

February 23, 2022

**AMEND BOARD REPORT 06-0726-PO6**  
**TUITION SUPPORT FOR TEACHERS AND EDUCATIONAL SUPPORT PERSONNEL**  
**ENROLLED IN BOARD-SPONSORED PROFESSIONAL DEVELOPMENT**  
**OR EDUCATIONAL PROGRAMS POLICY AND RENAME**  
**TUITION SUPPORT POLICY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education amend the Tuition Support for Teachers and Educational Support Personnel Enrolled in Board-Sponsored Professional Development or Educational Programs Policy and rename Tuition Support Policy. The policy was posted for public comment from December 21, 2021 to January 21, 2022.

**PURPOSE:** To establish a uniform terms and conditions for the Board's payment of tuition and fees and/or professional development fees on behalf of teachers, paraprofessional and school-related personnel, and educational support personnel employed by the Board.

**POLICY:**

I. **Statement of Policy. Belief Statement:** The Chicago Board of Education seeks opportunities to improve and enhance the quality of teaching and learning in the Chicago Public Schools. The Chicago Board of Education will provide by providing, where possible, tuition and fee support to temporarily assigned teachers, probationary appointed teachers, tenured teachers, and paraprofessional and school-related personnel, and educational support personnel to allow them to participate in Board-sponsored professional development or educational programs. The tuition support that will enable them to obtain continued education, certificates, licenses or endorsements in high-needs or hard to fill knowledge areas. The Board acknowledges the effectiveness of a classroom teacher is the most influential in-school factor impacting student learning and seeks to reduce historical barriers to continued education for staff by creating inclusive partnerships with education providers and Board personnel. or enhance their professional educator instructional or curricular skills and qualifications, including courses of study that will qualify participants for teacher certifications, endorsements or special certifications in certain teaching methods of programs. It is in the best interest of the Board and its teachers and educational support personnel that the terms and conditions for the Board's payment of and teachers' and educational support personnel's receipt of tuition and fee supports be explicitly set forth as a personnel policy.

In addition, The Chicago Board of Education seeks opportunities to improve and enhance the development and learning of full-time staff, by providing, where possible, tuition and fee support to educational support personnel to allow them to participate in Board-sponsored professional development or educational programs. The tuition support will enable them to obtain endorsements or certifications or licenses in the specific area of their work.

II. **Applicability.** This policy applies to any temporarily assigned teacher, probationary appointed teacher, tenured teacher, paraprofessional or school-related employee, and educational support personnel who receives tuition and fee support ("tuition support") from or for whom tuition support is paid by the Board in a Board-sponsored professional development or educational program ("professional development program").

**III. Equity Statement:** The Chicago Board of Education recognizes the importance of retaining high-quality educators, employees, and leaders. In addition to the focus on our educators, we acknowledge the other school-based and non-school based employees who contribute to the overall success of our district. We know the success of our students is directly driven by teachers, staff, and district support and are committed to ensuring our employees have access to continuing education. We believe that through constant, professional development and learning, our in school and out of school personnel can learn best practices and skills to continually push student outcomes forward. The Board recognizes and values a diverse teaching force that is representative of the students and communities that it serves, and is committed to supporting staff from Chicago's diverse communities to pursue further culturally responsive education and training in the field.

**III. IV. Terms and Conditions of Board-provided Tuition, Fees or Other Professional Development Support.** Whenever the Board or any officer to whom it has delegated the authority to act offers

temporarily assigned teachers, probationary appointed teachers, tenured teachers, paraprofessional and school related personnel, and educational support personnel to obtain or enhance their professional educator instructional or curricular skills, endorsements, or licenses and qualifications, including courses of study that will qualify participants for teacher certifications or endorsements or special certifications in certain teaching methods or programs. “Board sponsored professional development or educational programs” do not include seminars or conferences.

8. **Break in service:** when the employment relationship between the Board and the participant has been severed for a period of one (1) year.
  
9. **Culturally Responsive Education:** In alignment with Illinois State Board of Education Culturally Responsive Teaching and Leading Standards, Culturally Responsive Teachers and Leaders:
  - a) are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students;
  - b) understand that there are systems in our society that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions;
  - c) view and value their students as individuals within the context of their families and communities;
  - d) (who fundamentally believe all students are capable) center learning around students’ experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students;
  - e) will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication;
  - f) intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities;
  - g) ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. (See 23 Ill. Adm. Code 24.50)
  
10. **Diversity:** Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values (*The University of California Berkeley Strategic Plan for Equity, Inclusion, and Diversity, Pathway to Excellence, 2009*).

11. **Inclusive Partnerships:** Inclusive Partnerships value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. This relationship requires the people and institutions who hold power to account for past inequities and to create conditions for healing and co-design an equitable future. CPS prioritizes three key stakeholder groups: people with institutional or historical memory, people most impacted by inequity, and people responsible for implementing and driving change (CPS Equity Framework 2020).
- B. *Pre-Enrollment Terms.* The following conditions must be satisfied to establish eligibility for tuition support ~~Pre-participation eligibility shall include the following conditions:~~
1. Participants must have an active and valid teaching license or certificate from the Illinois State Board of Education unless the professional development program is specifically designed for those who are seeking a non-teaching job-related endorsement, license, or certificate; or the program is designed to help the employee acquire a teaching license or certificate; ~~The participant shall have a valid initial or standard teaching certificate from the Illinois State Board of Education unless the professional development program is specifically designed for temporarily assigned teachers or educational support personnel who are seeking an initial, standard teaching certificate, endorsement, special teaching or instructional assistant certificates;~~
  2. The participant's school principal or other appropriate administrator shall approve/sponsor the participant's admission to the program and certify that the participant's participation is relevant to the participant's current or future duties and is in the best interest of the Board, provided however, that the required approval shall not be unreasonably denied;
  3. ~~The participant, if a teacher, has passed the Illinois Basic Skills Test;~~
  4. ~~3.~~ The participant shall agree to the post-program service requirements set forth in Section III.C of this Policy; and
  5. ~~4.~~ The participant shall agree to repay the Board for its tuition support via payroll withholding or otherwise in accordance with Section III.D of this Policy in the event the participant fails to complete the program for any reason or fails to comply with the post-program completion service requirements as provided set forth in Section III.C of this Policy.
- C. *Post-Enrollment Terms – Continuing Eligibility and Disqualification.* The Chief Talent Officer ~~Human Resources Officer~~, with or without the recommendation of the Department Head sponsoring the tuition support, may disqualify a participant from continued participation in a tuition support/professional development program and from future tuition support opportunities for one or more of the reasons ~~set forth~~ below in this Section III.C. In the event a participant is disqualified from continued participation after the Board has made tuition support payments to or on behalf of the participant, the participant will be obligated to repay the Board 100% of the amounts paid in compliance ~~accordance~~ with Section III.D of this Policy. In determining whether to disqualify a participant and require the participant to repay 100% of the amounts paid, the Chief ~~Human Resources~~ Talent Officer may take into account mitigating factors. The Chief ~~Human Resources~~ Talent Officer's decision regarding disqualification and the requirement to repay 100% of the amounts paid may be grieved by employees under the ~~subject to and in accordance with~~ applicable collective bargaining agreements.

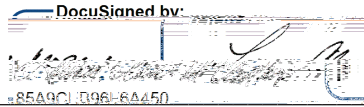
1. The participant's conviction of crime enumerated in Section 34-18.5 of the Illinois School Code;
2. The participant's non-payment of any previous studies or courses at participating partner programs The participant's non-payment of the participant's portion of the tuition or fees for the professional development program;
3. The participant's failure to maintain a passing grade a "B" grade point average or equivalent under grading systems of the professional development program;
4. The participant's resignation, retirement, dismissal from Board employment or any other severance of the participant's employment relationship with the Board;
5. The participant's receipt of a Notice of Unsatisfactory Teaching Performance (also commonly referred to as an "E-3 Notice") under Section 24A-5 of the Illinois School Code

commitment. The post-service commitment may be served at any local school or district office to which the participant has received an assignment or appointment.

2. If the Board, the Chief Executive Officer, Chief Talent Officer or any administrator closes a participant's position and the participant suffers a break in service as result of the position closing, the participant must shall be relieved of the service obligation set forth in Section III.D.1 above. For purposes of this Policy, "break in service" means that the employment relationship between the Board and the participant has been severed for a period of one (1) year.
3. A participant may petition the Chief Human Resources Talent Officer to relieve them him/her of the service commitment and/or obligation to repay, or both, on grounds that the service commitment and/or obligation to repay will impose an undue hardship on the participant on account of unforeseen circumstances beyond the participant's control. The Chief Human Resources Talent Officer must shall advise the participant in writing whether their petition is granted and, if not, the grounds for the denial. Participants who are covered by collective bargaining agreements may grieve a denial of the petition using in accordance with the provisions of the applicable collective bargaining agreement.
4. Nothing in Sections III.D.1 or III.D.2 above shall preclude the Board, Chief Executive Officer, the Chief Talent Officer, or their designees from dismissing a participant in compliance accordance with the Board's Employee Discipline and Due Process Policy as



**Approved for Consideration:**

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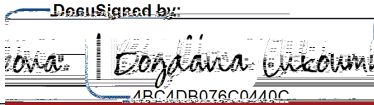
**Lauren Clair-McClellan**  
**Acting Chief Talent Officer**

**Approved:**



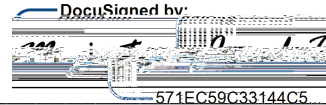
**Pedro Martinez**  
**Chief Executive Officer**

**Approved for Consideration:**

DocuSigned by:  
  
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**Bogdana Chkoumbova**  
**Chief Education Officer**

**Approved as to Legal Form:** 

DocuSigned by:  
  
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**Joseph T. Moriarty**  
**General Counsel**





**CHICAGO PUBLIC SCHOOLS**  
**APPLICATION/AGREEMENT FOR TUITION SUPPORT**

**Section I: Eligibility Information** *(To be completed by Employee/Applicant)*

Name: \_\_\_\_\_ Employee ID# \_\_\_\_\_

Employee Classification:  Probationary Appointed Teacher  Tenured Teacher  
 Temporarily Assigned Teacher  Educational Support Personnel  
 Paraprofessional/school-related personnel  Substitute Teacher

**Section II: Tuition Support/Professional Development Program Information** *(To be completed by Department offering tuition support program)*

Sponsoring Department: \_\_\_\_\_

Tuition Support Program Name: \_\_\_\_\_

Educational Institution where Program is offered: \_\_\_\_\_

Professional Development Program Description: \_\_\_\_\_  
 \_\_\_\_\_

Amount of Tuition Support Offered: \_\_\_\_\_ Length of Program: \_\_\_\_\_

Amount Paid for tuition support over two years immediately prior to application? \$ \_\_\_\_\_

Tuition support for current year? \$ \_\_\_\_\_

Total Tuition Support (Add Current and Prior Amounts):\$ \_\_\_\_\_

Post-program service requirement: \_\_\_\_\_ years  
*(Insert years from Tuition Support Policy)*

**Section III: Sponsor Department's Approval of Application/Attachment of Specific Program Requirements.**

I have reviewed this application for tuition support for the above-named Tuition Support/Professional Development Program sponsored by this Department. I verify that all of the information and representations in the application are true and correct and that the Applicant is eligible to participate in the program.

*(Strike the following if inapplicable.)*

**The Tuition Support/Professional Development Program sponsored by the Department has additional specific program requirements, which have been delivered to the Applicant and are attached hereto and incorporated here.**

I approve this application.

\_\_\_\_\_  
*Department Head's Signature*

\_\_\_\_\_  
*Date*

**Section IV: Supervisor's approval/sponsorship (To be completed by Employee's Supervisor)**

I am the applicant's supervisor. The professional development program is relevant to the applicant's current and/or future job duties and the applicant's participation will benefit the Board of Education. I hereby approve and sponsor the employee's participation in the Tuition Support Program described in this application.

\_\_\_\_\_  
*Supervisor's Name*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Date*

**Section V. Employee's Application and Acceptance of Terms and Conditions of Tuition Support (Application cannot be approved without employee's signature below).**

I hereby apply for tuition support to enable me to participate in the professional development program described in Section II above. **I acknowledge that I have received a copy of all attachments to this application which set forth any additional specific requirements of the professional development program in which I am enrolled.** I agree to comply with all requirements of the Tuition Support Program, as set forth in the Board's Tuition Support Policy and all terms set forth in this Application/Agreement. I further agree to comply with any other specific requirements in any attachment to this Application/Agreement. In making this application for tuition support, I accept and agree to the following terms and conditions of the Board's payment of tuition support to me or on my behalf:

1. **Disqualification from participation:** I understand that, after approval and acceptance of my application, I may be disqualified and consent to any such disqualification from continuing participation in the program and from future tuition support opportunities for one or more the reasons set forth in subparagraphs a) to g) below. If I am disqualified from continued participation after the Board has made tuition support payments to or on my behalf, I shall repay the Board one

2. **Post-Program Service Requirements.** I agree to continue my employment with Board of Education of the City of Chicago for a period of \_\_\_\_ years (*insert 1, 2, 3, 4, 5 or 6 in accordance with Board's Tuition Support Policy*) after I complete my participation in the professional development program for which tuition support is being provided. I understand that I must fulfill my post-program service requirement at a local school to which I am appointed or assigned. I

