended purpose, technology can dramatically improve the efficacy of the User community. The Users at the Network are expected to incorporate technology-enabled best practices into their daily routines, so access to these resources is generally open.

With this freedom comes great responsibility. Such open access is a privilege and requires individual users to act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related resources, and observe all relevant laws and internal policies.

This Policy codifies what is considered appropriate usage of technology resources at the Network. Any

questions or concerns related to this Policy should be referred to the Director of Information Technology.

I. USE OF TECHNOLOGY RESOURCES

To assure that the technology resources remain secure, every User must protect the rights of the overall community through thoughtful, sensible, and educated use.

As part of the responsible use of Technology resources, the following activities are expressly prohibited:

- Using a computer account that you are not authorized to use.
- Obtaining a password for a computer account without the consent of the account owner.
- Using Network technology to gain unauthorized access to any computer systems.
- Seeking to gain or gaining unauthorized access to information resources, including, but not limited to information obtained in violation of the Illinois School Student Records Act (105 ILCS 10/1 to 10/10);
- Knowingly performing an act that will interfere with the normal operation of Network technology.
- Knowingly running or installing a program intended to damage Network technology.
- Attempting to circumvent data protection schemes or uncover security loopholes.
- Violating terms of applicable software licensing agreements or copyright laws.
- Deliberately wasting computing resources.
- Using electronic mail to harass others.
- Attempting to monitor or tamper with another user's electronic communications.
- Reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Using Network technology resources for or in support of illegal, obscene or inappropriate purposes.
- Using technology resources for the transaction of any non-Network related business and/or any commercial purposes.
- Using technology resources for any product advertisement and/or any political lobbying.
- Leaving a laptop unattended in a public area. Remember: laptop security is the user's responsibility at all times.

- Storing critical or confidential data on the laptop. Unless you do it yourself, your laptop is NEVER backed up and the information will be in the public domain if the laptop is lost or stolen.
- Leaving your laptop in extreme temperatures or severe weather. For example, do not leave your laptop in your vehicle if the temperature is below 32 or above 90 degrees Fahrenheit (Note: the temperature in the driver's area or the trunk of your car can easily spike over 100 degrees in the summer months!).
- Eating or drinking near technology resources (especially a laptop!).
- Accessing streaming media (audio or video) for non-Network purposes.
- Providing access to unauthorized individuals including but not limited to persons who are not employed by or attending The Noble Network as well as students who have lost their computer privileges.
- Creating or distributing copies of software licensed by the Network. The Network has licensed the use of certain commercial software application programs for business purposes (e.g., PowerSchool, MS Office, and FinancialEdge). Third parties retain the ownership and distribution rights to such software. No User may create, use, or distribute copies of such software without the express written consent of the Network's Director of Information Technology.
- Violating institutional or third party copyrights. Copyrighted materials (e.g. images, text, and programs) should not be uploaded using technology resources without the prior written permission of the copyright holder. Users assume all responsibility regarding the determination of whether the materials are in the Public Domain.

II. RIGHT OF ACCOUNT REVIEW

The Network places a high value on privacy and recognizes its critical importance in an academic setting. There are nonetheless circumstances in which, following carefully prescribed processes, the Network may determine that certain broad concerns outweigh the value of a User's expectation of privacy and warrant access to files and data without the consent of the User.

Such circumstances are defined below:

- When necessary to identify or diagnose systems or security vulnerabilities and problems, or otherwise preserve the integrity of the technology resources; or
- When required by federal, state, or local law; or
- When there are reasonable grounds to believe that a violation of law or a significant breach of Network policy may have taken place and access, inspection, or monitoring may produce evidence related to the misconduct; or
- When such access to technology resources is required to carry out essential business functions of the Network.

Note however that it is a violation of this policy for any employee, including system administrators, to access electronic mail and computer systems files to satisfy curiosity about the affairs of others. Employees found to have engaged in such activities will be subject to disciplinary action.

When considering this part of the policy, it is important to understand that Users do not own ANY data or files created or maintained on Network technology resources. The Network owns all files and data including but not limited to electronic documents, spreadsheets, databases, emails, text messages from Network mobile phones, Internet history, and Instant Messenger logs.

The Network therefore, within the previously stated parameters, has the right to inspect any and all data and files stored in private areas of the network or on individual computers or storage media.

III. VIOLATION OF POLICY

Users, when requested, are expected to cooperate with principals, management, the Director of Information Technology, the Chief People Officer and technology managers in any investigation of system abuse. Users are also encouraged to report suspected abuse, especially any damage to their files. Failure to cooperate may be grounds for cancellation of access privileges or other disciplinary actions, up to and including termination.

The appropriate supervisor (e.g., principal, teacher, dean, or manager) will be notified immediately in writing if persuasive evidence of misuse of technology resources exists and if that evidence points to the computing activities of an individual.

The User's access will be revoked by the Director of IT if the user is determined to have violated this Policy. The User has the right to appeal the revocation in writing to the campus principal within thirty (30) days. The supervisor's decision shall be final and there shall be no obligation to afford subsequent opportunity for access to the technology resources.

The supervisor may also pursue appropriate measures with human resources or outside officials as required.

IV. POLICY ACKNOWLEDGMENT

All Users shall, prior to activation of the use of any technology resources, indicate understanding and approval of this policy by signing the Acknowledgement of Technology Acceptable Use Policy Receipt and submitting it to Human Resources.

CREDIT CARD POLICY

PURPOSE

To establish a network-wide policy governing the issuance and use of Noble Network of Charter Schools credit cards ("Network Credit Cards").

SCOPE

The policies and procedures outlined in this document apply to all Noble Network of Charter Schools employees who are provided a Network Credit Card.

OBTAINING A NETWORK CREDIT CARD

To obtain a Network Credit Card, the employee will need to complete two forms. The [Request for Issuance of Credit Card form](#) should be completed with the applicant's name and signature, supervisor's name and approving signature, and include the campus or cost center used to code the expenditures. The applicant will need to complete the Adding Employees section of the application titled [Business Card Employee Change Form](#). Both forms should be forwarded to the Controller. The Controller will submit the application to Elan Financial Services for processing. Once the application is accepted by Elan Financial Services, the applicant should receive the card directly through the mail within 7 to 10 business days. Cardholders should immediately activate and sign the card and keep it secure at all times.

CREDIT CARD LIMITS

Each Network Credit Card is assigned a credit limit by the Controller based on the employee's role, the type and amount of business purchasing, and the employee's campus or departmental budget. Higher credit limits may be issued on a limited basis at management's discretion. If it is determined by the employee's supervisor that the limit should be adjusted to accommodate the employee's business requirements, the supervisor must submit an [Amendment to Credit Card Limit Change Request](#) to the Controller.

ACCEPTABLE CHARGES

Network Credit Cards are considered the property of Noble Network of Charter Schools. The cards should be secured in the same manner personal credit cards are secured, and are only to be used by the person whose name appears on the card. All expenditures charged to a credit card are subject to examination and approval by the Finance Department to ensure appropriateness and compliance with this policy, and are only to be used for business purposes as outlined herein. If an unauthorized purchase occurs, the value of the expenditure will be recovered from the cardholder. Improper use of the card could result in the card being suspended, withdrawn, and/or render the cardholder liable to disciplinary and possible legal action.

Acceptable charges include school related expenditures such as:

- Educational materials
- Classroom supplies
- Administrative supplies
- Staff development food and supplies
- Business travel, lodging, and meals
- Conferences or other events

The following items are considered non-reimbursable and are therefore prohibited from being charged to the Network Credit Card:

- First class airfare
- Air phone calls
- Alcohol
- Cash advances
- Commuting (e.g., employee travel to/from work on a daily basis)
- Hotel recreational activities (e.g., spas, athletic facilities, movies)
- Laundry service
- Political items or events
- All personal purchases

If the Network Credit Card is used for a non-reimbursable expenditure, the employee must notify his/her supervisor and Accounts Payable Assistant and submit a personal check to the Finance Department within 10 days of the expenditure. Checks should be made payable to Noble Network of Charter Schools and mailed to PO Box 8264, Chicago, IL 60680-8264.

DISPUTES / UNAUTHORIZED CHARGES

Employees are responsible for ensuring the accuracy and validity of transactions billed to his/her Network Credit Card and are responsible for resolving disputed charges. The first recourse is for the employee to contact the vendor to try to resolve the error. If that does not resolve the issue, the employee must contact the Controller to determine the best course of action.

RECEIPTS AND DOCUMENTATION

It is the cardholder's responsibility to retain original receipts and proper documentation once the expense has been incurred. Scanned copies should be submitted to the Network, including:

- An invoice or receipt indicating the following:
 - Vendor name
 - Date of expenditure
 - Description of items purchased or services rendered
 - Amount
- Reason for expenditure
- For meals, a list of persons in attendance is required. For groups of more than six, list only the group name and number of people in the group.
- An itemized invoice for all hotel charges

If a receipt for a transaction in excess of \$50 is lost, a [Missing Receipt Form](#) will need to be completed, approved by the employee's supervisor, and forwarded to Accounts Payable as part of the backup documentation submitted on a weekly basis.

REPORTING

All credit card transactions will be forwarded to the cardholders in a weekly reconciliation report created by the campus' designated Accounts Payable Assistant every Wednesday by 1 pm. It is the responsibility of each Accounts Payable Assistant to issue the reconciliation reports in a timely manner. The cardholder has until the following Tuesday at 2 pm to return the weekly reconciliation report complete with account coding, description of business purpose, documentation of appropriate approval (see below), and scanned copies of proper receipts in the order shown in the report to their Accounts Payable Assistant. See the [Credit Card Due Date Calendar](#) for the due dates for the current fiscal year. Accounts Payable personnel will review the submitted reports and backup for accuracy and completeness, and notify the cardholder of any incomplete or missing information via email. Campuses are to retain copies (originals or scanned) of all receipts as they may be required during an audit. The approved weekly report, as well as the receipts, must be kept on file for a minimum of seven years by each campus in a manner which allows for timely retrieval as required by internal or external audits. These documents are not to be discarded at any time without the approval of the Controller. Repeated failure to submit weekly reports and adequate documentation in a timely fashion may result in the credit card being suspended or cancelled. See the section titled "Loss of Privilege" for further details.

APPROVAL

A Principal, Chief, or the Chief Executive Officer, as applicable, must approve all Network Credit Card purchases for his/her campus or department by signing the weekly reconciliation reports distributed by Accounts Payable personnel as follows:

- Principals approve all Network Credit Card purchases made by their campus staff
- Chiefs approve all Network Credit Card purchases made by their department staff
- The Chief Executive Officer approves all Network Credit Card purchases made by the Chiefs and Principals
- The Chief Financial Officer approves all Network Credit Card purchases made by the Chief Executive Officer.

PAYMENT

All credit card payments will be made by the Network.

TAX EXEMPT STATUS

Sales tax is not automatically exempt by using the credit card. It is the responsibility of the cardholder to make certain that sales tax is not charged to the credit card. Ask Finance for a copy of a letter containing Noble's tax exemption identification number. Cardholders should bring sales tax issues to the attention of the Controller.

LOST, STOLEN, OR COMPROMISED NETWORK CREDIT CARDS

If the employee's Network Credit Card is lost, stolen, or fraudulent charges are suspected, the employee must contact Card Services immediately at (866) 552-8855. The employee must also notify the Controller of the situation by email confirming that Card Services has been contacted.

LOSS OF PRIVILEGE

Beginning with the first full week following the effective date of this policy, the Finance Department will track the weekly reconciliation reports by cardholder for on-time submissions and percentage of completeness of the supporting documentation. The Finance Department will publish this information via monthly scorecards which will be sent to all cardholders. The following will cause a cardholder to lose their credit card privileges for one calendar year:

- More than 15% of a cardholder's receipts are not properly documented in accordance with the Receipts and Documentation section of this policy, or are received more than one week late, over a rolling six-month time period.
- The cardholder has purchased more than two prohibited items per the Acceptable Charges section of this policy within a rolling six-month time period.

Network Credit Card privileges can only be reinstated with the approval of the Chief Executive Officer.

CLOSING A NETWORK CREDIT CARD ACCOUNT

If the cardholder's employment is terminated for any reason, the cardholder will give the card to his/her supervisor to return to the Controller. Human Resources should immediately contact the Controller upon termination of an employee so the account can be closed in a timely manner. In the event that an employee leaves or is terminated, his/her supervisor should ensure that all outstanding credit card charges and out of pocket expenses are reconciled prior to the issuance of the employee's final paycheck.

An employee who transfers to another department or campus may keep his/her existing card with management's approval. Human Resources must notify the Finance Department of the transfer for accounting purposes.

Prepared by: _____

Approved by: _____

Effective date: _____

Next review date: _____

2013-14 STAFF HANDBOOK ACKNOWLEDGMENT

STAFF HANDBOOK

I acknowledge that I have received The Noble Network's Staff Handbook ("the Handbook"). I agree to abide by this and any subsequent Handbook. I understand that violations of the policies contained in the Handbook, including the Anti-Harassment Policy (page 35), could result in disciplinary action, up to and including termination.

I further understand that the information contained in the Handbook represents guidelines for The Noble Network and that all Noble Network campuses reserve the right to modify the Handbook or amend or terminate any policy, procedure, or employee benefit program at any time.

I further understand that the contents of the Handbook do not form a written employment contract and do not constitute a promise or guarantee of employment for any specified duration.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the Principal or Human Resources.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY (ITAUP)

I acknowledge that I have read and fully understand The Noble Network of Charter Schools Information Technology Acceptable Use Policy and agree to **ALL** of its terms.

I am aware that any violation of the NNCS Information Technology Acceptable Use Policy may subject me to revocation of all NNCS privileges as well as disciplinary action up to and including termination.

I acknowledge that this document has been disseminated to me via NNCS's Employee Self Service Portal (ESSP) and that I have read fully the Handbook, ITAUP, and statements above.

I understand that selecting the "I certify that I have read the policy above" button in the ESSP, based on my unique sign-on and password, is deemed to be the same as writing my signature and will be admissible to the same extent and conditions as other signature records originated and maintained in documentary form.



OFFICE OF THE MAYOR
CITY OF CHICAGO

RAHM EMANUEL
MAYOR

July 8, 2014

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to endorse the Noble Network of Charter Schools' federal Charter School Program application for Planning, Design and Implementation of its expansion campuses. I fully support the expansion of high quality charter schools like Noble, which improve educational opportunities for Chicago's children.

Noble is the largest charter high school operator in Chicago, serving 10,000 Chicago Public High Schools students in the coming 2014-2015 school year. Noble is requesting support for its expansion planning so it can extend its proven model to six new high schools. The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to more than 15,000 economically disadvantaged high school students once all new campuses are fully enrolled.

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families. For the past five years, Noble campuses were the top performing open-enrollment public high schools in our district, based on ACT scores. This year I attended the graduation for Noble's Muchin College Prep campus where 100% of the students were accepted to some of the nation's top schools. Among Noble's 2014 graduates, 97% of graduates are enrolled in college for the fall, and 84% are first-generation college students.

This grant will support school planning, thereby strengthening Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. Thank you for your careful consideration to Noble's application for the Charter School Program grant.

Sincerely,

Mayor



Office of Innovation and Incubation

Education Options • Innovative Models • New Schools

July 11, 2014

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

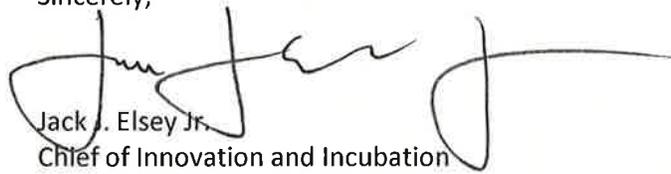
I am writing to provide Chicago Public School District's endorsement for the Noble Network of Charter Schools' federal Charter School Program application for Planning, Design and Implementation. As [INSERT TITLE HERE], I believe that education is the key to our future and a strong economy. I fully support the expansion of high quality charter schools like Noble, which improve educational opportunities for Chicago's children.

Noble is the largest charter high school operator in Chicago, serving 10,000 Chicago Public Schools students in the coming 2014-2015 school year. Noble is requesting support for its expansion planning so it can extend its proven model to open additional new high schools in the coming years. *The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to more economically disadvantaged high school students.*

Noble is setting a powerful example of the impact that an excellent charter high school can have on Chicago's students and families. For the past five years, Noble campuses were the top performing open-enrollment schools in our district, based on ACT scores. Among Noble's 2014 graduates, 97% of graduates are enrolled in college for the fall with 84% of these being first generation college students.

This grant will support school planning, thereby strengthening Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. Please give careful consideration to Noble's application for the Charter School Program grant competition.

Sincerely,



Jack J. Elsey Jr.
Chief of Innovation and Incubation
Chicago Public Schools

United States Senate

July 9, 2014

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan:

I am writing to express my support of the Noble Network of Charter Schools' (Noble) application for the Planning Design and Implementation grant under the Charter Schools Program through the United States Department of Education.

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families. Noble is the largest charter high school operator in Chicago, and will serve 10,000 Chicago Public Schools (CPS) students in the upcoming school year. For the past five years, Noble's student ACT scores made its campuses the top performing open-enrollment schools in CPS. Among Noble's 2014 graduates, 97% of the students are enrolled in college for the fall, with 84% of these being first generation college students.

It is my understanding that this particular grant would provide Noble with the necessary support to extend its proven school model to six new high schools. This grant will support school expansion planning, thereby strengthening Noble's ability to grow and make a positive, long lasting difference in Chicago's public education system. It will also bring increased high quality education options to Chicago's families by enabling Noble to provide opportunities to more than 15,000 economically disadvantaged high school students once the new campuses are fully enrolled.

Thank you for your careful deliberation of this application. It is vital to provide our underserved students with every available opportunity to receive the best possible education and become productive members of society. Every courtesy and consideration that you can provide in the review of this application will be greatly appreciated.

Sincerely,



Mark Steven Kirk
United States Senator



July 10, 2014

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express my support for the Noble Network of Charter Schools' federal Charter School Program application for Planning, Design, and Implementation. As President and CEO of the Charter School Growth Fund and an investor in the highest performing charter school networks in the nation, I fully support the expansion of high quality charter schools like Noble, which improve educational opportunities for our nation's children.

Noble is the largest charter high school operator in Chicago, serving 10,000 Chicago Public Schools students in the coming 2014-2015 school year. Noble is requesting support for its expansion planning so it can extend its proven model to six new high schools. *Their proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to more than 15,000 economically disadvantaged high school students once all new campuses are fully enrolled.*

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families. For the past five years, Noble campuses were the top performing open-enrollment schools in Chicago, based on ACT scores. We expect similar performance this year based on Noble's 2014 ACT scores. Among Noble's 2014 graduates, 97% of graduates are enrolled in college for the fall with 84% of these being first-generation college students.

We are long-time supporters of Noble—we have made two investments in their growth, initially in 2005 and then again in 2012. Noble has consistently exceeded their performance milestones and is the top-performing high school-only network serving predominantly disadvantaged students in our portfolio, and we believe in the country. They combine an extremely strong management team with high quality educators and a rigorous academic program to ensure these results are replicated and improved upon in each new school that they open. This grant will strengthen Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. Given the continued need for effective programming that prepares our students for the rigors of post-secondary education and the continued demand in Chicago for high quality education options, we fully support Noble's application.

Sincerely,

Kevin Hall
President and CEO
Charter School Growth Fund



205 West Randolph Street
Suite 1340
Chicago, Illinois 60606

p 312 629 2063
f 312 629 2064
www.incschools.org

July 8, 2014

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary ~~Duncan~~, *Arne*

I am writing to provide the Illinois Network of Charter Schools' (INCS) endorsement of the Noble Network of Charter Schools' federal Charter School Program application for Planning, Design and Implementation. As President of INCS, I believe that education is the key to our future and a strong economy for Chicago. I fully support the expansion of high quality charter schools like Noble, which improve educational opportunities for our nation's children.

Noble is the largest charter high school operator in Chicago, serving 10,000 Chicago Public Schools students in the coming 2014-2015 school year. Noble is requesting support for its expansion planning so it can extend its proven model to six new high schools. The proposed program will directly impact the forward progress of education in Chicago and beyond by enabling Noble to provide a high-quality education to more than 15,000 economically disadvantaged high school students once all new campuses are fully enrolled.

Noble is setting a powerful example of the impact that an excellent charter high school can have on students and families both in Chicago and throughout the nation. For the past five years, Noble campuses were the top performing open-enrollment schools in our district, based on ACT scores. We expect similar performance this year based on Noble's 2014 ACT scores. Among Noble's 2014 graduates, 97% of graduates are enrolled in college for the fall with 84% of these being first generation college students.

This grant will support school planning, thereby strengthening Noble's ability to grow and make a positive, long-lasting difference in Chicago's public education system. I am confident that Noble will utilize planning, design and implementation funding to prepare thousands of additional students for successful college careers. Given the continued need for effective programming that prepares our students for the rigors of post-secondary education and the continued demand in Chicago for high quality education options, our network fully supports Noble's application.

Sincerely,

Andrew W. Broy
President



NOBLE

Admission and Enrollment Policy

Noble campuses are tuition free and are open to all students regardless of race, ethnicity, religion, gender, socioeconomic status or disability status. It is the intention of Noble to reflect the community it serves. As part of our recruitment strategies, we will reach out to as many elementary schools and community organizations as possible, focusing in the local community of each campus.

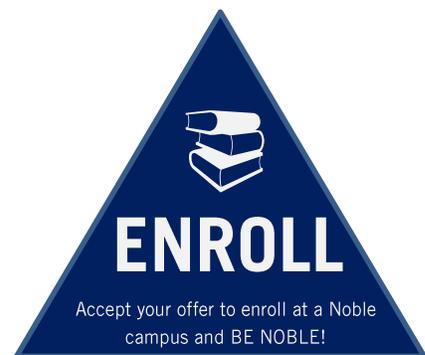
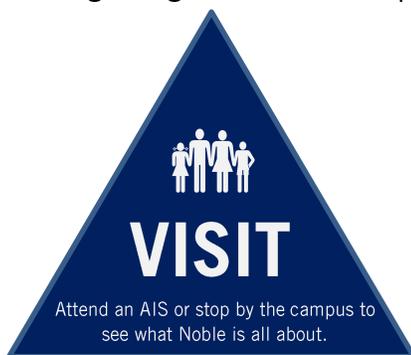
Application Process

Noble's application process adheres to the following guidelines:

- Students must be in 8th grade in order to submit an application.
- Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery.
- If demand exceeds open seats, a blind lottery is held after the application deadline.
- All 8th grade students interested in applying for enrollment at a Noble campus must submit an application by the deadline. This includes siblings of current Noble campus students.
- Student must successfully complete 8th grade and be a resident of the City of Chicago to be eligible for admission to any Noble campus.

Application Distribution

Noble campuses will begin to hold Admission Information Sessions (AIS) during the fall and winter months. Admission Information Sessions are designed to allow families the opportunity to visit/tour the campus, meet the principals and students, and learn about academics, enrichment, sports and summer college programs at the campus. This is also an opportunity to have all questions answered regarding Noble and that specific campus. Applications are distributed at the end of each session.



Admission Information Sessions are highly recommended so that you can see and learn about Noble for yourself. There are several sessions scheduled before the application deadline. However,

if you cannot attend a scheduled session, you may also contact the campus and obtain an application at the school, by personal delivery or mail.

Application Deadline and Lottery Procedure

Students are required to complete an application and submit it by the deadline in order to participate in the lottery for enrollment. No application will be withheld from the lottery as long as they have students name, home address, and at least one parent or guardian listed.

Complete applications are to be returned to their respective campuses by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus' waitlist in the order they were received.

If demand exceeds open seats, a blind lottery is held after the application deadline. Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery. The lottery is open to the public and conducted by drawing participants' names from a rolling bin. Enrollment is offered to the first names drawn, until all enrollment spots are filled. Waitlist numbers are assigned in the same manner until all names have been pulled from the bin.

It is highly encouraged that students apply to multiple campuses. Based on the application received for the 14-15 school year, below are the ratios of seats per application received at our high demand campuses:

Campus Name	Applications Received	Ratio of seat per Applicant
Noble Street College Prep	800	1:4
Muchin College Prep	1100	1:5
UIC College Prep	1542	1:6

Sibling and Neighborhood Boundary Policy

As long as the application is submitted by the deadline provided, siblings of current Noble students who reside in the same household and have the same legal guardian as the current Noble students are exempted from the lottery for that specific campus. Preference is also given to those students, who live within the neighborhood boundary for the following campuses: Chicago Bulls College Prep, ITW David Speer Academy, Gary Comer College Prep and UIC College Prep.

After Lottery Procedures

For students who submitted an application by the deadline, the legal guardian will receive one letter from our central office with the admission results for the Noble campuses. Notification letters are mailed 2 weeks after lotteries are held. This letter must be returned to secure a students' enrollment/waitlist spot. Students who participate in the lottery and are not selected will be provided with a waitlist number, families will be contacted via phone and/or mail if the child's name is reached on the waitlist. It is extremely important that you notify the enrollment office if any of your contact information changes.

Students who missed the application deadline may be added to the general waitlist. If a campus has space available for enrollment the Lottery Waitlist takes priority over the general list.

You may contact the Office of Enrollment at any time during the application process with any questions or concerns.

Noble Office of Enrollment

P: 773-278-6895

F: 773-632-2033

enrollment@noblenetwork.org

Internal Revenue Service

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Date: November 1, 2005

NOBLE NETWORK OF CHARTER SCHOOLS
% DANIEL W VITNUM JR
1010 N NOBLE
CHICAGO IL 60622-4011

Person to Contact:
Michelle Jones
ID# 31-07675
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
36-4241970

Dear Sir or Madam:

This is in response to the amendment to your organizations Articles of Incorporation filed with the state on April 15, 2005. We have updated our records to reflect the name and address change as indicated above.

In March 1999 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a school under sections 509(e)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Cindy Westcott
Manager, EO Determinations

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

FEDERAL FUNDS

The following programmatic expenses associated with the planning, program design and implementation of six new Noble campuses will be covered by the federal grant if our application is funded. Noble’s fiscal year runs from July 1 to June 30, and for the purposes of this application, our planning year for our first two campuses coincides with Fiscal Year 15 (FY15), which commenced on July 1, 2014 and concludes on June 30, 2015. Subsequent years will align with Noble’s FY16 and FY17.

Personnel

Our personnel expenses include the key personnel crucial to the initial planning and implementation of a new campus. Personnel costs for year 1 of the grant period are \$135,800, \$132,770 in year 2 and \$130,291 in year 3 for a total of \$398,861 over the project period.

Office Managers – The average annual salary for an office manager is \$53,000; we prorated this salary for the planning year, assuming that an office manager is hired in January and will work through June (when Noble’s fiscal year ends on June 30). This expense comes to \$26,500 per office manager for a total of \$53,000 each year.

Dean of Students/Operations – The average annual salary for a Dean of Students or Operations is \$63,000; we also prorated their salary in year 1, assuming the Dean starts in February and works through June 30. When prorated, the salary expense comes to \$26,250 per Dean for a total of \$52,500 each year.

Director of Student Recruitment – The Director’s annual salary of \$80,000 has been prorated each year to account for the portion of their time spent supporting the new principal at our two newest campuses with student recruitment. In year one the Director’s time has been prorated for their support of 18 campuses to include only the portion of their time dedicated to our two

newest campuses. Their salary expense is approximately \$8,900 in year 1 and declines with each passing year to account for an increasing number of Noble campuses served.

Director of Talent Recruitment – Like the Director of Student Recruitment, the Director of Talent Recruitment’s salary of \$80,000 has been prorated each year to account for the portion of their time they will spend supporting the new principals at our two newest campuses with staff recruitment. Their salary expense is approximately \$8,900 in year 1 and declines with each passing year to account for an increasing number of Noble campuses served.

Director of Student Enrollment – Similar to the other Directors, the Director of Student Enrollment’s salary of \$68,000 has been prorated each year to account for the portion of their time they will spend supporting the new principals at our two newest campuses with student recruitment. Their salary expense is approximately \$7,600 in year 1 and declines with each passing year to account for an increasing number of Noble campuses served.

Enrollment Associate – The annual salary of \$44,700 for the Enrollment Associate has been prorated to account for the portion of their time dedicated to serving our two newest campuses each year. The salary expense of approximately \$4,900 in year 1 declines annually based on the growing number of Noble campuses they will serve.

Fringe Benefits

Benefits - Noble’s fringe benefits are calculated as 20 percent of total salary expenses for all personnel salaries and portions of salaries tied to related grant activities. Fringe benefits average \$26,600 for each year, for approximately \$80,000 over the grant period. Costs drop in years two and three in response to prorated salaries for personnel serving a growing number of campuses.

Travel

Project Director’s Conference - Noble has included \$2,500 per year for each year of the grant to

cover the cost of two staff members to travel to Washington D.C. for the annual Project Directors conference. This cost covers travel, lodging and food and is based on past travel expenses to Washington D.C. for similar Department of Education conferences.

Recruitment Travel Expenses - \$7,000 per new campus per year has been allocated to travel expenses associated with student and staff recruitment for a total of \$14,000 annually and \$42,000 for six new campuses over the life of the grant. This includes staff recruitment expenses such as travel to candidate interviews, career fairs and recruitment events, and travel expenses for candidates to Chicago. Also included are travel expenses throughout Chicago to recruit students, which involves travel throughout the community to recruitment fairs, middle schools, local organizations, information sessions and other opportunities to connect with local families to promote new enrollment opportunities. Expenses allocated per campus are based on historic recruitment travel expenses among Noble's newest campuses in their planning year.

Equipment

Technology – This cost line represents technology purchases required to support the work of the principal and founding staff during the planning year such as laptops and cell phones. It also includes early technology purchases made in preparation for the opening of the campus like student computers, white boards, projectors, AV equipment and bell systems. On average a new campus spends \$10,000 on technology during its planning year for a total of \$60,000 for six new schools over the project period.

Office Furniture – The founding staff will purchase a limited amount of office furniture during the planning year of the campus to support their work. New campuses average \$1,500 in furniture expenses during their planning year to total \$9,000 for office furniture for six new campuses over the project period.

Supplies

Educational Supplies – This cost includes educational supplies purchased in preparation for the opening of the new campus such as textbooks, software, calculators, and lab equipment that are a sunk cost for any new campus and will be used for years to come. Based on historic spending on educational supplies during the planning year for Noble’s newest campuses, we are allocating \$4,000 per campus per year for a total of \$24,000 over the grant period.

Printing and copying – Typically Noble campuses have spent \$1,100 in printing and copying expenses in the planning year prior to opening on applications, flyers and recruitment and enrollment materials. We have allocated \$1,100 per campus per year of the grant for a total of \$6,600 in printing and copying expenses at six new campuses planned for the grant period.

Postage and delivery – New Noble campuses average \$1,200 in postage and shipping expenses during the planning year for their campus. These expenses are typically incurred for mailings announcing enrollment opportunities, enrollment applications and acceptance letters mailed to families. Postage and delivery expenses will total \$1,200 per campus for a total of \$7,200 over for six new campuses opened in the grant period.

Office supplies – Founding staff spend about \$800 on average during the planning year for their new campus on office supplies. This cost totals \$4,800 of the project period for office supplies at to support program planning at six new campuses.

Contractual

Website development - Each campus will need to spend \$1,500 in their planning year for the purchase of their website domain and the development of a temporary campus website that will provide basic enrollment and contact information to families in the year prior to the campus’ opening. This will total \$9,000 over the grant period to provide an online presence for developing schools in their planning year.

Other Expenses

Student and staff recruitment - Each new campus spends around \$10,000 in their planning year on advertisements and materials to recruit a student a full student body and founding staff. They mainly utilize print and radio ads, bill boards, and advertisement on public transportation, but have also used television advertisements and direct mailings in the past to promote the opening of a new high school both within the local community and throughout the City of Chicago. A total of \$20,000 will be spent each year for both new campuses in the planning phase for a total of \$60,000 over the project period.

Professional Development - Prior to the opening of a new campus, the founding staff will spend weeks engaged in a variety of professional development, team building and planning activities, which often includes an intensive planning retreat. New campuses spend \$8,000 on average per year on professional development in their planning year. A total of \$48,000 will be spent on professional development activities and materials for our six new campuses in their planning year over the project period.

NON-FEDERAL FUNDS

The following program expenses will be covered by Noble and are not included in the federal budget for the program.

Personnel

Principals – Program expenses include the full salary for each new principal in the planning year of their campus, because all of their time will be devoted to planning and preparation. With an annual average starting salary of \$100,000 for a principal, a total of \$200,000 in principal salaries is included in for each year of the project period. However, this expense is funded through foundation support and is not included among federal expenses for the grant.

Principal Mentor Stipends – Each principal who acts as a mentor for our new principals will receive \$3,000 as compensation for their time and efforts mentoring new principals in the planning year. This will total \$18,000 mentor stipends over the grant period for the six principals who support our new campus leaders during their planning year.

Chief Talent Officer – Noble’s Chief Talent Officer oversees recruitment efforts for Noble’s network of schools. He and his team work closely with all principals to fill any vacant positions, and give extra support to new campuses as they recruit and hire a full team of administrators and freshmen instructors. His annual salary of \$141,600 is prorated to account for the division of his time among all Noble campuses; the portion of his time that is allocated to supporting new principals in their planning year has been attributed to the grant. His prorated salary decreases slightly each year as his time is split among an increasing number of Noble campuses.

Fringe Benefits

Benefits - Noble’s fringe benefits are calculated as 20 percent of total salary expenses for all personnel salaries and portions of salaries tied to related grant activities, excluding principal mentor stipends. Fringe benefits average \$42,800 for each year, for a total of approximately \$128,500 over the grant period with a drop in cost in years two and three in response to prorated salaries for personnel serving a growing number of campuses.

Other Expenses

KIPP Fisher Fellowship Program – It costs Noble \$13,500 per principal per year to participate in KIPP’s Fisher Fellowship Program. This expense has been subsidized by other funding sources, possibly even support from the U.S. Department of Education for KIPP’s program, so we will not be including the expense in our budget to avoid payment duplication for the same expense.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Noble Network of Charter Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	135,800.00	132,770.00	130,291.00			398,861.00
2. Fringe Benefits	27,160.00	26,554.00	26,058.00			79,772.00
3. Travel	16,500.00	16,500.00	16,500.00			49,500.00
4. Equipment	23,000.00	23,000.00	23,000.00			69,000.00
5. Supplies	14,200.00	14,200.00	14,200.00			42,600.00
6. Contractual	3,000.00	3,000.00	3,000.00			9,000.00
7. Construction						
8. Other	36,000.00	36,000.00	36,000.00			108,000.00
9. Total Direct Costs (lines 1-8)	255,660.00	252,024.00	249,049.00			756,733.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	255,660.00	252,024.00	249,049.00			756,733.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Noble Network of Charter Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Sara		Kandler	

Address:

Street1:	1 North State Street
Street2:	Floor 7-L
City:	Chicago
County:	
State:	IL: Illinois
Zip Code:	60602
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
312-348-1879	312-348-1899

Email Address:

skandler@noblenetwork.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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