



# Board of Education

Office of the Board  
1 North Dearborn Street  
Suite 950  
Chicago, IL 60602

## Board Report

every student has access to the resources, opportunities, supports, and educational rigor they need at the right moment in their education, regardless of their race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status (CS Equity Framework, 2020)

Targeted Universalism A framework that recognizes the critical role of systems and structures in students' everyday experiences



a. CPS is committed to creating a diverse and inclusive district and school community. The Talent Office, in partnership with schools, networks, and other offices, shall lead efforts to recruit, hire, promote, and retain a diverse workforce that reflects the student population. By doing so, we aim to cultivate learning and work environments where students and staff can see themselves valued and represented while also expanding their understanding of the broader world.

b. CPS is committed to promoting inclusive practices that ensure all students and staff, regardless of race, national origin, ethnicity, language, gender, gender identity, sexual orientation, disability, age, socioeconomic status, religion, education, marital status, physical appearance, or other characteristics, feel affirmed, welcomed, and supported throughout the district.

6. Community Engagement:

a. The Office of Family and Community Engagement (FACE), the Department of Student Voice & Engagement (DSVE), and other relevant departments, in collaboration with the Office of Equity, will aim to engage with students, families, and community members to gather feedback and ensure the implementation of the CRED Policy aligns with the needs and expectations of the community.

b. With the support of the Office of Multilingual-Multicultural Education (OMME), schools will aim to ensure that communication and engagement strategies are linguistically accessible and culturally responsive by engaging families in their home languages and recognizing the cultural assets they bring.

c. Schools are responsible for fostering strong partnerships with families and community members, ensuring their voices are integral to school decision-making processes and where families and community members feel valued, respected, and empowered to contribute to the development of school policies, curriculum, and practices.

d. The district will also collaborate with community organizations, businesses, and city agencies to support the goals of the CRED Policy and enhance the resources available to students, staff, and families.

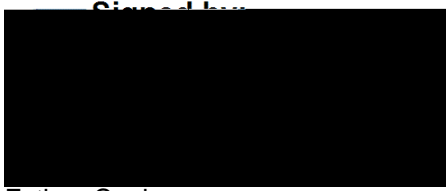
7. Accountability and Monitoring:

a. Each school, office, and department within CPS is responsible for implementing this policy and ensuring compliance with its commitments. This includes developing process guidelines and monitoring mechanisms to track progress and address areas of concern.

b. In alignment with the Continuous Improvement Data Transparency (CIDT) policy, the district shall submit a report to the Board before the end of the calendar year at least once every three years, starting in FY28 inclusive of district findings on the evaluation and impact of the CRED Policy, as well as any recommendations for improving the policy based on findings. This report will include data on resources and supports, professional learning, conditions for cultural responsiveness in schools, and evidence of student learning and well-being.

c. The district shall report annually on the progress of the implementation of the CRED Policy to the Board of Education and the broader CPS community.

Approved for Consideration:

Signed by  


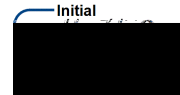
Fatima Cooke  
Chief Equity Officer

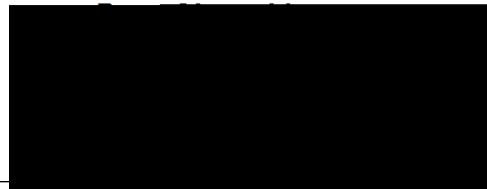
Approved:

Signed by  


Pedro Martinez  
Chief Executive Officer

Approved as to Legal Form:

Initial  




Ruchi Verma  
General Counsel