



2019 Request for Proposals

**For Existing Chicago Operators
to Establish New Charter and Contract Schools**

Intent to Apply Form Due: February 22, 2019 by 5 p.m. CST

Tier I Application Due: May 1, 2019 by 5 p.m. CDT

Tier II Application Due: August 1, 2019 by 5 p.m. CDT

Tier III Application Due: October 1, 2019, by 5 p.m. CDT

Released December 28, 2018

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TABLE OF CONTENTS

Opportunity for Every Student in Every Neighborhood	1
Authorization in Chicago	1
Overview of the RFP	1
RFP Instructions & Timeline	2
Additional Information	6
TIER I APPLICATION	7
Executive Summary	7
Domain 1: Community Engagement and Support	7
Domain 2: Academic Plan	10
Domain 3: Growth Plan.....	23
Domain 4: Management Organizations (MOs)	29
TIER II APPLICATION	31
Domain 1: Community Engagement and Support	31
TIER III APPLICATION	35

2019 Request for Proposals for Existing Chicago Operators

This application is only for existing Chicago charter and contract school operators.

Opportunity for Every Student in Every Neighborhood

At Chicago Public Schools (CPS), our vision is that every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career, and life. This Request for Proposals (RFP) seeks to identify high quality school options that accelerate academic outcomes for their targeted CPS student population.

Authorization in Chicago

CPS, as the local school district in Chicago, serves as the charter authorizer for the city. Illinois Charter School Law requires the review of all charter school proposals submitted to Illinois school districts. CPS releases an annual request for proposals designed to review new school applications, provides recommendation to the Chicago Board of Education on new school proposals, and provides oversight to authorized charter schools. CPS uses this RFP as its mechanism to accept proposals and meet the Illinois statutory requirement. The Office of Innovation and Incubation (I&I) is the office within CPS that oversees charter school authorization and oversight for the district.

CPS is the nation's third largest school district and a national leading charter authorizer, implementing all essential practices established by the National Association of Charter School Authorizers critical to fostering high-performing charter schools. Currently, I&I oversees a portfolio of 142 charter, contract, and options schools and programs, and serves approximately 60,000 students citywide.

Among the portfolio of CPS-authorized schools are several diverse and innovative school models, blending technology with individualized instruction, dual-language programs, pre-professional training in the arts, and International Baccalaureate Programmes, among many others.

Overview of the RFP

This RFP will prioritize proposals seeking to serve communities in high need of improving educational outcomes and communities experiencing school overcrowding. CPS will consider proposals from operators who seek to open charter or contract schools to serve either a "traditional" student population (grades kindergarten through 12) or an "alternative" student population of students who have dropped out or are at risk of dropping out. The 2019 New Schools RFP for Existing Chicago Operators seeks to answer the following questions about each proposal across the following key domains:

- 1. Community Engagement and Support:** Has the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school?

- 2. Academic Plan:** Does the applicant have the capacity, leadership skills, and experience to open and operate a high-quality school that achieves the school's mission and prepares students for long-term success?

(Note: Existing Chicago Operators that are applying to open another school or campus to serve grades that they do not currently serve (i.e., an operator serving grades 9-12 applying to open a campus to serve grades K-5), OR that are applying to open a school that differs in school model, program of instruction, or educational goals than its existing school(s), must complete this section in its entirety. Existing Chicago Operators that are applying to open another school or campus to serve a grade range that they already serve, using substantially the same model, instructional methods, and educational goals that its existing school(s) use, need only complete sections 2.5, 2.7, 2.8, 2.9, and 2.10.)

- 3. Growth Plan:** Does the organization have a strategic growth plan and the academic, financial, and operational capacity to successfully open, operate, and oversee the proposed new school(s)?
- 4. Management Organization (if applicable):** Does the proposal provide a plan and evidence for how the MO will contribute to the overall success of the school? Are there appropriate oversight structures in place? *(Note: Only applicants proposing to enter into a contract with an MO must respond to the questions in this section.)*

When assessing the quality of a proposal across each of these domains, evaluators will use the evaluation criteria outlined in the 2019 RFP Evaluation Form, found at <http://www.cps.edu/2019RFP>.

RFP Instructions & Timeline

Two RFP Versions

Two versions of 2019 New Schools RFP are being released and are targeted for specific applicants:

- **2019 RFP for Operators New to Chicago:** This version of the RFP must be completed by applicants who do not currently operate or manage a school in Chicago. It allows applicants to demonstrate capacity and present plans to open a new school to serve Chicago students in place of having a proven track record.
- **2019 RFP for Existing Chicago Operators:** This version of the RFP is for any existing Chicago operator seeking to open an additional school. This RFP takes into account the operator's existing track record of serving CPS students and focuses on the organization's capacity and plans for growth.

Please make sure to complete the correct RFP version. If you have any questions about which version is applicable to you, please direct them to the Office of Innovation and Incubation at 773-553-1530 or iandiauthorization@cps.edu.

RFP Timeline

The timeline below allows for a thorough review and significant planning and incubation time for any school authorized through this process.

Activity	Date	Notes
RFP Released	December 28, 2018	
Intent to Apply Form Due	February 22, 2019	Due by 5 p.m. by email to iandiauthorization@cps.edu
Tier I Application Due	May 1, 2019	Due by 5 p.m. to Epicenter
Tier II Application Due	August 1, 2019	Due by 5 p.m. to Epicenter
Tier III Application Due	October 1, 2019	Due by 5 p.m. to Epicenter
Applicant Capacity Interviews	October 2019	
Public Hearing at CPS Central Office	TBD	42 W. Madison, Chicago, IL
CPS Board Meeting	December 2019	

The timeline is subject to change.

Application Submission

Intent to Apply. If you intend to submit an application in response to the RFP, please complete an Intent to Apply Form (available at www.cps.edu/2019RFP), and email it to iandiauthorization@cps.edu. Intent to Apply Forms are due by 5:00 p.m. on February 22, 2019.

Submissions in Epicenter. All subsequent RFP submissions, including all required appendices to the application, must be uploaded to Epicenter. Epicenter is an online web-based system that I&I uses to streamline processes for submissions and reporting for its current charter and contract school portfolio. The Office of Innovation and Incubation will contact the individual identified as lead applicant on each Intent to Apply Form received to set up an Epicenter account for RFP submissions.

Three-Tiered Application. The application materials herein are divided into three tiers. Follow all directions in each tier to submit complete application materials by each due date listed above. Materials submitted outside of the submission process, or materials submitted extraneous to the questions and criteria provided in the RFP and the RFP Evaluation Form (available at www.cps.edu/2019RFP) will not be considered. In addition, proposals missing responses or required attachments will not be considered for further review. Applicants are responsible to ensure their application is complete on or before each Tier due date. **In addition to all required documents, applicants are required to complete and sign a completeness checklist to be submitted with each Tier of the application.** The checklists can be found at www.cps.edu/2019RFP.

Freedom of Information Act. All documents submitted to CPS are a matter of public record and are subject to the Illinois Freedom of Information Act (5 ILCS 140/1-11). CPS intends to post all applicant proposal materials in due course after each Tier of the application is due. Applicants should be mindful of the public nature of these applications and should avoid listing design team and proposed board member home addresses and home telephone numbers. In order to protect the identity of proposed school leaders or teacher candidates whose current job may be jeopardized if released publicly, applicants may provide a supplemental submission redacting those individuals' names and identifying information. **Applicants cannot redact the names or contact information of design team members or proposed board members.** Redacted submissions must be provided by the relevant Tier application deadlines. If an applicant does not provide a redacted version of its application materials on the submission date, I&I will post the unredacted application materials to the RFP website.

Redacted and Unredacted Personal Information of Children and Members of the Public. A successful application must demonstrate significant community support. As part of that support, interaction with members of the public is essential. Evidence of that support at times requires listing the names, addresses, phone numbers, and email addresses of members of the public, and sometimes the ages or current grade levels of school-age children. **In order to protect the members of the public, and especially information of school-age children, all applicants must separately submit to Epicenter both a redacted and unredacted version of all materials containing personal information of members of the public.** I&I will walk through this requirement during its Webinar in February 2019, which will be posted online at www.cps.edu/2019RFP.

I&I reserves the right to request additional information and documentation from applicants, as it deems necessary for its review,¹ and to determine when an application is complete. Applicants shall bear all costs of responding to this RFP.

Please review the Resource Guide for detailed information about application timelines and submission formats.

Community Outreach Process and Notice Requirement

Community engagement requires that an applicant demonstrate community support for the new school and its education model. Substantial community outreach is an essential component of successful community engagement. To assist the District with understanding each applicant's community outreach efforts, each applicant must inform the Office of Innovation and Incubation of planned community events in advance of the event. Please provide email notice of each community event to be held to iandiauthorization@cps.edu. A member of CPS may attend community meetings held in each applicant's community of interest throughout this process.

Site Visits

As part of the evaluation process, the Office of Innovation and Incubation will conduct a site visit of at least one campus of an existing operator applicant. The Office of Innovation and Incubation will reach out to applicants to plan any visit(s) in early fall 2019.

¹ For virtual school applicants: I&I will request supplemental criteria for your proposal.

Capacity Interviews

Applicants with complete applications will be invited to participate in an in-person capacity interview conducted by the evaluation team. The interview is a chance for reviewers to gather clarifying information to support a final recommendation. Capacity interviews are not a guarantee of authorization.

Applicants will be asked to bring a representative group of up to eight people to participate. Design team attendees should be able to speak collectively to every aspect of the school design and proposal.

- At minimum, all identified board members who will serve in officer positions should attend the capacity interview. The proposed board chair must attend.
- The proposed academic school leader must attend the capacity interview.

Interviews will generally be two hours long.

Charter School Quality Policy

The Charter School Quality Policy sets out academic performance standards that CPS considers when evaluating an existing charter school's request to replicate. While the policy does not directly apply to contract schools, CPS views the level of academic performance established in the Policy as guidance for considering replication of all school types.

If an existing Chicago operator's performance on the School Quality Rating Policy does not meet the following criteria (or if the operator does not have a two-year SQRP average), the operator may still apply to open new school(s) but must include all student performance data available in order to be considered for replication. ***It is unlikely that this type of application will be recommended for approval.***

Type of Charter School	Academic Replication Criteria
Single-site school	Current two-year SQRP point value average of 3.5
Operates two or more schools or campuses	All of the operator's schools or campuses combined have a current two-year SQRP point value average of 3.2

Proposed Scope of Growth

If an applicant does not operate a school and is proposing a new school model, the applicant can only apply to open one school through this RFP.

The RFP allows existing Chicago or national operators to apply to open new schools over multiple years. Successful applicants may receive conditional approval for those schools approved to open in future years. To receive final approval for schools conditionally approved in future years, the operator must:

- Maintain SQRP ratings (once in operation) that meet the Charter School Quality Policy's academic replication criteria in the following year;

- Submit facilities information and demonstrate parent and community engagement and support according to the criteria and a timeline set by CPS; and
- Respond to any additional requests for information.

CPS reserves the right to rescind conditional approval at any time for schools approved to open in 2020 or beyond.

Additional Information

Resource Guide

The Resource Guide includes useful information for applicants seeking to complete an exemplary application. It can be found at www.cps.edu/2019RFP.

The Resource Guide includes the following:

- Proposal resources;
- Guidance for formatting answers to RFP questions;
- Submission instructions;
- CPS Contact Information; and
- Ethics policy for applicants.

Contact Information

For questions regarding the RFP, please email landiauthorization@cps.edu or call the Office of Innovation and Incubation at (773) 553-1530.

Please Note

Chicago Public Schools reserves the right to make changes affecting policies, requirements, funding, and any other matter discussed in this RFP.

TIER I APPLICATION

Executive Summary

Applicants are required to submit an Executive Summary with their Tier I Application. The Executive Summary should be a stand-alone document that provides a succinct narrative overview of the application. It should be no longer than two pages and include the following components:

- Name of the proposed school(s)²;
- Number and type of proposed school(s);
- Mission, vision, educational philosophy and model, and culture;
- Demonstrated capacity to open and manage a high-quality school, including a brief explanation of how the proposed school type and model will drive success for the targeted student population; and
- A list of the targeted communit(ies) and intended student recruitment boundaries, the rationale for proposing to open a new school in the targeted communit(ies), and an overview of parent and community engagement and support.

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.

Section 1.1: Community Overview

1.1.1: Targeted Communit(ies)

Cite the possible location(s) of the proposed school. Explain the student recruitment area for the proposed school(s) and the targeted communit(ies) within it.

1.1.2: Community Characteristics

Provide a detailed summary, including references, about the neighborhood(s) within the recruitment area that includes:

- A historical overview containing information critical to understanding the community that the school seeks to serve (e.g., the major political, economic, educational, demographic, or community-specific trends);
- Community demographics, including number of school-aged children, median or average family income, average level of educational attainment, and unemployment rate;
- Population trends, including a recent estimate of the total number of residents;
- Major employers;
- Local businesses and non-profits;

² Please note that Illinois law (ILCS 27A-7(a)(1)) requires that the name of the proposed charter school must include the words “charter school.”

- Community newspapers; and
- Public and private schools in the area, highlighting instances of overcrowding within the schools or in the community as a whole.

1.1.3: Student Population

Provide an overview of the anticipated/target student population that includes:

- Anticipated performance levels;
- Anticipated demographics;
- Target percentage of special education students;
- Target percentage of English learners;
- Target percentage of homeless students; and
- Anticipated academic and social, emotional, and physical health needs.

Section 1.2: Facilities

Note: Per Illinois law (105 ILCS 5/27A-7(a)(3)), the applicant must identify at least two viable independent facility options unless it has fully secured an independent facility. Applicants must update and complete this section in the Tier II Application. Applicants should refer to the Tier II application to familiarize themselves with the questions and submissions required in Tier II.

1.2.1: Space Requirements

Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows.

Section 1.3: Community Outreach

1.3.1: Learning About the Community

Describe how the design team learned about the community and sought to build partnerships and relationships.

- Describe the design team's or proposed board members' ties to the targeted community.
- What community meetings, events, or volunteer opportunities have members of the design team attended to date to make additional connections and enhance members' understanding of the targeted community?
- Describe how the design team sought input on the school model from key community leaders or advisors, businesses, parents, residents, and key institutions. List all meetings held. What input has the design team received from the community? How, if at all, has that input affected or been incorporated into the proposed school model?



1.3.2: Community Need

- Based on your outreach, research, and understanding of the community, what are the top three things that present challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?
- How does the proposed school address the needs of the community and build upon community assets? Why is the proposed school a good fit for the targeted community?
- Explain how data, including data presented in the [Annual Regional Analysis](#), supports your proposal to fill an unmet need in the community and, if applicable, in the Chicago educational landscape.

Domain 2: Academic Plan

Existing Chicago Operators that are either (1) applying to open another school or campus to serve grades that they do not currently serve (i.e., an operator serving grades 9-12 applying to open a campus to serve grades K-5), OR (2) applying to open a school that differs in school model, program of instruction, or educational goals than its existing school(s), must complete this section in its entirety.

Existing Chicago Operators that are applying to open another school or campus to serve a grade range that they already serve, using substantially the same model, instructional methods, and educational goals that its existing school(s) use, need only complete sections 2.5, 2.7, 2.8, 2.9, and 2.10.

Domain 2: Academic Plan assesses whether the applicant has the capacity, leadership skills, and experience to open and operate a high-quality school that achieves the school's mission and prepares students for long-term success.

Section 2.1: The School Model

2.1.1: School Mission

Provide the mission statement that defines the core purpose(s) or outcomes and priorities of your school. Include your target population and proposed grade levels.

2.1.2: Key Design Elements³

Provide a clear and concise overview of the proposed school model, highlighting the key design elements, *i.e.*, those aspects of the school model critical to its success, including:

- An explanation of how the key design elements reflect the school's mission, vision, and educational philosophy;
- An explanation of how the school model aligns with community assets and needs, including any need to improve educational outcomes in the community; and
- A clear rationale for the key design elements, citing research and evidence of success with similar student populations or, for innovative or untested models, a strong rationale for the likelihood of success.

Section 2.2: Program of Instruction

2.2.1: Academic Standards

Identify the educational standards by subject area and grade level that will guide your school's academic program. Explain your rationale for choosing them. Include your chosen standards as an attachment, or provide a link if publicly available.

³ Note: Any applicant proposing a Next Generation/Blended Learning Design Model must complete all additional questions found in Appendix 1 to this RFP, available on the RFP website: www.cps.edu/2019RFP.

2.2.2: Curriculum

Describe the school's curriculum for each subject area and instructional level, along with rationale for the curriculum development or selection decisions.

Applicants **must** address the following:

- Describe the curricula for your proposed school in the core subjects of reading/ELA, math, science, and social studies. Explain the rationale for your curricular choices, such as textbook selection and supporting materials by subject. Provide evidence that any selected curricula are research-based, standards-aligned, have been effective with students similar to those the school expects to serve, and will keep students on track for college and career readiness.
- Identify the full sequence of subjects/courses that students will be required to complete and the exit standards necessary to graduate from your school. Include any optional subjects/courses.
- Provide a detailed timeline for the selection and development of additional curricula (in any areas where it is not already fully developed). If the school will develop the curriculum, detail the responsible staff, the development process, key milestones, and the status of the development process.
- Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning. Identify who will be responsible for creating or selecting these resources.

❖ **Appendix 2.2.2**

In Appendix 2.2.2, applicants must provide the following:

- An overview of the curriculum for each subject/course and level, including:
 - A general description of the content and skills to be addressed;
 - Whether the curriculum will be developed in-house or selected;
 - The names of any selected curricular programs/textbooks; and
 - The curriculum's alignment with the Illinois Learning Standards and any additional standards used by the school, and an explanation how any gaps in alignment will be addressed.
- At **minimum**, samples of the following curriculum resources developed for your school for one subject in one grade from each grade span that the school will serve (elementary, middle, high school):
 - A Curriculum map;
 - A Unit plan; and
 - A Lesson plan.

For additional guidance, please consult the Resource Guide.

2.2.3: Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next, including criteria for promotion or retention. Indicate when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed agreement term, include specific graduation requirements and the rationale for their selection. How will the graduation requirements ensure student readiness for college or other postsecondary opportunities?

❖ **Appendix 2.2.3**

In Appendix 2.2.3, applicants **must** provide promotion and graduation policies.

Section 2.3: Instructional Methods

Describe the instructional approach and methods that will be used in the classroom. Include any specific requirements for implementation (e.g., co-teaching or aides, technology, physical space, etc.).

- Cite research or existing models that support the use of these instructional methods, especially considering the school's target population; and
- Describe how the instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.

Section 2.4: Educational Goals and Assessments

2.4.1: School Goals

Chicago Public Schools uses the School Quality Rating Policy (SQRP) to assess its schools and hold them accountable for educational success. Please review the SQRP at <http://cps.edu/Performance/Pages/PerformancePolicy.aspx>.

In addition, the Chicago Board of Education adopted a Charter School Quality Policy aligned to the SQRP that will be helpful to consult when setting goals for school performance. Please review this policy at http://www.cpsboe.org/content/actions/2015_10/15-1028-PO1.pdf.

In your proposal, identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Your answer must:

- Include a table in the narrative that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation.



- Highlight and discuss the rationale for any differences between your school's goals and metrics and those included in the SQRP at the grade level/s you intend to serve.
- Describe any non-academic goals for students, how those goals will be measured, and by whom.

2.4.2: Assessment and Data-Driven Programs and Instruction

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills throughout the school year, at the end of each academic year, and for the term of the school agreement. Your answer must:

- Include the mandatory local and state assessments and specify the timing of their administration.
- Describe the purpose, design, format, and rationale for the selection of each assessment, including each assessment's alignment with Common Core State Standards.
- Describe key considerations in the selection or creation of any assessments not yet identified.
- Describe who will be responsible and involved in data collection and analysis. Identify the formalized strategies and supports the school will utilize to collect and analyze assessment results, including the related roles and responsibilities of school staff and administrators.
- Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, professional development, and other school components.
- Explain how the school will communicate with parents/guardians and students about academic achievement and progress.

❖ Appendix 2.4

In Appendix 2.4 or the proposal narrative, applicants **must** provide a table, by grade level, detailing each assessment used and when it will be administered.

Section 2.5: Special Student Populations

2.5.1: Students with Disabilities

Describe the school's methods and strategies for identifying and serving students with disabilities, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans, in compliance with all federal laws and regulations.

Include the following information:

- How the school will identify students with mild, moderate, and severe disabilities (and avoid misidentification), develop plans for their education, and monitor their progress to ensure the attainment of each student's goals as set forth in their IEP.
- The continuum of special education services (including related services) the school will make available to students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible.
- How the school will adjust the curricula, instructional practices, daily schedule, staffing plans, and supports to meet identified needs.
- Who will carry out responsibilities related to special education (including the identification of school staff and external professionals), how parents will be involved in this process, and how the school will ensure that there is qualified staffing to meet the needs of the student population.
- How will your school IEP team develop Individual Education Plans based on student need with appropriate accommodations and modifications, develop individualized measurable IEP goals, and monitor student progress to ensure academic growth?
- Complete and attach the ISBE Special Education Certification form:
https://www.isbe.net/documents/34-50A_charter_init_app_sped_svcs.pdf.

2.5.2: English Learners

Describe the proposed school's methods and strategies for identifying (and avoiding misidentification) and serving English Learners (ELs) in compliance with federal and state law and regulations.

Describe the specific process for identifying students whose first language is not English, including how the school will determine the scope of assistance the students may need and monitor the implementation of services and the progress of ELs, including exit criteria. This answer must describe the approach, programs, resources, and personnel, including qualifications, that the school will use to meet the needs of ELs and cite any research and evidence that supports the appropriateness of this approach.

Complete and attach the ISBE English Language Learning Services Certification form:
<https://www.isbe.net/documents/92-15A-charter-school-initial-app-el-svcs.pdf>.

2.5.3: Multi-Tiered Systems of Support

Describe how the school's educational program will identify and meet the needs of students who require academic support or intervention beyond that provided in the general education program. Identify specific differentiated instructional strategies, programs, services, and supports.

Note: This question does not refer to services to support only students with Special Education needs or who are English Learners, but rather refers to all students (including



special populations) and should be a system that is designed to improve outcomes for all students in the school.

2.5.4: Advanced Learners

Describe how your education program will identify and meet the needs of academically advanced students. Identify specific programs, services, and supports.

Section 2.6: School Calendar and Schedules

2.6.1: Annual Calendar

Briefly describe the annual calendar and how it will support the mission of the school. Complete the calendar template provided in the RFP resource materials. Describe how the annual calendar may change in years 2 through 5.

❖ Appendix 2.6

In Appendix 2.6, applicants **must** provide the school calendar for the proposed school's first year of operation that clearly articulates:

- Total number of days of instruction for the school year;
- Total number of hours of instruction for the school year;
- First and last day of classes;
- Organization of the school year (*i.e.*, semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days, including Professional Development days or meetings; and
- Dates for summer school, orientation and other activities outside of the core academic calendar.

2.6.2: Student Schedules

For each division of the school (*i.e.*, lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A Sample Student Schedule;
- A description of a typical school day from the student's perspective. Include start and dismissal times and any regular variations, (for example one day a week early dismissal for teacher professional development), what happens during the school day, including the structure of academic and enrichment/elective courses, before or after school activities, and remediation or other non-core academic components of the proposed school design. **If responsibilities or schedules vary significantly among students in the same grade division, include additional scenarios and an accompanying explanation;** and
- Describe any changes planned for the student schedule in years 2 through 5.

2.6.3: Teacher Schedules

Provide the following for a typical week of instruction:

- A Sample Teacher Schedule;
- A narrative describing a typical teacher day and week, including the length of the teacher's work day and time devoted to core teaching assignments, planning, professional development, and other activities and responsibilities (e.g. lunch duty, advisory groups, etc.). **If responsibilities or schedules vary dramatically among teachers in the same grade division, include additional scenarios and an accompanying explanation;** and
- Describe any changes planned for the teacher schedule in years 2 through 5.

Section 2.7: Culture, Social Emotional Learning, and Behavioral Management

2.7.1: School Culture and Social Emotional Learning

Describe the school's general approach to, and rationale for, its school culture, along with the policies, evidence-based practices, systems, and traditions that will help the school achieve this culture. Address the following:

- Describe how the school will establish and maintain a culture that supports students' intellectual and social development, including the plan to communicate expectations for school culture to students, teachers, administrators, and parents/guardians.
- Describe any extracurricular activities that the school will offer to develop and nurture the social needs of students.
- What programs, resources, and services (both internal and external) do you plan to provide related to these needs?
- Describe the contours of your school's multi-tiered systems of support ("MTSS") to provide social and emotional skills instruction for all students. Please specify:
 - (1) levers indicating when and how students will be referred to appropriate tiers;
 - (2) methods of assessment and instruction;
 - (3) protocols for implementation and intervention;
 - (4) behavioral management (discipline); and
 - (5) monitoring systems for each tier.

Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.

2.7.2: Discipline, Behavioral Intervention, and Classroom Management

Describe the school's approach to student discipline, behavioral intervention, and classroom management. Highlight key policies, systems, and structures related to these areas. Your answer must:

- Describe how the school will communicate its approach and related policies to students and families.
- Describe your school's approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion.
- Explain interventions and consequences that the school will use as alternatives to exclusionary discipline. Include a description of how the school's approach to discipline will comply with the recently adopted amendments set forth in [Illinois Public Act 99-456](#) (also known as SB100). Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings.
- Explain how the school will afford due process for all students.
- Describe the appeals procedures that the school will employ for students facing possible expulsion.
- Include as an attachment the school's proposed discipline policy. If the school will use the CPS Student Code of Conduct, state so here.
- Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.

❖ **Appendix 2.7.2**

In Appendix 2.7.2, applicants who are not using the CPS Code of Conduct **must** provide their School Discipline Policy and supporting documents related to behavioral interventions or classroom management. The policy should include other school policies that address student behavior, including, for example, promotion or graduation policies when student behavior is an element of successful promotion/graduation.

Section 2.8: Post-Secondary and Graduation Support and Engagement

2.8.1: Graduation and College Readiness Support

Describe your vision for post-secondary success for all students.

If proposing a school serving any combination of grades K-8:

- Describe any components of your school culture designed to ensure that students are prepared to attend and succeed in a rigorous high school program.

- Describe any components of your school culture designed to provide age-appropriate college awareness and college readiness supports.
- Identify the members of the leadership team and staff who will be responsible for implementing, monitoring, and assessing the components of this section.

If proposing a school serving any combination of grades 9-12:

- Describe any components of your school culture designed to prepare students for success after they graduate from high school.
- Describe any specific programs or supports beyond the academic curriculum that your school will implement to prepare students to access, enroll, persist, and succeed in college, as well as any other post-secondary training and/or career supports following graduation.
- What opportunities, if any, will your students have to engage in dual credit/credit and/or career credentialing?
- Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.

Note: If proposing a school serving a combination of grades in both K-8 and 9-12 (e.g., serving grades 6-12), provide responses to all of the questions above.

2.8.2: Parent and Community Engagement

How will the school engage parents/guardians and the community once it is open? Your answer must:

- Describe how the school will build strong family-school partnerships to engage parents and guardians in the life of the school and their child(ren)'s education. Outline any commitments, volunteer activities, or requirements for parents' involvement in their child(ren)'s education.
- Describe the formalized mechanism(s) to ensure that parents/guardians and the community are involved in the governance of the school and/or have opportunities to provide regular feedback to the board of directors.
- Provide a plan for how parents/guardians and students can submit or share a concern about a governing board decision, administrative procedure, or practice at the school. Describe the policies and/or procedures for complaint (grievance) resolution.
- Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.

❖ **Appendix 2.8**

In Appendix 2.8, applicants may include a parent handbook.

Section 2.9: Human Capital

2.9.1: Recruitment and Selection

- Briefly describe the staffing model (number of administrators, co-teachers, aides, etc.) and explain how it will support student achievement. Provide teacher-student ratios.
- Provide an organizational chart for year one and for when the school is operating at all proposed grade levels. Explain the lines of reporting and accountability between the board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and the Management Organization (if applicable). Describe the rationale for this structure. If working with a Management Organization, please detail who will manage the relationship and the interaction with different staff.
- Describe your design team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff, including conducting criminal background checks. Include the selection criteria, planned combination of experienced and new teachers, and any unique considerations to support your school design.
- Explain your strategy for recruiting bilingual-certified, special education, and other high-need teaching specialties.
- Discuss the proposed salary ranges and benefits (including pensions) and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.

2.9.2: Professional Development

Describe the school's approach to professional development for instructional staff and explain how it will support the effective implementation of the educational program, including:

- Which staff members will be responsible for leading professional development;
- The extent to which professional development will be conducted internally or externally;
- How the school will identify professional development topics;
- The purpose and frequency of teacher observation;
- How the school calendar will accommodate formal professional development sessions and teacher planning or collaboration time, and how the school budget will account for professional development;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and

- teachers of all subjects;
- How teachers will be prepared to deliver unique or particularly challenging aspects of the curriculum and instructional methods;
 - What professional development will take place prior to school opening and the topics that will be covered during this induction period; and
 - The process for evaluating the efficacy of the professional development program.

Beyond professional development, how will your school promote a positive professional culture that will help develop and retain talent? Include opportunities for staff to be involved in school-level decision-making, development of new initiatives, or opportunities for teacher collaboration and advancement.

2.9.3: Staff Evaluation

Describe how school leader and staff performance will be monitored and evaluated, including the calendar, staff roles, and supplemental documents. Explain how the school intends to handle unsatisfactory teacher and staff performance, as well as leadership/teacher changes and turnover.

❖ **Appendix 2.9**

In Appendix 2.9, applicants **must** provide:

- A chart showing the school staffing model that lists all administrative, instructional, and non-instructional staff positions over the school's first five years of operation;
- A school-level organizational chart that shows the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school's first five years of operation;
- Job descriptions for all leadership positions, teachers, and key support staff; and
- A professional development calendar for the first year of operation.

Applicants may provide additional documents, including:

- Personnel policies or an employee manual;
- Resumes of prospective staff members who have been identified for specific positions with a description of why they are uniquely qualified for success in the position; and
- Any documents, policies, tools, or forms related to staff evaluation and performance.

Section 2.10: Design Team Experience and Capacity

2.10.1: Experience

- For each design team member and candidate for staff positions, please provide a summary of each person's experience and credentials, their role during the design phase, and intended role in the proposed school (if applicable), making sure to identify any proposed board members. (board resumes are requested in Section 4.4.1 – Governance Start-up.)

- Describe the team's individual and collective qualifications for implementing the school design successfully, including in areas such as:
 - School leadership;
 - Curriculum, instruction, and assessment;
 - Operations;
 - Finance;
 - Accounting and internal controls;
 - Fundraising and development; and
 - Law.
- Describe any experiences that team members or proposed staff members have in serving the school's targeted population.
- List any advisors, consultants, and organizational partners that have supported the development of the school or will support school operations. Describe their specific role.

2.10.2: Leadership

- Briefly describe the proposed leadership structure, citing roles and responsibilities of the school's leadership team beyond the principal/head of school.
- Briefly describe the identified school leader(s), including experience and training. Explain how these individual(s) are well qualified to launch and lead the proposed school. Describe plans to address any gaps in skill or experience to ensure success in the role.
- Include additional information about other members of the proposed leadership team, if identified.

2.10.3: Evidence of Success

- Provide evidence of the team members' and the proposed school leaders' collective and individual capacity and track record driving academic achievement and growth among students similar to those the school will serve. Include quantitative data where available.
- *(If proposing to contract with an MO that has not operated within CPS):* Provide evidence that the proposed model has driven academic achievement and growth among similar student populations. Submit third party, externally validated quantitative data demonstrating student academic growth, student academic attainment, and student behavioral outcomes for each school in the network (see the Resource Guide for more detail). If the student demographics of the targeted community are different from those that the existing operator has served, explain how the operator will understand and address the needs of the targeted student population. Refer to the National Operator Replication Table available on the RFP Website, www.cps.edu/2019RFP, and provide an explanation on how you meet these criteria.

❖ **Appendix 2.10**

In Appendix 2.10, applicants **must** provide:

- Resumes of all design team members and candidates for positions in the school, including the identified school leader and members of the proposed leadership team. It is not necessary to provide personal addresses or phone numbers.
- In a table or Excel spreadsheet, the demographic data on student populations served at each existing school in the network, including the following (%):
 - Free- and reduced-price lunch (FRL);
 - African American, Hispanic, Caucasian, Asian American, and other;
 - English Learners;
 - Students with Individual Education Plans (IEPs); and
 - Students in Temporary Living Situations.
- State or district report cards (via links to public websites where the data are stored, if available), vendor reports, or other verifiable sources of data demonstrating the academic track record of all existing campuses.
- A list of all previous authorizers with whom the management organization (MO) has worked, including contact information for each listed party. CPS reserves the right to contact authorizers to ask additional information about the operators' track record.

Domain 3: Growth Plan

Domain 3: Growth Plan assesses whether the organization has a strategic growth plan and the academic, financial, and operational capacity to successfully open, operate, and oversee the proposed new school(s).

Section 3.1: Growth Plan

3.1.1: Background Information

- Please include an overview of the educational model. It should address, but is not limited to, the following topics:
 - School mission, vision, and educational philosophy;
 - Description of school culture;
 - Curriculum and instructional approach; and
 - Key, non-negotiable model features.
- Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network related to the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions in the areas below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than one to three paragraphs per topic. If the new school will follow the same practice or policy, simply state that there will be no change.)
 - Calendar and schedule;
 - School culture;
 - Discipline policy;
 - Promotion and graduation policy; and
 - Programs to address the needs of:
 - At-risk students;
 - Students who require remediation;
 - Diverse learners;
 - English learners;
 - Gifted and advanced students;
 - Professional development;
 - Instructional leadership roles;
 - Teacher and school leader evaluation policies;
 - Hiring processes (including qualifications and responsibilities for instructional and administrative staff);
 - Personnel policies;
 - Food services; and
 - Financial controls.

3.1.2: Proposed Growth

- Describe the organization's proposed scope of growth in any locations outside of Chicago. List any other proposals that are pending with other authorizers or have recently been approved. Cite the number of school(s) requested in each proposal.

- What is the rationale for the proposed growth strategy in Chicago and elsewhere (if applicable)? In addition to having the opportunity to reach and educate more students, what does the organization hope to gain by adding new school(s)? Describe the organization’s strategic vision and desired impact of its growth plan.
- How did the organization determine the proposed pace and scope of growth? What academic, financial, and organizational metrics does the board consider when assessing the organization’s capacity to grow? Explain any “green lighting” procedures and discuss how the network currently performs against key benchmarks for expansion.

3.1.3: Implementation of Growth Plans

- As the network continues to grow, how will the organization ensure that it continues to provide the same quality of services? How will the model or operations change as the proposed number of students and school(s) are added (if applicable)?
- Discuss the risks associated with implementing the proposed growth plan (e.g. identifying facilities, fundraising, identifying high-quality school leaders and teachers, meeting enrollment targets, sustaining high levels of academic performance)? What contingency plans have been developed to help mitigate these risks?

3.1.4: Continuous Improvement

Describe the school/network’s process for continuous improvement. What are the areas in which the network is currently focusing its improvement efforts? What specific challenges is the network experiencing in these areas (special needs students, internal/interim assessment, calendar and schedules, school culture, discipline, parent and community engagement, staff observation and support, etc.)?

- Explain how these priority areas were determined.
- Describe the activities and initiatives that the school/network is undertaking to improve these components of the school model.
- Describe who is leading the effort and why.
- Describe the results to date.
- How might the addition of new school(s) impact these existing challenges?

Section 3.2: Academic Capacity

3.2.1: Implementation of Educational Model

Describe the process for ensuring that each new school implements the non-negotiable, fundamental features of the educational model as described in the overview from Section 3.1.1. Discuss any aspects of the implementation process for which the new school(s) will be autonomous.

3.2.2: Deviations from Existing Educational Model

If the educational model proposed in the new school(s) differs from the existing schools by educational philosophy, instructional strategies, curriculum, or student learning supports, highlight the key distinctions (if known) and the rationale for the changes. If aspects of the educational model have not been finalized, provide a timeline for finalizing the educational plan prior to school opening, citing specific tasks, deadlines, and responsible parties.

3.2.3: Oversight of Academic Performance

Describe the organization's approach to academic performance management at the network and school levels. What performance management systems and benchmarks will the organization use to formally assess academic progress?

- **Interventions:** How do network leadership, the board, school leaders, and the MO (if applicable) monitor and performance of individual school(s)? If applicable, how do they identify underperformance and determine and implement appropriate intervention(s)?
- *(If the MO or operator has an existing school on academic probation):*
Low Academic Performance: Why is the organization applying to add school(s) at the same time that existing school(s) are on the Academic Warning List or are not meeting academic performance standards? How does the organization plan to significantly improve the academic performance of these existing school(s) while simultaneously opening new school(s)?

Section 3.3: Operational Capacity

3.3.1: Governance

- **Governance Changes:** Describe how the organization's governance structure will adapt to oversee and support the 5-year growth plan and addition of new school(s). Explain any impact on:
 - The composition of the board (e.g. any additional types of expertise that the board may seek to help support the growth plan);
 - The board's roles and responsibilities;
 - The board structure;
 - The board's professional development priorities at each stage of growth; and
 - The board's relationship to schools.
- **Updating Policies and Forms:** Discuss the process for updating and managing the Ethics Policy and Conflict of Interest statements for all board members. Policies to establish clear guidelines for board members and employees to act in the highest ethical manner to preserve the public trust of residents and taxpayers are essential to a successful charter school.

❖ **Appendix 3.3.1**

In Appendix 3.3.1, applicant **must** submit:

- An Ethics Policy; and
- A formal Conflict of Interest Policy.

Note: Even if CPS has these documents on file, please provide the formal written policies with your submission for ease of evaluation.

3.3.2: Start-up Plan

Describe the activities that the design team will undertake in the planning year(s). Explain who will work on a full-time or part-time basis between approval and school opening and how the school/network will compensate these individuals during this period.

In an attachment, provide a timeline for completing the array of activities required to successfully open a new school, including:

- Defined tasks with identified owners, start dates, and deadlines;
- The hiring process and schedule;
- The creation of non-academic documents and policies; and
- Procuring supplemental services such as food service, insurance, technology support, etc.

Please see the Resource Guide for a sample start-up timeline.

❖ **Appendix 3.3.2**

In Appendix 3.3.2, applicants **must** provide a start-up plan.

3.3.3: Network Supports

- Designate school-level, network-level, and MO-level (if applicable) decision-making authority for key functions by completing the table in Attachment 1. *Note: If proposing to partner with a MO, the information provided in this table should align with the description of roles and responsibilities in the draft MO contract.*
- What role does the network play in supporting expansion and the incubation of new school(s)?
- Explain the role of any national, state-wide, or regional offices in supporting the proposed school(s) once in operation (if applicable). Describe any services, goods, or resources that these offices will provide to support the academic, financial, or organizational operation of the school(s).

3.3.4: Human Capital

- **Scaling Up:** How many new hires (teachers, network staff, and other key school support staff) will the organization have to make each year if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these

demands, considering previous hiring patterns, current retention rates, and human resources capacity at the network level.

- **Recruitment and Hiring:** Discuss the organization's capacity and strategy to ensure that these positions and the positions at existing schools will be filled with quality hires. If partnering with an MO, please specify the role of the MO in the selection process.

Section 3.4: Financial Soundness

3.4.1: Five-year Financial Plan

- **Budget and Budget Narrative:** Complete **two versions** of the budget workbook (available on www.cps.edu/2019RFP): one budget presenting the design team's expected revenues and expenses, and one contingency budget that reflects no more than 75% of maximum enrollment each year in the new campus(es). Detail key assumptions and revenue and cost estimates. Discuss programming contingencies for circumstances where revenues are lower or costs are higher than anticipated. In narrative, describe the differences in available programming, supports, and spending between your expected budget and your contingency budget.
- **Fundraising Plan:** What are the organization's fundraising goals over the next five years? Include information about historical fundraising levels and future likelihood of success. Cite any commitments that have already been secured.
- **Financial Scalability:** Describe to what extent the addition of a new campus will impact the financial sustainability of existing campuses. How will the network help mitigate any negative financial impact on existing campuses?

❖ *Appendix 3.4.1*

In Appendix 3.4.1, applicant must submit a consolidated 5-year organization-wide budget.

3.4.2: Financial Performance and Oversight

- Describe the existing policies and procedures that your school/network and governing board use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds.
- What financial controls does the organization have in place at the central and school level to ensure long-term financial viability?
- Outline the organization's short- and long-term financial goals and metrics. What performance management systems and benchmarks will the organization use to track its progress toward financial goals at the board, network, and school level?
- Why does your organization believe it has the financial capacity to add the proposed school(s)?

- Specify whether your school or network is on financial probation or has been on financial probation over the past three years. Describe the circumstances leading to being placed on financial probation.

❖ **Appendix 3.4.2**

In Appendix 3.4.2 applicants **must** provide:

- A list or table of all financial reports that it currently provides to its governing board, including information on how frequently, and the party responsible for generating them; and
- Fiscal policies for the organization.

Domain 4: Management Organizations (MOs)

Applicants proposing to enter into a contract with an MO must respond to the questions in this section.

Domain 4: Management Organizations (MOs) assesses whether the proposal provide a plan and evidence for how the MO will contribute to the overall success of the school with appropriate oversight structures in place.

Section 4.1: MO Contract

- Explain why the applicant decided to hire an MO.
- Explain the criteria and process for selecting the MO. What due diligence (academic, financial, operational, and legal) has the applicant conducted on the MO prior to submitting this application?
- How will the services that the MO is proposing to provide further the mission, vision, and goals of the school and/or network? Describe the scope of services that the MO will provide.
- Clearly specify the decisions and services for which the MO will be responsible.
- Specify whether the MO has a role in selecting the school leader; who employs the school leader; and whether the school leader reports to the MO.
- Explain the compensation structure and fees that the proposed school will pay to the MO.

Note: Illinois law restricts charter schools from employing any staff person who is simultaneously employed by an MO (105 ILCS 5/27A-10.5(c)).

❖ Appendix 4.1

In Appendix 4.1, the applicants **must** provide a draft MO contract that includes all of the terms listed in the evaluation form and outlines terms for termination of the contract with the MO.

Section 4.2: MO Oversight

Describe how the proposed board will monitor and evaluate the performance of the MO to ensure quality service. Include the following in your answer:

- What academic, operational, and/or financial performance metrics will the board use to evaluate MO performance?
- How frequently will the board monitor MO performance?
- What benchmarks will define successful MO performance?

- What are the consequences if these benchmarks are not met?
- What are the conditions for renewal and termination of the contract?
- Discuss the proposed board's qualifications to hold the MO accountable to the educational, operational, and financial goals outlined in your application.

Section 4.3: MO's Past Organizational and Financial Performance

- Specify whether any of the organization's schools are currently on fiscal probation or have been on fiscal probation over the past three years. Describe the circumstances leading to being placed on fiscal probation.
- List any current or past litigation, including arbitration proceedings, that has involved the organization. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation.
- Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer. Also cite any instances in which the MO has voluntarily exited a contract or partnership with a school (if applicable). Please explain the circumstance surrounding these incidents.
- Discuss any non-openings that the organization has experienced (i.e. a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.

TIER II APPLICATION

In the Tier II Application, applicants must submit responses to the Sections below.

Applicants may update their application response to Section 3.4.1: Five-year Financial Plan, which can be found above, in the Tier I Application.

Applicants may briefly describe (in 2,000 words or less) any updates to other sections from Tier I.

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.

Section 1.2: Facilities (Updated)

Note: Per Illinois law (105 ILCS 5/27A-7(a)(3)), the applicant must identify at least two viable independent facility options unless it has fully secured an independent facility.

1.2.2: Overview of Proposed Site

Provide an overview of each proposed site, including a general description of the property, the property's address, current owner, and previous use.

1.2.3: Management of Proposed Site

Describe the plan to secure and renovate an appropriate facility in time for school opening. Describe the design team's capacity for and experience with facilities acquisition and management, including managing build-outs and/or renovations.

❖ Appendix 1.2

In Appendix 1.2 of the Addendum, applicants **must** provide:

- Detailed space requirements for the proposed school(s) (e.g. square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model;
- An ADA Compliance Report for each proposed facility site;
- An Inspecting Architect's Report for each proposed facility site;
- A Letter of Intent or Memorandum of Understanding (if available);
- A Rehabilitation/Construction Plan (including scope of work and timeline);
- Sources and Uses of Funds Report; and
- A proposed timeline for securing a viable facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.

Section 1.4: Updated Community Outreach

Please refer to the instructions related to *Redacted and Unredacted Personal Information of Children and Members of the Public* on Page 4 of the RFP before providing responses and attachments for Section 1.4.

1.4.1: Learning About the Community

Describe how the design team learned about the community and sought to build partnerships and relationships.

- As the design team has continued its outreach in the community, has the design team's understanding of any challenges or needs of the community changed or evolved? If so, please describe.
- What additional community meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members' understanding of the targeted communit(ies)? List all meetings held. What additional input has the design team received from the community? How, if at all, has that input affected or been incorporated into the proposed school model?
- Describe the existing assets in the communit(ies) (e.g., individuals, associations, organizations, institutions, physical assets) that may support students, families, and the school if approved to open.

1.4.2: Informing the Community

- Describe how the design team has interacted with the community about the proposed school. The response should include concrete evidence of the strategies that the design team used to inform community members of the proposed school(s) (e.g., community meetings, one-on-one meetings, flyers or mailers, on-the-ground outreach, faith-based outreach, presence at community events, and attendance at Aldermanic ward nights).
- Describe the structure of at least one community meeting that the design team hosted.

Note: Descriptions of outreach efforts included in the proposal narrative may be most effectively organized in tables. See the Resource Guide for examples.

❖ Appendix 1.4

In Appendix 1.4, applicants **must** include copies of presentations and sign-in sheets from community meetings hosted by the applicant.

Applicants may include the following in Appendix 1.4:

- A detailed record of community meetings. Include agendas, notes, and correspondence;
- A detailed record of one-on-one meetings. Include agendas, notes, and correspondence; and
- Examples of flyers and outreach materials.

Section 1.5: Community and Family Support

Please refer to the instructions related to *Redacted and Unredacted Personal Information of Children and Members of the Public* on Page 4 of the RFP before providing responses and attachments for Section 1.5.

Demonstrate the support and need for the proposed school from the following areas:

1.5.1: Student Demand

Provide evidence that a sufficient number of parents/guardians of age-eligible children may send their children to the proposed school. Evidence should support at least half of the enrollment capacity proposed for the school's opening year. (For example, if an applicant proposes to serve 150 students in year one, that evidence must be submitted to demonstrate that the parents/guardians of 75 age-eligible children would consider sending their student to the school.) Forms of evidence may include:

- Letters of intent-to-enroll from parents/guardians of age-eligible students that include:
 - Name;
 - Address;
 - Whether the signatory is a parent of school-aged child(ren);
 - Name(s) of their child(ren); and
 - Each child's current grade level.
- Personalized letters of support from parents outlining why they believe the proposed school will be an asset to the community.

1.5.2: Community Support

- Provide the names of supporters of the proposed school in the targeted communit(ies) and their affiliations.
- Describe any opposition to the proposed school that the applicant has encountered or foresees.
- Provide any information, including letters, data, or other evidence, discovered through your community outreach or otherwise, that demonstrates the communit(ies) that you seek to serve are in high need of improving educational outcomes or are experiencing school overcrowding, or both.

1.5.3: Elected Officials

Provide evidence of outreach to all elected officials, including each alderman, state representative, and state senator within the proposed recruitment area, that includes each of the following:

- Formal notification of the proposed school by email or letter;



- Requests for a meeting (*Note: if meeting(s) have already taken place, please list the dates, times, and individual(s) with whom the design team met*); and
- Attendance at ward nights (events often hosted by Aldermen).

Provide the names of any elected officials who support the proposed school.

1.5.4: Community Contributions and Partnerships

Describe how the school would positively contribute to the community if approved to open. Outline any services, resources, or volunteers that the school will offer to families or community members.

Describe any community-based partnerships proposed for the school and any resources that the school will use from citywide organizations. Describe how these collaborations will contribute or give back to the broader community.

- List organizations, businesses, or leaders in the targeted community that support the proposed school. Applicants may also include citywide organizations, businesses, or leaders that support the proposed school.

Note: If an identified partner will play an integral role in implementing the proposed school model (e.g., providing services or support as part of the school day or after-school hours), provide a detailed memorandum of understanding (MOU), letter of intent, or draft contract between the proposed school and the partnering organization.

❖ Appendix 1.5

In Appendix 1.5 of the Addendum, the applicant **must** provide:

- Intent-to-enroll forms;
- Petitions signed by parents and community members;
- Copies of communication to elected officials and letters of support;
- Letters of support from parents, community members, organizations, elected officials, and stakeholders in the community;
- Copies of any articles on the proposed new school, if any; and
- Letters of support from potential partners (MOU **required** for community-based partnerships as listed above).



TIER III APPLICATION

In the Tier III Application, applicants are required to submit a response to the Section below.

Applicants may briefly describe (in 2,000 words or less) any updates to other sections from Tiers I and II.

Section 1.6: Continued Community Outreach & Support Materials

Please refer to the instructions related to *Redacted and Unredacted Personal Information of Children and Members of the Public* on Page 4 of the RFP before providing responses and attachments for Section 1.6.

- Describe any additional community outreach since you submitted your Tier II application. Provide copies of materials related to any community forums held on/after August 1, 2019. Include:
 - Additional letters of support received;
 - Sign-in sheets;
 - Presentation Materials;
 - Agendas;
 - Correspondence; and
 - Marketing and Outreach Materials.
- Describe any additional programmatic considerations that your design team has contemplated or incorporated resulting from input from the community.
- Describe any opposition that your design team has faced as you have more deeply engaged the community.
- Provide any updates to the proposed school's partnerships with other community-based organizations.