2026 Request for Proposals

To Establish New Charter Schools

Chicago Public Schools

OPTIONS NETWORK
CHICAGO PUBLIC SCHOOLS
CONNECT SUPPORT RECOVER ACCELERATE PREPARE ENGAGE



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Introduction and Overview

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. In evaluating responses to the 2026 RFP, CPS will consider proposals from development teams and existing operators who seek to open a charter school.

CPS, as the local school district in Chicago, serves as the charter authorizer for the city. Illinois Schools 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 recommendations 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 Options Network is the office within CPS that oversees Options charter and contract school authorization and oversight for the district. Options schools are designed to be a unique learning model for students who are not engaged in a traditional high school, are over-aged and undercredited, or are at risk of dropping out and seek an alternative pathway to graduation that leads to college and career success. The Options Network currently oversees a portfolio of 36 charter, contract, district-run and Alternative Learning Opportunity Program (ALOP) schools citywide.

RFP Resources and Guidelines

In addition to this RFP, CPS will provide applicants with the RFP Resource Guide and the RFP Evaluation Form after applicants' initial meeting with the Options Network. Information provided in both resources are incorporated into this RFP by reference.

The RFP Resource Guide includes necessary information for applicants seeking to complete a proposal in response to the RFP. Applicants to this RFP should familiarize themselves with the full contents of the RFP Resource Guide, and refer to the Resource Guide while crafting their RFP proposal responses.

Additionally, applicants should familiarize themselves with the helpful links and documents that can be found at www.cps.edu/2026OptionsRFP.

RFP Timeline & Submission Process

The timeline below allows for a thorough review and significant planning and incubation time for any school authorized through this process. Applicants of this RFP can apply to open a school in fall 2027.

Activity	Date	Information
RFP Released	December 19, 2025	
Office Hours with Applicants	February 6th - March 6th, 2026	Before gaining access to the application portal (EpiCenter), all prospective applicants are required to schedule a one-on-one meeting with the Office of Innovation & Incubation. During this meeting, we will discuss your proposal and the application process. Please click on the link above and provide at least three dates and times that you are available for the meeting. If you have any questions, feel free to email iandioperations@cps.edu.
Tier I Application Due	March 13, 2026	Due by 5 p.m. to Epicenter
Applicant Meeting	Late March 2026	Options staff will meet individually with lead applicants to discuss their proposal and the RFP process.
Tier II Application Due	May 16, 2026	Due by 5 p.m. to Epicenter
Tier III Application Due	July 24, 2026	Due by 5 p.m. to Epicenter
Tier IV Application Due	October 2, 2026	Due by 5 p.m. to Epicenter
Applicant Capacity Interviews	October 2026	
Public Hearing	November 2026	
CPS Board Meeting	December 2026	

The timeline is subject to change

Application Submission

The application materials herein are divided into four 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, RFP Resource Guide, and the RFP Evaluation Form (available at www.cps.edu/2026OptionsRFP) will only be considered at the sole discretion of CPS. In addition, proposals that lack responses or require attachments will not be considered for further review. Applicants are responsible for ensuring their application is complete on or before each Tier's due date.

Please note that Chicago Public Schools reserves the right to check all proposals for plagiarism. Any proposals deemed plagiarized will not be considered for further review. All RFP submissions, including all required appendices to the application, must be uploaded to Epicenter. Epicenter is an online web-based system that Options uses to streamline processes for submissions and reporting for its current charter and contract school portfolio. Prospective RFP applicants must schedule a one-on-one meeting with Options staff by March 3, 2026, in order to discuss your proposal and the application process and to request an Epicenter account for RFP submissions. Applicants are encouraged to schedule an appointment as soon as possible.

Even those applicants who have applied in years past must schedule a one-on-one meeting before submitting any application materials. During this meeting, we will discuss your proposal and the application process. Please click on the link above and provide at least three dates and times that you are available for the meeting. If you have any questions, feel free to email Molly Mikolajczyk at mmikolajczy@cps.edu.

Freedom of Information Act

All documents submitted to CPS are public records and 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 application tier is due. Applicants should be mindful of the public nature of these applications and should avoid listing the design team and proposed board member's home addresses and home telephone numbers. To protect the identity of proposed school leaders or teacher candidates whose current jobs 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 submission, the Options Network 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 level of school-age children. 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.

Additional Information

For questions regarding the RFP, please email Molly Mikolajczyk, the Director of Authorization and School Options in the Options Network at mmikolajczy@cps.edu or call the Options Network at (773) 553-3065.

Please Note

Chicago Public Schools reserves the right to make changes affecting policies, requirements, funding, and any other matter discussed in this RFP. Further, Chicago Public Schools reserves the right to request additional information and documentation from applicants, as it deems necessary for its review, and to determine when an application is complete. Applicants shall bear all costs of responding to this RFP.

Tier I Application and Addendum Questions

Proposed School Overview

All applicants must complete this section in its entirety.

Section 0.1: School Information

Provide all requested information in the following tables.

Table 0.1 Proposed School Information	
Name of the proposed school[1]:	
Name of Organization Applying:	
Non-Profit Status:	
Proposal Type:	
Address of the proposed facility and the alternative, back-up facility:	
Geographic Community of the proposed school[2]:	
Proposed Opening Date:	

Table 0.2 Applicant Team	
Lead Applicant (Main Contact):	**Board Chair Contact:**
Name:	Name:
Address:	Address:
Phone Number:	Phone Number:
E-mail Address:	E-mail Address:

[1] 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."

[2] The Annual Regional Analysis (ARA) found here, outlines the 77 Chicago community areas. CPS encourages applicants to refer to these regions, community area names, and/or zip codes when listing communit(ies) to help facilitate a common understanding of boundaries.

Table 0.3 Design Team		
Please provide the names of all persons on the design team (roles and current employment). *(add rows as needed)*		
Full Name	**Current Job Title and Employer**	**Position with Proposed School**

Table 0.4 Design Team Previously Submitted Proposals	
If the design team previously submitted a proposal to Chicago Public Schools to open a new school, please provide details. Write N/A if not applicable.	
Name of Proposal(s)	
Year(s) of Submission	
Outcome	Approved ☐ Denied ☐ Withdrawn ☐

Table 0.5 Proposed Principal/Head of School & Applicant Team Information			
Please provide the names of all persons on the applicant team (roles and current employment). Applicants proposing a new school model must provide a candidate for Principal/Head of School. Add rows if needed. *(add rows as needed)*			
Candidate	**Current Employment**	**Position with Proposed School**	**E-mail**

Table 0.6 School Management	
If the design team previously submitted a proposal to Chicago Public Schools to open a new school, please provide details. Write N/A if not applicable.	
Do you intend to contract with a third-party Management Organization (MO) to manage the educational program and/or operations of the school but not hold the charter directly?	Yes ☐ No ☐
If yes, name the MO:	
Does the proposed charter holder or MO operate schools outside of Chicago?	Yes ☐ No ☐
If yes, list the school name, school type, and school location for each school operated by the charter holder or MO. Add rows if needed.	

Table 0.7 Other Partner Organization	
Please list other partner organization(s) (if applicable). Only cite a partner organization if you expect them to perform an integral role in implementing the school model. Respond "N/A" if not applicable. (add rows as needed)	
Name of Partner Organization	**Affiliation**

Table 0.8 Proposed Enrollment				
Provide the number of students for the first five years and at capacity.				
Year 1 20-	**Year 2 20--**	**Year 3 20--**	**Year 4 20--**	**Year 5 20--**

Section 0.2: Executive Summary

Provide a succinct narrative overview of the proposed school. The Executive Summary should include the following components:

- Name of the proposed school;
- Type of proposed school;
- The mission, vision, core values, educational philosophy and model, and culture (or a discussion of any of these elements that are still in development);
- A brief overview of the intended operational structure designed to manage a high-quality school;
- A list of the targeted communit(ies) and intended student recruitment areas, and the rationale for proposing to open a new school in the targeted communit(ies);
- A brief explanation of your understanding of how charter schools operate within Illinois and Chicago Public Schools;
- A brief explanation of what an options school is within Chicago Public Schools and why you are interested in operating an options school in particular within CPS;
- A brief explanation of how the proposed school type and model will drive success for the anticipated off- track and over-aged student population; and
- An overview of current parent and community engagement and support for the proposed school.

Respond in three pages or fewer.

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic support from the parents and community (ies) they will serve and demonstrated true demand for the proposed school.

Section 1.1: Community Overview

All applicants must complete this section in its entirety.

1.1.1: Targeted Communit(ies)

Complete Table 1.1.1 Recruitment Area by providing the address and Chicago community area for the proposed facility location(s). Additionally, the proposed student recruitment area (defined by street boundaries) and the targeted Chicago communities within the recruitment area should be included. If proposing a virtual model, note so and provide the proposed facility location(s) that will serve as the school headquarters or central office.

To accompany Table 1.1.1, provide a brief explanation of how the proposed student recruitment area was determined.

Table 1.1.1 Recruitment Area		
Proposed Facility Locations (Include the Chicago Community Area)	**Proposed Student Recruitment Area**	**List of Targeted Communit(ies) within Recruitment Area**

1.1.2: Community Characteristics

Provide a detailed summary containing information critical to understanding the community or communities in the target recruitment area (e.g., the major political, historical, economic, educational, demographic, and community-specific trends).

In the response, provide an overview of community assets and key social, economic, housing, and demographic data for the communit(ies) the proposed school seeks to serve. Community data assets may be best shared as a table within the narrative; please refer to the RFP Resource Guide Section 1.1.2 for examples.

To supplement the narrative response, provide a table in Appendix 1.1 that details the existing K-12 schools in the proposed recruitment area.

Cite all references. The narrative summary should be five pages or fewer.

Appendix 1.1 Existing Schools

In Appendix 1.1 applicants must identify the existing K-12 schools in the proposed recruitment area. Complete a table that includes the following information for each public school:

- School Name
- Community Area
- Governance
- School Grades
- # of Students Enrolled
- Space Utilization % and Status (for CPS-operated school buildings)
- Admission Requirements (Y/N)
- Student Demographics by Race/Ethnicity
- % Low Income Students
- % Diverse Learners
- % Limited English

Complete a table that includes at least the following information for each private school: School

- Name
- Community Area
- Governance School Grades

Applicants may include additional data on existing schools as relevant to their application.

1.1.3: Anticipated Student Population

Based on your knowledge and research of the community, Chicago educational landscape, existing schools in the identified recruitment area, and the current Options Schools' models what has the design team determined about the anticipated student population for the proposed school? In your response, address the following:

- Using population and other relevant data, outline where the proposed school anticipates drawing students from in order to meet enrollment targets;
- Outline the anticipated student populations in the proposed school across the first five years of operation and describe how you determined the projections.
  Include in your response:
  - The anticipated percentage of:
    - Students in Temporary Living Situations
    - Free or Reduced Lunch Eligible Students
    - Diverse Learners

- English Learners
- Advanced Learners (Gifted and Talented Students)

- The anticipated student population by race/ethnicity and any additional demographic groups critical to understanding the likely student population
- Any research you have done on Chicago's Options student population or alternative school demographics across the state or the country.

Respond in three pages or fewer.

Section 1.2: Community Outreach and Engagement

1.2.1: Community Connections

Outline the design team and proposed board members' existing ties to the targeted community by completing Table 1.2.1.

Table 1.2.1 Design Team/Proposed Board Connections to the Community *(add rows as needed)*		
Design Team/Proposed Board Member Name	**Proposed Role at the School**	**Description of Community Connection**

1.2.2: Community Outreach and Engagement

Briefly describe the design team's strategy thus far to learn about the community and build partnerships and relationships. In your response, compile a comprehensive Community Outreach and Engagement Activities Table (Table 1.2.2) that includes all in-person and/or virtual outreach and engagement the applicant has conducted to date with the targeted communit(ies). For each completed outreach activity, provide evidence of the following:

- List the date when the activity occurred;
- The name or nature of the activity (e.g., "One-on-One Meeting," "Email Blast," "Informational Session for Parents");
- The audience/partners reached through the activity (e.g., the name and affiliation of individual(s), "community residents," "prospective parents");
- The number of individuals reached by the outreach or activity (e.g., "emailed 200 individuals on 'abc' organization's mailing list," "30 parents completed survey";

- Identify and briefly describe the role(s) of engagement (Listen, Inform, Consult, etc.) each activity offered to community stakeholders (e.g., "Inform – Emailed link to proposed school's website"); and
- Provide a brief description of how the activity furthered the design team's knowledge of the community, informed community constituents regarding the proposal and/or built partnerships with stakeholders. Note any efforts to seek input/feedback on the proposed school.

Table 1.2.2 Community Outreach and Engagement Activities *(add rows as needed)*					
Date	**Activity Name**	**Audience/Partners**	**# of People Reached**	**Role(s) of Engagement Offered to Community**	**Brief Description of Outcomes**

Applicants must additionally provide a comprehensive Community Outreach and Engagement plan in Appendix 1.2.

Appendix 1.2 Ongoing Community Outreach and Engagement

In Appendix 1.2, applicants must provide a detailed plan for the proposed school's ongoing community engagement through December 2026. The plan should include any and all community engagement and outreach the applicant team plans to do related to the proposed school (including events, activities, marketing strategies, partnerships, surveys, action councils, steering committees, etc.). The community engagement plan should include the following components:

- Identification of stakeholders to the proposed school, and how they will be engaged by the applicant team. Describe how the design team will tailor outreach and engagement to ensure all stakeholders have opportunities to participate and partner in meaningful ways.
- Identification of the design team members' roles and responsibilities in community engagement.
- Outline the specific goals, milestones, and driving principles that will guide the design team's engagement efforts.
- Provide at least 2 anchoring questions (beyond the proposed school generally) that the design team will consistently ask the community during engagement efforts. Provide a rationale for each anchor question and the audiences that will be asked these questions.
- A full timeline and listing of outreach/engagement strategies and activities with the following for each distinct activity:
    - A brief description of the purpose and nature of the activity;
    - How the community will be informed of the activity;
    - The intended/likely audience for the activity and what stakeholder groups will be engaged;
    - The applicable public participation engagement role(s) the activity will offer to the audience/stakeholders; and
    - When and how often the activity will take place.
- How community engagement input and feedback will be collected, tracked and analyzed to inform the school model. Strongly suggested making all feedback collected public so that participants would receive a summary of findings and as a way to keep the community informed.
- How the design team will evaluate and assess their progress against community engagement goals, including the indicators the applicant team will internally use to assess whether the community supports or does not support their proposal.

1.2.3: Community Input

From the applicant team's engagement with the community to date, synthesize any key themes that have emerged from the community's input and feedback in Table 1.2.3. For each key theme, note the constituents/stakeholder groups from which the input was received and describe how the community's input will be further examined or incorporated into the school design, if applicable.

Table 1.2.3 Community Input *(add rows as needed)*		
Key Theme of Community Input/Feedback	**Source(s)**	**Incorporation of Feedback**

1.2.4: Community Need & Impact of the Proposed New School

Based on the applicant team's outreach, research, and understanding of the students and the community, briefly identify the most critical unmet needs and challenges to the success of the anticipated student populations. Explain how data, including data presented in your proposal and in CPS's Annual Regional Analysis, demonstrates the identified unmet needs and challenges. Additionally, describe how the proposed school intends to address these challenges and unmet needs for the target student population. In the response, address:

- What will the proposed school offer that is not currently available in existing school options and in the Chicago educational landscape?
- How will the proposed school address the needs of the community and build upon community assets?
- Why is the proposed school a good fit to address the identified needs for the targeted student population and community?

Based on your outreach, research, and understanding of the community, assess the impact the proposed new school would have on the students and communit(ies) it seeks to serve, if approved to open. In the response, address:

- The anticipated impact of the new school on students, families, community residents, and community institutions;
- If the proposed school anticipates that a majority of students will leave existing community/neighborhood schools to enroll in the proposed school, assess the likely impact on

neighborhood schools (based upon the anticipated student population and existing school information provided in earlier responses);
- The impact on the communit(ies) that reengaging students who have dropped out or are at risk of dropping out;
- Questions or concerns raised by community members and stakeholders related to what the proposed new school will mean for students, community members, and community institutions;
- The data and information (both quantitative and qualitative) that informed your assessment; and
- How you will continue to consider the community-wide impact of a new school in the proposal development process.

Respond in six pages or fewer.

1.2.5: Advancing Equity

Define and describe the role of equity in the proposal development process and the proposed new school model. How does this proposal advance equity for students and communities?
Respond in two pages or fewer.

Tier II Application and Addendum Questions

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assess whether the applicant garnered authentic support from the parents and communit(ies) they will serve and demonstrate true demand for the proposed school.
All applicants must complete this section in its entirety.

Please refer to the RFP Resource Guide instructions related to Redacted and Unredacted Personal Information of Children and Members of the Public before providing responses and attachments.

Section 1.3: Facilities 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(s) will need to evolve to support the school as it grows.

Section 1.4: Updated Community Outreach and Engagement

1.4.1: Community Connections

Provide an updated table to describe the ties to the targeted community for any new design team or proposed board members. Refer to RFP Section 1.2.1 for the table format

1.4.2: Community Outreach and Engagement Plan

Describe the design team's progress (since the Tier I submission) in executing on the community outreach and engagement plan. How has the design team continued to learn about the community, inform the community of the proposed school, build community partnerships, and foster relationships with stakeholders? In your response, address the following:

- Provide an assessment of the team's progress in meeting the established community engagement goals and milestones.
- Identify the stakeholders the design team has engaged to date, and how they have been engaged. Additionally, identify the individual stakeholders or stakeholder groups yet to be engaged and the planned strategies to engage them prior to the Tier III submission.
- Provide an update on outreach/engagement strategies and activities conducted to date. Include a table (Table 1.4.2) that describes:
    - All community meetings, events, volunteer opportunities, and engagement activities that members of the design team have attended;
    - All meetings, events, and engagement activities that the design team/proposed board members offered or hosted for community stakeholders; and
    - Any outreach or marketing activities with the purpose of informing the community about the proposal or proposed school.
- Discuss how the design team sought community collaboration and input, and from whom. Describe any opportunities for the community to make decisions related to the proposal or proposed school's design.
- Describe any adjustments the applicant team has made to the engagement plan based upon new learnings or input from the community.

For Table 1.4.2, refer to RFP Section 1.2.2 for the Community Outreach Events/Activities table template. ***Applicants should not simply list outreach and engagement activities, but rather describe the nature, purpose, and outcomes of activities.***

1.4.3: Learning about the Community

How has the design team's understanding of the targeted student population and community evolved based on further outreach, research, and engagement?

Further, summarize how community outreach and engagement has informed the comprehensive proposal to date, including what elements of the school model, vision and philosophy have been designed or revised based on new learning, partnerships, input or knowledge of the students and community. In the response, provide a table (Table 1.4.3) that outlines the additional input the design team received from the community and how, if at all, that input has been incorporated into the proposal and proposed school model. Acknowledge any input or feedback in opposition to the proposed school.

For Table 1.4.3, refer to RFP Section 1.2.3 for the Community Input table template.

Appendix 1.4 Evidence of Ongoing Community Outreach and Engagement

In Appendix 1.4, applicants must include the following:

- Evidence of having notified residents of the proposed school including an approximate estimate of the number of individuals notified via each method of outreach;
- Copies of presentations, agendas, notes and sign-in sheets from community meetings and events hosted by the applicant;
- Petitions signed by parents and community members;
- A detailed record of community-based meetings. Include agendas, notes, and correspondence;
- A detailed record of one-on-one and small group meetings. Include agendas, notes, and correspondence; and
- Examples of flyers and outreach materials.

In Appendix 1.4, applicants may include:

- An updated Community Outreach and Engagement Plan reflecting completed activities to date, to supplement the narrative response.

Refer to the RFP Resource Guide for examples of evidence types.

Domain 2: Academic Plan

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.

All applicants must complete this section in its entirety.

Section 2.1: The School Model

2.1.1: School Mission

Provide the mission, vision, core values, and educational philosophy of the proposed school. If refinements were made since the submission of Tier I, describe the rationale for the changes to the mission, vision, values, and/or education philosophy as previously described in the Executive Summary.

2.1.2: Key Design Elements

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;
- 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; and
- If applicable, a description of any integral digital or technology-based learning in the school, including any specific model(s) the school intends to employ and why.

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 the standards. Include your selected standards as an attachment, or provide a link if publicly available.

2.2.2: Curriculum

Describe the school's curriculum for each subject area and instructional level, along with the 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.
- Explain how the school will manage students enrolling at various grade levels and ages;
- Describe how the school will modify or build the curriculum to address credit deficiencies of students who are off-track and over-aged.

- How will the design team address and set up the curriculum to accommodate for students who enroll at various points throughout the school year? Keep in mind that Options student population are predominantly highly mobile;
- 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.
- If applicable, explain the proposed scope of any virtual and/or technology-based learning in the school (by cohort, classroom, subject, grade level, etc.). Provide the rationale and purpose for any chosen technologies. (i.e., What does the technology achieve in the classroom that could not otherwise be achieved?) How does the chosen curricula support students engaged in virtual learning or online credit recovery, or how will the curricula be adapted for virtual learning or online credit recovery?
- Describe all equipment and services that will be required to implement the curricula, including supporting materials, textbooks, software, connectivity, devices, and digital storage. Outline the methods and processes that the school will employ to ensure the school selects the appropriate learning resources, and that students have access to all necessary tools and resources.

Appendix 2.2.2 Curriculum

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/Ed. Tech tools; 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.

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 Promotion and Graduation Policies

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.

In the response, discuss the incorporation of technology. Address the following:

- Discuss how the school will leverage technology for learning, how often digital learning will take place and the activities that will be taking place during those times, and how the students will receive feedback when learning on a digital device;
- Discuss any non-technology driven instructional methods in virtual classrooms, if applicable;
- Explain how the school will provide students with clear guidelines for the use of online/digital resources that are suitable to the objectives for each lesson, and how you will ensure students have access to answers, explanations, and/or rubrics, as applicable;
- Explain how the school will translate typical aspects of a student's classroom experience (e.g., display of objectives and performance requirements, communication of due dates, opportunities for classroom discussion, office hours, etc.) to a virtual environment or technology-driven classroom, as applicable; and
- The role of staff and students in all aspects of technology/digital-based classroom activities. Specify the expectations for staff when students are engaged in digital-based learning in the classroom.

Section 2.4: Educational Goals and Assessments

2.4.1: School Goals

Chicago Public Schools is currently working to revise the current Options Schools Accountability Policy to better align with the mission and goals of Options Schools.

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. Include the goals and metrics of success you will use for any technology-driven classroom components of the educational model.These goals and metrics should be in alignment with the current Options Accountability policy and take into account that the current placeholder policy will be undergoing revisions over the next few school year.;
- Highlight and discuss the rationale for any differences between your school's goals and metrics;
- Describe any non-academic goals for students, how those goals will be measured, and by whom;
- Describe how the proposed school goals align with any of the CPS Strategic Five Year Plan priorities, if applicable; and
- Please describe how the proposed school plans to implement its grading practices.

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 Illinois Learning 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 (including any digital learning programs and learning management systems) the school will utilize to collect and analyze comprehensive assessment results, including the related role, responsibilities, and professional development/training for 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.
- Address how the school will monitor fidelity in implementing automated digital learning products according to the benchmarks and specifications set by vendors.
- Explain how the school will communicate with parents/guardians and students about academic achievement and progress.

Appendix 2.4 Assessments Table

In Appendix 2.4, the applicant must provide a table, by grade level, detailing each assessment used and when it will be administered

Section 2.5: School Calendar and Schedules

2.5.1: 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, if applicable.

Appendix 2.5 School Calendar

In Appendix 2.5, applicants must provide the annual school calendar for the proposed school's first year of operation that clearly articulates:

- Total number of days of instruction for the school year; First and last day of classes;
- Organization of the school year (e.g., 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.

Use the provided annual school calendar template.In Appendix 2.5, applicants must also provide sample student schedules and sample teacher schedules.

2.5.2: 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.

2.5.3: 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 2.6: Special Student Populations

2.6.1: 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 and overidentification of students;
- How the school will develop plans for the education of students with disabilities;
- How the school IEP Team will develop IEPs based on student needs with appropriate accommodations and modifications, develop individualized measurable IEP goals, and monitor student's progress to ensure academic growth and attainment of each student's goals as set forth in their IEP;
- Describe how assessment tools will be determined and obtained;
- Describe in detail the full 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. Specify the services that will be offered in the school building and those that will be supported external to the school;
- Describe how the school will adjust the curricula, instructional practices, code of conduct, daily schedule, staffing plans, and support to meet identified needs. Further, describe the school's plan to monitor the adjustments; and
- Describe 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.

Appendix 2.6.1 ISBE Special Education Certification Form

In Appendix 2.6.1, applicants must complete and attach the ISBE Special Education Certification form: https://www.isbe.net/Documents_CSTF/34-50A_charter_init_app_sped_svcs.pdf.

2.6.2: 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 laws and regulations. In your response, describe:

- The specific process for identifying students whose first language is not English;
- The approach and methods for supporting ELs (once identified), including how the school will determine the scope of service the students may need;
- How the proposed school would monitor the implementation of services and the progress of ELs; and
- How would it be determined when an EL would be eligible to exit services?

Be sure the following information is included in your response:

- Estimate the number of ELs at your proposed school (and the rationale for your projection);
- Staff/personnel, including qualifications, who will be responsible for implementing the EL service model;
- Process for providing EL students meaningful access to the general education curriculum and measures the school is taking to ensure ELs are included in any educational, extracurricular, and/or culture-building activities;
- EL program curriculum for the development of English language proficiency or other supplemental services for ELs;
- Instructional strategies and intervention programs for EL students (including any considerations for how EL students will be supported during virtual learning, if applicable);
- How the needs of students identified for both Special Education and EL services will be addressed and
- Cite research and evidence that supports the appropriateness of this approach.

Appendix 2.6.2 ISBE English Language Learning Services Certification Form

In Appendix 2.6.2, applicants must 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.

2.6.3: Advanced Learners

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

Section 2.7: Multi-Tiered Systems of Support

2.7.1 Academic MTSS

Describe the contours of your school's academic multi-tiered systems of support ("MTSS") to ensure all students receive the instruction, interventions, and support they need to meet their academic needs. In your response, describe both the core instruction, intervention, and support that all students will receive in the general education program (Tier 1) and how the school will identify and meet the needs of students who require further support or intervention (Tier 2, Tier 3).

For each MTSS tier, describe:

- Specific levers indicating how and when students will be referred to appropriate tiers;
- Specific differentiated instructional strategies, programs, services, supports, and learning standards;
- The MTSS team and their roles/responsibilities, including the individuals who may provide the interventions;
- The protocols and methods for implementation and intervention and
- The methods for ongoing assessment of students' performance and monitoring systems to ensure students are in the appropriate tier and receiving appropriate interventions.
- Describe how and when the MTSS team will communicate with parents/guardians, teachers, and staff to improve outcomes for students.

Clearly organize your response by tier.

2.7.2: Behavioral/Social-Emotional Skills MTSS

Describe the contours of your school's MTSS to ensure all students receive fitting instruction, interventions, and support to meet their behavioral and social-emotional needs. In your response, describe both the core instruction, intervention, and support that all students will receive in the general education program (Tier 1) and how the school will identify and meet the needs of students who require further support or intervention (Tier 2, Tier 3).

For each MTSS tier, describe:

- Specific levers indicating how and when students will be referred to appropriate tiers;
- Specific differentiated strategies, programs, services, supports, and learning standards;
- The MTSS team and the roles/responsibilities of all parties involved; The protocols and methods for implementation and intervention; The behavioral management (discipline) strategies to be used;
- The methods for ongoing assessment of student's performance and monitoring systems to ensure students are in the appropriate tier and receiving appropriate interventions
- Describe how and when the MTSS team will communicate with parents/guardians, teachers, and staff to improve outcomes for students.

Clearly organize your response by tier.

Section 2.8: School Culture and Social-Emotional Learning

2.8.1: School Culture

Describe the proposed school culture, including the core beliefs and behaviors that will inform and support a positive environment for students, staff, and families. In your response, address the following:

- The rationale for the school culture;
- How the culture is aligned to and supports the school's mission, vision, and core values;
- How the school culture will create a positive academic and social environment for the staff and student populations and
- Describe how the school culture will reflect the identities of the school's students and families

Outline the key school culture goals and describe in detail how school culture will be cultivated, assessed, and monitored against those goals. In your response, address the following:

- How the school will intentionally establish, maintain, and nurture the school culture among staff, students, and families, including what policies, practices, systems, symbols, norms, and traditions will be employed to continually meet school culture goals;
- The plan is to both communicate expectations for school culture to students, teachers, administrators, and parents/guardians and to facilitate school stakeholders to be active participants in modeling the school culture and
- Identification of the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing school culture. Describe this team's specific goals and milestones in developing, implementing, monitoring, and evaluating the school culture goals.

2.8.2: Social Emotional Learning (SEL)

Describe the role of social-emotional learning in the proposed school. How will the school develop the social-emotional knowledge, skills, and abilities (i.e., competencies) of all students? In your response, address the following:

- The SEL framework the school will use and the rationale for the selected framework;
- The SEL curriculum in consideration, or, if not using an explicit SEL curriculum, a detailed explanation of how SEL will be integrated for each grade level, including a description of how often students at each grade level will receive SEL instruction;
- Methods to intentionally integrate SEL instruction and skill building in the school's design;
- The programs, resources, and services (both internal and external) that will be provided to ensure the social-emotional needs of the school community are met; and
- How SEL will be measured and monitored among students and staff, including the SEL competencies and assessments that will be used to track SEL development.

Identify the staff and team who will oversee SEL implementation/integration and describe each team member's specific role.

Describe the training, internal or external resources, and professional development that all staff will receive related to SEL. Additionally, describe how the school will communicate expectations to teachers and staff regarding SEL implementation and integration in the classroom and school.

Appendix 2.8.2 SEL

In Appendix 2.8.2, applicants must provide a sample lesson/unit plan for the SEL curriculum or integration. If using an existing SEL curriculum, applicants may provide a link to the curriculum website in lieu of a sample lesson/unit plan.

Section 2.9: Discipline, Behavioral Intervention, and Classroom Management

Describe the school's approach to student discipline, behavioral intervention, and classroom management. In your response, include key policies, systems, and structures related to these areas:

- Explain the practices, interventions, and consequences, including all restorative elements, 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 (sometimes referred to as SB100).
- Describe your school's approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion.
- If the school will use the CPS Student Code of Conduct, state so here. If not, the school must attach its School Discipline Policy in Appendix 2.9.

- Include the codes of conduct for any online courses and/or the digital components of the school that take place inside and outside the physical school building. Explain how the school will enforce its codes of conduct in virtual classrooms and how the school will handle infractions that occur during digital-based learning and activities.

Describe the school's approach to student discipline, behavioral intervention, and classroom management for students with disabilities. 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, and describe the appeals procedures that the school will employ for students facing possible expulsion.

Describe how the school will communicate its approach and related policies to students and families. 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 2.9 School Discipline Policy

In Appendix 2.9, 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 2.10: Post-Secondary and Graduation 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 support.
- 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 support 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.

Section 2.11: Human Capital

2.11.1: 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 provide details on 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. Include the selection criteria, planned combination of experienced and new teachers, and any unique considerations to support your school design. 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)?
- If an existing operator: 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.
- Explain your strategy for recruiting bilingual-certified, special education, and other high-need teaching specialties.
- Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget (Section 3.1) 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.

2.11.2: 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.

2.11.3: 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.

If applicable, explain how the school will adapt teacher evaluation procedures to online components of the school model and for online teachers. Include information regarding observations, coaching, and analysis of student data.

Appendix 2.11 Staffing

In Appendix 2.11, 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. Indicate if each position is based out of the school building or expected to work remotely;
- 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 2.12: Design Team Experience and Capacity

2.12.1: 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 their intended role in the proposed school (if applicable), making sure to identify any proposed board members.
Note: 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 (including any unique or progressive instructional methods), 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.

2.12.2: Leadership

Note: All design teams that do not currently operate an existing school in Chicago must identify a proposed instructional leader in their response.

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.

2.12.3: 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 a national operator is new to Chicago or an organization proposing to contract with an MO, 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 and provide an explanation of how you meet these criteria.

Appendix 2.12 Design Team

In Appendix 2.12, 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 for additional information about the operators' track record.

Section 2.13: Parent and Community Engagement

How will the school engage parents/guardians and the community once it is open, if approved?

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;
- Outline any resources or support that will be provided to parents/guardians to support their involvement and partnership; and
- If applicable, specify any requirements or expectations for parent involvement associated with daily learning components of the educational program. Outline any resources or support that will be provided to parents/guardians regarding learning that is expected to occur at home or outside the school building.
- Describe how the school will maintain consistent and open communication with parents and guardians regarding their child(ren)'s education and school engagement opportunities and expectations.
- 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 2.13 Parent Handbook

In Appendix 2.13, applicants may include a parent handbook.

Domain 3: Financial Plan

Domain 3: The Financial Plan assesses whether the proposal and budget present a sound fiscal plan and policies to ensure responsible management of public funds.

All applicants must complete this section in its entirety.

Section 3.1: School Budget

Complete the 2026 RFP Budget Template. Within the workbook, present the design team's expected revenues and expenses and a contingency budget that reflects no more than 75% of maximum enrollment each year.

Instructions are provided in the workbook.

Include a budget narrative that summarizes the budget and explains how the budget reflects the mission and philosophy of the school. In your narrative:

- Detail key assumptions and revenue and cost estimates;
- Discuss programming contingencies for circumstances where revenues are lower or costs are higher than anticipated;
- Describe the differences in available programming, supports, and spending between your expected budget and your contingency budget and
- Provide a fundraising plan. What are the organization's fundraising goals over the next five years? Include any information about historical fundraising levels and future likelihood of success. In addition, include evidence of commitments that have already been secured.

Appendix 3.1 Budget

In Appendix 3.1, applicants must provide an Excel version of the complete budget workbook that aligns with the proposed school board calendar.

If the applicant is a national operator and/or intends to contract with an MO, it must also provide:

- The organization's three most recent audited financial statements and latest interim financial statements
- The organization's (or MO's) most recently filed IRS Form 990, Form 1120S, or other federal tax return.

Section 3.2: Financial Controls and Monitoring

Describe the existing or proposed policies and procedures that the proposed school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds.

Include the following information in your response:

- Identify how the board will monitor the school's financial position.
- Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so.
- Describe the school's plan to comply with the Illinois Charter Schools Law's (105 ILCS 5/27A-5(f)) requirement that charter schools submit an annual audit of school finances conducted by an outside, independent auditor.
- What financial controls will the organization have in place at the central and school level to ensure long-term financial viability?

Appendix 3.2 Fiscal Documents

In Appendix 3.2, applicants must provide:

- A list or table of all financial reports to be provided to the board, including how frequently they will be provided, and the party to be responsible for generating them; and
- Fiscal policies for the organization.

Domain 4: Operational Plan

Domain 4: Operational Plan assesses whether the applicant has the operational and governance systems in place to ensure responsible planning, spending, and oversight decisions and prioritize student success.

Operators New to Chicago must complete this section in its entirety. Existing Chicago Operators need only to complete sections 4.1.2, 4.2, and 4.4.

Section 4.1: Operations

4.1.1: Operational Management and Leadership

Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including, but not limited to, transportation, food service, building operation, purchasing processes, student records, information technology, and school safety.

Explain the school's plan to define roles and responsibilities for operational priorities and decision-making, including developing its personnel policy.

4.1.2: 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 open a new school, including: successfully

- 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.

Appendix 4.1 Start-up Plan

In Appendix 4.1, applicants must provide a detailed start-up plan.

Section 4.2: Student Recruitment and Enrollment

4.2.1: Student Enrollment

Complete this enrollment projection chart for the first five years of the proposed school and the year it reaches full capacity, citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, and other considerations as needed for the chart.

4.2.1 Proposed Enrollment					
Provide the number of students for the first five years and at capacity.					
Year	**Year 1 20-**	**Year 2 20--**	**Year 3 20--**	**Year 4 20--**	**Year 5 20--**
Number of students					

4.2.2: Student Recruitment

Describe the strategy to recruit the targeted student population. Who will be responsible for student recruitment in the start-up and ongoing years?

Explain how the school will attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Learners (ELs), and students in temporary living situations (STLS).

Describe the process, timeline, and requirements for parents and students to apply to the proposed school. Note that application forms should only request contact information and age/grade level, and should not request social security numbers.

Develop and describe a lottery policy consistent with the Illinois Charter School Law. Explain how the proposed school will conduct its lottery if over-subscribed. Explain policies and procedures for waiting lists, withdrawals, re-enrollment, and transfers.

Describe the process for enrolling and registering students. Note: post-lottery forms may request information on special education status, English language proficiency, academic aptitude, and proof of immunization. However, such information may not operate as a barrier to registration or enrollment at the school. What information and resources will be provided to students and families to ensure they have access to necessary support prior to the first day of school?

Appendix 4.2 Recruitment and Enrollment

In Appendix 4.2, applicants must provide copies of application forms, registration forms, and enrollment forms, and their lottery policy.

Section 4.3: Operational Compliance

4.3.1: Transportation

Describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are in temporary living situations. Specify which staff members will be responsible for overseeing transportation services and support. Include transportation costs in the five-year budget.

4.3.2: ADA Compliance

Describe the processes that the school will implement to ensure ADA compliance. The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and require accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology.

4.3.3: Safety Plan

Provide a school plan to protect the safety of students, the facility, and the property. Describe any safety policies and plans to employ security personnel, technology, or equipment.

4.3.4: Insurance Plan

Provide an attachment that lists the types of insurance coverage the school will secure and describes the levels of coverage. Include workers' compensation, liability, property, indemnity, and any other anticipated insurance. See Charter and Contract School Insurance Requirements.

Appendix 4.3.4 Insurance

In Appendix 4.3.4, applicants must provide attachments that list the types of insurance coverage the school will secure and describe the levels of coverage. Include workers' compensation, liability, property, indemnity, and any other anticipated insurance.

4.3.5: Asset Inventory Plan

Describe the process that the school will implement to ensure proper documentation, monitoring, and disposal of all assets purchased for the school, including the process to document and maintain records of assets purchased with public funds.

4.3.6: Student Records

Describe the processes that the school will implement to ensure that it will properly maintain its students' permanent and temporary records, including how the school will ensure that it will properly transfer such records as needed.

4.3.7: Acceptable Use of Technology Policy

Describe the processes that the proposed school will use to implement, communicate, and enforce its acceptable use of technology policy for staff and students. In the response, address:

- How students, parents, and staff will be informed of the policy;
- How the policy will protect students while engaged in online and digital learning activities; and
- How the policy aligns and supports the planned use of technology within the school community.

Appendix 4.3.7 Acceptable Use of Technology Policy

In Appendix 4.3.7, applicants must provide a copy of their Acceptable Use of Technology Policy for staff and students.

Section 4.4: Governance

4.4.1: Governance Start-up

Identify (at minimum) the board chair, vice chair, and treasurer. Summarize the experience and diversity of the governing board, and explain why the members of the governing board are qualified to serve on a public charter school board, highlighting any educational, financial, legal, fundraising, governance, or other special experience or skill sets for unique school models.

Describe recruiting plans to build a diverse and qualified board, including the timeline and procedures for selecting new board members, and how you will ensure the board's ability to provide proper oversight and governance throughout its growth from year 1 through year 5, including a description of board training.

4.4.2: Governance Structure and Ongoing Oversight

Describe the size, structure, powers, and duties of the proposed governing board.

- Identify board officer positions and clearly state the roles and responsibilities of each member.
- Describe any committees, school advisory bodies, or parent/teacher councils (if applicable) and their roles and responsibilities, and how your proposed structure will ensure that there will be an active representation of key school stakeholders. Note that charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the board (105 ILCS 5/27A-7(a)(10)).
- Outline formalized procedures for the board to run effective, outcomes-focused meetings that consistently monitor the school's progress.
- Explain how the board will monitor the academic, financial, operational, and organizational progress of the proposed school.
- Describe how the board will ensure that it provides effective oversight of itself. What would trigger a member's removal from the board, and what process would guide removal?
- Describe the role of the board in evaluating the school leader(s) and holding them accountable for school performance.

Outline the relationship and reporting authority among the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for the proposed structure.

If the applicant is an existing non-profit organization:

Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board? Note: If you are using an existing non-profit board to oversee the school, that organization will be required to submit all financial performance documents requested in Domain 3: Financial Plan.

- If the existing non-profit's current board will govern the charter school, what steps have you taken to transform its membership, mission, and bylaws to assume its new duties? Describe your plan and timeline for completing the transition and orienting the board to its new duties
- If you have formed a new board, describe its ongoing relationship to the existing non-profit's board, if any.

4.4.3: Board Legal, Compliance, and Ethics Policies

Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.

Provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.

Please identify any existing actual or perceived conflicts of interest among the proposed founding board members and explain how the design team/founding board plans to address them.

Appendix 4.4 Board Materials

In Appendix 4.4, applicants must provide:

- Each board member's Board Member Application Form and Board Member Conflict of Interest Form (both can be found by following these links: Board Member Application, Conflict of Interest Form);
- A board calendar, An Ethics Policy;
- A formal Conflict of Interest policy;
- A copy of the board bylaws;
- Board member resumes (board member addresses and phone numbers need not be included);
- Proof of (or proof of filing for) 501(c)(3) status and federal tax-exempt status (Note: applicants must have applied for 501(c)(3) status by the Application deadline); and
- A Charter School Application Assurance Statement for each board member (Statement can be found via this link: Assurance Statement.)

Domain 5: Growth Plan

Domain 5: 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).

Operators New to Chicago who do not operate any schools do not need to complete this section. Operators New to Chicago who operate a charter school outside of Chicago must complete this section in its entirety. Existing Chicago Operators must complete this section in its entirety.

Section 5.1: Growth Plan

5.1.1: Proposed Growth

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

Describe the organization's strategic vision and the desired impact of its growth plan.

- In addition to having the opportunity to reach and educate more students, what does the organization hope to gain by adding new school(s)?
- What is the rationale for the proposed growth strategy in Chicago and elsewhere (if applicable)?
- 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.

5.1.2: 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?

5.1.3: Continuous Improvement

What are the areas in which the network is currently focusing its improvement efforts? What specific challenges are 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.)? In the response:

- Explain how these priority areas were determined;
- Briefly share 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 desired outcomes and progress to date and
- Address how might the addition of new school(s) impact these existing challenges

Section 5.2: Academic Capacity

5.2.1: Deviations from Existing Educational Model

If the educational model proposed in the new school differs from the existing schools by educational philosophy, instructional strategies, curriculum, or student learning supports, highlight the key distinctions 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.

5.2.2: Oversight of Academic Performance

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

How do network leadership, the board, school leaders, and the MO (if applicable) monitor and diagnose underperformance of individual school(s)? How do they identify underperformance and determine and implement appropriate intervention(s)?

If the MO or national operator has an existing school that is not meeting academic standards: Why is the organization applying to add school(s) at the same time that existing school(s) are designated as Intensive Academic Support or not meeting standards? How does the organization plan to significantly improve the academic performance of these existing school(s) while simultaneously opening a new school(s)?

Section 5.3: Operational Capacity

5.3.1: Network Supports

Designate school-level, network-level, and MO-level (if applicable) decision-making authority for key functions by completing the Decision-Making Authority Table.
Note: If proposing to partner with an 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).

Appendix 5.3.1 Decision-Making Authority Table

In Appendix 5.3.1, applicants must provide a completed decision-making authority table.

5.3.2: Human Capital:

Growth: How many new employees (teachers, network staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school? Discuss the organization's current capacity to meet these demands. Consider 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 by quality candidates. If partnering with an MO, please specify the role of the MO in the selection process.

Section 5.4: Past Organizational and Financial Performance

Specify whether any of the organization's schools are currently on financial probation or have been on financial probation over the past three years. Describe the circumstances leading to being placed on financial 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. In addition, describe all instances in which the MO has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the MO. Please explain the circumstances surrounding these incidents.

Discuss any non-openings that the organization has experienced (e.g., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.

Domain 6: Management Organizations (MOs)

Domain 6: Management Organizations (MOs) assess whether the proposal provides a plan and evidence for how the MO will contribute to the school's overall success with appropriate oversight structures in place.

Applicants contracted with or proposing to enter into a contract with an MO must complete this section in its entirety.

Section 6.1: MO Contract

Explain why the applicant decided to hire an MO and 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? In your response, address:

- Describe the scope of services that the MO will provide;
- Clearly specify the decisions and services for which the MO will be responsible and
- 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 6.1 MO Contract

In Appendix 6.1, applicants must provide a proposed MO contract that includes all of the terms listed in the RFP and in the evaluation form, and outlines terms for termination of the contract with the MO.

Section 6.2: 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 6.3: 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 circumstances surrounding these incidents.

Discuss any non-openings that the organization has experienced (e.g., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.

Tier III Application and Addendum Questions

All applicants must complete Tier III in its entirety.

In addition, applicants may update their application response to Section 3.1: School Budget, which can be found above, in the Tier II Application. Applicants may briefly describe (in 2,000 words or less) any updates to other sections from Tier I or II. New operators may have updates to the proposed board membership.

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic support from the parents and communit(ies) they will serve, and demonstrated true demand for the proposed school.

Please refer to the RFP Resource Guide instructions related to Redacted and Unredacted Personal Information of Children and Members of the Public before providing responses and attachments.

Section 1.5: Ongoing Community Outreach and Engagement

1.5.1: Continued Community Outreach and Engagement

Describe the design team's progress (since the Tier II submission) in executing on the community outreach and engagement plan. How has the design team continued to learn about the community, inform the community of the proposed school, build community partnerships, foster relationships with stakeholders, and build a foundation of community support for the proposed school? In your response, address the following:

- Provide an updated assessment of the team's progress in meeting the established community engagement goals and milestones.
- Identify the stakeholders the design team has engaged to date and how they have been engaged. Additionally, identify the individual stakeholders or stakeholder groups yet to be engaged and the planned strategies to engage them prior to the Tier IV submission.
- Provide an update on outreach/engagement strategies and activities conducted to date. Include a table (Table 1.5.1) that describes:
    - All community meetings, events, volunteer opportunities, and engagement activities that members of the design team have attended;
    - All meetings, events, and engagement activities that the design team/proposed board members offered or hosted for community stakeholders; and
    - Any outreach or marketing activities with the purpose of informing the community about the proposal or proposed school.
- Outline any additional input the design team received from the community and how, if at all, that input has been incorporated into the proposed school. Describe any opportunities for the community to make decisions related to the proposal or proposed school's design.
- Acknowledge any input or feedback in opposition to the proposed school.

- Provide an updated discussion on the design team's understanding of the assets, challenges, and needs of the communities it seeks to serve, and why the proposed school is a good fit to serve the anticipated students and communit(ies).
- Provide an updated discussion of the anticipated impact the proposed school will have on the communit(ies) it seeks to serve.
- Describe any adjustments the applicant team has made to the engagement plan based upon new learnings or input from the community.

For Table 1.5.1, refer to RFP Section 1.2.2 for the Community Outreach Events/Activities table template. Applicants should not simply list outreach and engagement activities, but rather describe the nature, purpose and outcomes of activities.

1.5.2: Community Meeting Description

Provide a detailed description of at least one community meeting that the design team has hosted since the submission of the Tier II proposal. In your response, address the following:

- The purpose of the event and agenda;
- The date, time and location (or web-based platform) of the event; The structure of the event (presentation, discussion, Q&A, etc.) The intended and actual audience;
- How outreach was conducted for the event; Any resource provided to attendees;
- The outcome of the meeting (input received, partnerships or relationships formed, new learning about the community, etc.).

Appendix 1.5 Evidence of Community Outreach and Engagement

In Appendix 1.5, applicants must include the following materials since the Tier II submission:

- Evidence of having notified residents of the proposed school including an approximate estimate of the number of individuals notified via each method of outreach.
- Copies of presentations and sign-in sheets from community meeting(s) hosted by the applicant;
- Petitions signed by parents and community members;
- A detailed record of attended community meetings and events. Include agendas, notes, and correspondence;
- A detailed record of one-on-one and small group meetings. Include agendas, notes, and correspondence; and
- Examples of flyers and outreach materials.

In Appendix 1.5, applicants may include:

- An updated Community Engagement Plan reflecting completed activities since the Tier II submission, to supplement the narrative response.

Section 1.6: Community and Family Support

1.6.1: Student Demand & Family Support

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, evidence must be submitted to demonstrate that the parents/guardians of at least 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. Specify if letters are from a parent/guardian of age-eligible child(ren).

1.6.2: Community Support

Provide a table (Table 1.6.2) that lists the names of supporters of the proposed school in the targeted communit(ies) and their affiliations. Include organizations, businesses, or leaders in the targeted communit(ies) that support the proposed school. Applicants may also include citywide organizations, businesses, or leaders that support the proposed school (designating they are citywide supporters and not directly tied to the targeted communi(ties)). Attach letters of support in Appendix 1.6.

1.6.3: 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 a table (Table 1.6.3) clearly outlining the names of any elected officials who support or oppose the proposed school.

1.6.4: Community Contributions and Partnerships

Describe how the school would positively contribute to the community if approved to open. Outline any services, resources, or volunteer opportunities 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.

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.

1.6.5: Evidence of the Need for the Proposed School

Provide evidence, including letters, data, or other information discovered through your community outreach or otherwise, that further demonstrates the otherwise unmet need the proposed school seeks to address and why the proposed school is the right fit to meet the needs of the community. Describe any evidence of need attached in Appendix 1.6.

Appendix 1.6 Evidence of Support & Need

In Appendix 1.6, applicants must provide evidence of support ,including:

- Intent-to-enroll Letters (from parents/guardians of age-eligible children); Personalized letters of support from parents
- Copies of communication to elected officials;
- Letters of support received from parents, community members, organizations, elected officials, and stakeholders in the community;
- Copies of any articles on the proposed new school, if any;
- Letters of support from potential partners (MOU required for community-based partnerships as listed above); and
- Additional data and letters that provide evidence of the stated need for the proposed school.

Section 1.7: Updated 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.

1.7.1: 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.

1.7.1: 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. Additionally, the application must submit the following reports:

- ADA Compliance Report
- Inspecting Architect's Report
    - Must be completed by an approved CPS vendor
- Sources and Uses of Funds for Facility Development Report
  All proposals that identify an independent facility must include a completed Sources and Uses Report.

Appendix 1.6 Evidence of Support & Need

In Appendix 1.6, applicants must provide evidence of support including:

- Intent-to-enroll Letters (from parents/guardians of age-eligible children); Personalized letters of support from parents
- Copies of communication to elected officials;
- Letters of support received from parents, community members, organizations, elected officials, and stakeholders in the community;
- Copies of any articles on the proposed new school, if any;
- Letters of support from potential partners (MOU required for community-based partnerships as listed above) and
- Additional data and letters that provide evidence of the stated need for the proposed school.

Tier IV Application and Addendum Questions

Domain 1: Community Engagement and Support

Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic support from the parents and communit(ies) they will serve, and demonstrated true demand for the proposed school.

All applicants must complete this section in its entirety.

Please refer to the RFP Resource Guide instructions related to Redacted and Unredacted Personal Information of Children and Members of the Public before providing responses and attachments.

Section 1.8: Continued Community Outreach & Support Materials

Describe the design team's progress (since the Tier III submission) in executing on the community engagement plan to continue learning about the community and to build additional community support.

- Provide an updated assessment of the applicant team's progress in meeting the established community engagement goals.
- Identify the stakeholder groups the design team has engaged since the Tier III submission and any individual stakeholders or stakeholder groups that have not yet been engaged.
- Describe the opportunities that will be provided to community residents/stakeholders to continue partnership with the proposed school beyond the Tier IV submission, if the school is approved to open.
- Provide an update on outreach/engagement strategies and activities conducted to date. Include a table (Table 1.8) that lists:
    - All community meetings, events, volunteer opportunities, and engagement activities that members of the design team have attended;
    - All meetings, events, and engagement activities that the design team/proposed board members offered or hosted for community stakeholders; and
    - Any outreach or marketing activities with the purpose of informing the community about the proposal or proposed school.
- Describe any new learning, partnerships, collaboration, or input gained from community engagement efforts.
- Provide evidence of any additional support for the proposed school from parents, community members, partners, leaders, elected officials, or other stakeholders.
- Describe how community engagement to-date has informed how the proposed school will continue to engage the community through the incubation year and first years of operation if approved to open.
- Provide any updates to the proposed school's partnerships with other community-based organizations.

For Table 1.8, refer to RFP Section 1.2.2 for the Community Outreach Events/Activities table template. Applicants should not simply list outreach and engagement activities, but rather describe the nature, purpose and outcomes of activities.

Appendix 1.8 Evidence of Engagement and Support

In Appendix 1.8, applicants must provide copies of materials and evidence related to any community outreach, engagement, or forums held on/after the Tier III submission. Include evidence of outreach and additional support from the community:

- Letters of support (redacted and unredacted); Letters of intent to enroll (redacted and unredacted); Sign-in sheets;
- Presentation Materials; Agendas;
- Correspondence (redacted and unredacted)
- Marketing and Outreach Materials.