

**Illinois State Charter School Commission**

**MODEL**

**Charter School  
Request For Proposals:**

Guidance for Authorizers  
& Model Questions

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## Exhibit 1: Charter Application Budget Form

This document is adapted from and modeled after the National Association of Charter School Authorizers’ (NACSA) Core Charter School Application. NACSA is a non-profit membership organization dedicated to improving the quality of public education by improving the performance of charter school authorizers. NACSA provides training, consulting, and policy guidance to authorizers and education leaders interested in increasing the number of high-quality schools and improving student outcomes. For more information, visit <http://www.qualitycharters.org/>.

## Overview

The quality of the charter school sector is highly reliant on the quality of the charter applications that are approved. Charter school authorizers, those entities with the legal authority to create and oversee charter schools, are the parties responsible for setting and maintaining a high quality bar. In Illinois, each school district is a potential charter school authorizer, and the Illinois State Charter School Commission may authorize charter schools which qualify on appeal.

**According to the National Association of Charter School Authorizers (NACSA), each authorizer’s** primary responsibilities include maintaining high standards, and protecting the public interest.<sup>1</sup> As such, Illinois school districts are responsible for deciding whether a proposed charter school should be permitted to open, enroll students, and receive public funding. Over the past twenty years, best practices have emerged to help guide school districts, states, and other authorizers in determining how to evaluate charter proposals and determine whether or not they should be approved. A high-quality charter application review process is the essential first step in ensuring that only charter schools that are likely to succeed – academically, financially, and organizationally – are authorized to operate and permitted to serve children.

The Illinois Model Charter School Request for Proposals (RFP) is designed to serve as a template for Illinois school districts and charter applicants alike. Illinois school districts may elect to use the Model RFP questions verbatim as a way to solicit comprehensive school proposals, or may adapt, supplement, or tailor the model to best meet the needs of their particular region. Similarly, charter school applicants in school districts that have not yet developed and/or provided an RFP may use the model RFP as an outline to structure their charter applications.

The Model RFP is divided into two main components. The first section, ***Evaluation and Decision-making Process***, outlines the recommended criteria that districts can use to evaluate responses, as well as the processes and procedures districts can employ to ensure that each charter application is subject to the same fair, rigorous, and transparent review process. The second section, ***Application Questions***, outlines questions and requirements for charter school applicants. The Illinois Model RFP is based on best practice models used in Illinois, as well as other districts and state departments – particularly Indiana, Tennessee, and Louisiana.

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<sup>1</sup> NACSA’s Principles & Standards for Quality Charter School Authorizing

## Background on Charter Schools Nationally and in Illinois

Charter schools are independent public schools. The first state charter school law was passed in 1991 in Minnesota, and the first charter school subsequently opened there in 1992. Currently, there are over 6,000 charter schools in 42 states and Washington D.C., serving over 2,000,000 students.<sup>2</sup> All charter schools are tuition-free; open to any student who wishes to enroll; non-sectarian and non-discriminatory; publicly funded by local, state, and federal tax dollars based on enrollment; and held accountable to state and federal academic standards. While each charter school is different, based on its unique mission, educational model, location and student population, many charter schools share similar characteristics such as an extended learning time, commitment to strong school culture, and innovative methodologies for instruction.<sup>3</sup>

In 1996, the Illinois General Assembly amended the Illinois School Code to allow for the authorization of new charter schools, and the first Illinois charter school opened in 1997. The **law was intended** “to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children within the **public school system**”<sup>4</sup>. As such, the law also maintains the following purposes:

- 1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance.
- 2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils, consistent, however, with an equal commitment to increase learning opportunities for all other groups of pupils in a manner that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services.
- 3) To encourage the use of teaching methods that may be different in some respects than others regularly used in the public school system.
- 4) To allow the development of new, different, or alternative forms of measuring pupil learning and achievement.
- 5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- 6) To provide parents and pupils with expanded choices within the public school system.
- 7) To encourage parental and community involvement with public schools.
- 8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability.<sup>5</sup>

Since 1996, 145 charter campuses have been started throughout the state in this 18 year period. Of those campuses, 128 are operating in Chicago (two authorized by the Illinois Charter School

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<sup>2</sup> <http://www.publiccharters.org/About-Charter-Schools/Frequently-Asked-Questions.aspx>

<sup>3</sup> <http://www.publiccharters.org/About-Charter-Schools/What-are-Charter-Schools003F.aspx>

<sup>4</sup> 105 ILCS 5/Art.27A-2(c)

<sup>5</sup> 105 ILCS 5/Sec. 27A-2(b)1-8

Commission and the rest are authorized by District 299), and 17 charters have been issued elsewhere in the State, two of which are authorized by the Illinois Charter School Commission. At the present time, the State has established caps on the number of charters. According to the charter law, there are still 50 charters under the cap that have yet to be granted, 20 in the City of Chicago and 30 in the remainder of the State. While new charter schools have opened annually in Chicago District 299, no new charter schools have opened elsewhere in the State of Illinois for the past two years, since Learn Charter School opened in North Chicago in 2012. Collectively, charter schools currently serve approximately 60,000 students in Illinois<sup>6</sup>.

Given that charters are still available in Illinois under the caps, the Illinois State Charter School Commission offers this Model RFP for districts that may seek to call for charter schools, or applicants who may seek to utilize one of the outstanding charters available by applying to the local district.

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<sup>6</sup> These figures are drawn from the “Illinois State Board of Education 2011-2012 & 2012-2013 Charter School Biennial Report” and “Illinois Network of Charter Schools 2013-2014 Profiles: A Guide of Illinois Charter Public Schools.”

## Preparing Application Questions for a Charter School RFP

The Application Questions are one of the first and most important steps in a Request for Proposal process. The Application Questions outline the content that each applicant is required to provide in order for their proposal to be evaluated and considered by the authorizing district. Most high quality authorizers tend to structure the Application Questions around four main components: 1) an Executive Summary, 2) an Educational Plan, 3) an Organizational Plan, and 4) a Business or Financial Plan. Structuring the application questions in this way is useful to authorizers and applicants alike because it ensures a standard format for all applicants; provides for a cohesive, readable narrative; allows school design elements to be evaluated individually and as a systemic whole; and it aids the authorizer in ensuring that all necessary design elements and legal requirements have been addressed.

The **Executive Summary** is a concise yet comprehensive overview of the proposed school. Typically, this section requires applicants to *briefly* articulate the following: mission and vision, rationale/demonstrated need for the school, the population to be served, enrollment projections, and a short summary of the educational plan, leadership and governance, a community engagement plan and key budgetary assumptions.

The **Educational Plan** is arguably the most important section of the entire proposal. This section details the entire academic and instructional program, describes what the school day will look and feel like for students and teachers, and provides evidence, including research and performance data, to demonstrate that key elements of the plan have been successful elsewhere *and* will be successful with the student population to be served. The Educational Plan generally contains the following sections: curriculum and instructional design, performance goals and expectations, school calendar and schedule, graduation and promotion requirements, school culture, supplemental programming, special populations and at-risk students, student recruitment and enrollment, student discipline, community and parental engagement, and educational program capacity.

The next two sections, the **Organizational Plan** and **Business Plan**, should be read in tandem with the Educational Plan, as they are an opportunity for the applicant to articulate that they have the operational and financial systems, structures, and capacity to execute the school design. The Organizational Plan, in particular, looks at all of the non-academic components of running a school, including the individuals and/or positions slated to administer the school. The Organizational Plan includes: governance, leadership and management, staffing, professional development, and performance management. The Business Plan is focused on the financial projections and the actual implementation of the design. The Business Plan includes: 5-Year Operating Budget, Financial Management and Internal Controls, Start-up or Year-0 Budget, Fundraising/Development Plan, Facilities Plan, and Start-up Plan and Timeline.

Many authorizers also include addenda to the standard RFP Application Questions, in order to ensure that applicants proposing unique models or specialized student populations are both

given ample opportunity to articulate their model, and vetted thoroughly on the more nuanced aspects of their model. The Illinois State Charter School Commission can supply such addenda on request.

Of course, as school districts potentially use all or parts of this Model RFP, districts are free to and may want to consider other types of addenda based on either the specific type of applications they intend to target or expect to receive.

## RFP Evaluation and Decision-making Process

For a charter school authorizer or school district, developing comprehensive Application Questions is only the first step to executing a high quality charter school RFP process.

In order to ensure that only the highest quality candidates are approved to open new charter schools, each application should be subject to the same fair, robust, and transparent evaluation process.

Further, it is not enough to assess the quality of the written application, but also the likelihood of the applicant to successfully implement the proposed school design. **Per NACSA’s Principles and Standards of Quality Authorizing, “a quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish a quality charter school.”**

### ***Evaluation Criteria***

Executing a rigorous evaluation process begins with transparent evaluation criteria. At a high level, the criteria should be used to determine whether an application provides the following:

- A clear and compelling mission;
- A strong educational program;
- A solid business plan;
- Effective governance and management structures and systems;
- Founding team members demonstrating diverse and necessary capabilities; and
- Clear evidence of the applicant’s **capacity to execute its plan successfully.**<sup>7</sup>

At the more granular level, the authorizer should seek to assess the degree to which each application requirement has been met. Most authorizers develop an evaluation rubric, which tracks the application questions and outlines specific criteria for each question and/or section of the RFP (e.g. professional development, staffing, etc.). The criteria then allow the authorizer to assign a rating, (e.g. meets, partially meets, does not meet), for each question/section, as well as an overall rating for the main components of the proposal, (e.g. educational plan, business plan, etc.). For example, a sample criterion may read:

Requirement:	Meets the standard:
School Calendar and Schedule	School calendar and sample daily and weekly schedules meet at least minimum Illinois requirements, aligns with the educational program, and are conducive to significantly improving student learning.

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<sup>7</sup> NACSA Core Resource Guidance: Charter School Application Process And Decision Making, page 3.



## ***Evaluation Team***

The next step in building a sound evaluation process is determining who will read and evaluate the charter applications. Experience has shown that the most effective way to ensure quality and consistency is to use a team of evaluators, as opposed to an individual reader, for each proposal. Each team should include individuals with the relevant expertise and experience (e.g. education, finance, leadership, non-profit governance, etc.), necessary to reliably judge whether an application meets the criteria. In addition, many authorizers use experts who are both internal to the organization, as well as external experts who are more likely to be non-biased and often bring expertise from other cities and states. Some authorizers are able to pay some or all of their experts, whereas others rely on a cadre of volunteers. In general, each evaluator is responsible for the following:

- Review and analyze proposals using objective evaluation criteria;
- Complete evaluation rubrics citing evidence;
- Prepare for interviews individually and as a team;
- Conduct interviews to effectively address questions re the proposal and assess capacity;
- Debrief and reach consensus; and
- Support the synthesis of sound, evidence-based recommendations.

## ***Capacity Interview***

In concert with the written charter application, a face-to-face interview with the applicant is absolutely essential to determining whether or not a charter school proposal should be approved and allowed to open. Similar to a job application process where a candidate is rarely hired based on their resume alone, authorizers should allocate the time and resources to meet with applicants before moving forward towards approval. At a high level, the purpose of the interview is twofold; first, the interview allows the authorizer to ask questions and probe on any areas of the written application that may have gaps or require further clarity or articulation. Second, the interview allows the authorizer to really probe on whether the individuals and/or entities have the capacity, expertise, and buy-in to truly execute what they have proposed on paper. Evaluators should walk away from the interview with a firm grasp on whether the proposed education program is sound, whether the educational plan is sufficiently supported by the organizational and business plan, and whether the applicants are likely to implement the proposed program successfully.

Authorizers vary in terms of interview style and format; however, many high quality authorizers employ the same or similar steps. For example, most high quality authorizers require experts to fully read each proposal, complete their respective evaluation rubrics preliminarily, and debrief their initial findings and identify interview questions before the capacity interview. During the interview, one evaluator will often serve as the *lead*, generating a **line-up for evaluators'** questions, and facilitating the session. After the interview, the lead will take evaluators through a guided debrief, working to arrive at consensus as to whether the applicant met the standard

for the educational, organizational, and business plans, and overall, whether the applicant should be recommended for approval.

### ***Public Hearings and Community Forums***

Illinois law requires that districts hold a public hearing for questions and input regarding charter school proposals not more than 45 days after having received the proposal. Public hearings, also called community forums by some authorizers, are important and should be held even were they not required by law because they give members of the general public an opportunity to voice support, concerns or questions about the proposed charter school. Staff of the authorizer should be sure to convey these public comments to the decision-making entity in the summative recommendations that are prepared for each charter application.

### ***Recommendations and Decision-making***

The final stage in the evaluation process is the delivery of a sound and supported recommendation to the decision-making entity, and a vote by that entity on the proposal. In Illinois, the charter law specifies that this vote, usually by the board of a school district, or, on appeal, by the Illinois State Charter School Commission, must occur not more than 30 days after the public hearing referenced above.

The recommendation considered by the voting entity should ideally come from the authorizing staff/leadership, and should reflect the findings of the evaluation team. The depth and detail of recommendations can vary, but generally, the recommendations should include information as to whether or not the applicant met the standard in each critical area of the proposal and evaluation criteria. A sign of a well-executed process is a high degree of alignment between the staff recommendation and the actual application decision. Such alignment evidences that the decision-making entity values and respects the quality and rigor of the process that has been created, and feels confident applying the recommendations of the staff and experts who have conducted the evaluations.

After the decision-making entity has made the decision, it **may feel like the “end” but it is not**. For those applications which are denied, most high-quality authorizers offer to meet and discuss the aspects of the application that need further work before a positive recommendation would be forthcoming. In Illinois, applicants whose charter proposal have been denied have a right of appeal to the Charter School Commission, and should consult with the Commission for rules regarding the timing and process for appeals. For those applications which are granted by the decision-making entity, even more steps are required, which are briefly highlighted in the next section.

### ***“After” the Decision: Contracts & Certification***

This Model RFP has articulated a process a district may follow for a decision regarding a charter school proposal. Once the decision-making entity has voted to grant a charter school proposal, another phase of the charter school creation process begins: the two parties, (district and

applicant), must then develop a contract for the five (5) **year period of the charter school's** existence. Usually, the contract is a tighter and more structured document than the proposal: it sets out what is required by each party in terms of student performance, district payment of funding streams, and many other compliance criteria. In Illinois, after the district and the authorizer agree to the terms of a charter school contract, then that contract must be forwarded to and be certified by the Illinois State Board of Education. Only when these legal steps are complete, may the charter school actually open its doors to serve children.

***Model Timeline for RFP Process***

Districts may wish to construct a detailed timeline for conducting a Request for Proposal Process. The Illinois law permits districts to establish an annual process for the solicitation, receipt and decision-making of charter school proposals. The beginning outline of a timeline for such a process might be as follows:

January-April	District develops its RFP Questions, Rubrics and Timelines
May	District releases its RFP to the Public
June-July-August	District holds information sessions re RFP
September 5	Proposals Due to the District
September 29-October 3	District Conducts Interviews
October 16	District Holds Public Hearing (required by Illinois law)
November 13	District Issues a Decision

***Special Notes for Illinois Districts***

Illinois Districts contemplating using the Commission's Model RFP should feel welcome to call the Commission with questions about any information contained herein.

<b>Commission Staff</b>		
Executive Director, Jeanne Nowaczewski	312.814.1258	jeanne.nowaczewski@illinois.gov
Deputy Director, Dr. Karen Washington	312.814.1259	karen.e.washington@illinois.gov
<b>Further Information or Inquiries</b> regarding RFPs or further information regarding the Illinois State Charter School Commission is always available at <a href="http://www.isbe.state.il.us/SCSC/default.htm">http://www.isbe.state.il.us/SCSC/default.htm</a>		

***Special Notes for Potential Charter School Applicants in Illinois***

Potential Applicants for charter schools in Illinois are urged to communicate directly with the district headquarters for any district in which the applicant seeks to file an application for a charter school. Since applicants must file with the district first, applicants should work with the district to inquire about the district's RFP, timelines and processes.

# Model RFP Application

## A. Cover Sheet & Enrollment Projection

Name of proposed school: \_\_\_\_\_

Primary contact person: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
Street/ PO Box

\_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip

Phone: (day) \_\_\_\_\_ (evening) \_\_\_\_\_

Email address: \_\_\_\_\_ Fax: \_\_\_\_\_

Primary contact for facilities planning: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Name of team or entity applying: \_\_\_\_\_

Names, roles, and current employment of all persons on applicant team (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School

**NOTE:** If the applicant is proposing to replicate an existing school or school model, operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), or a Charter Management Organization (CMO), the applicant must complete the following questions in this section and the **Addendum Regarding Replication and/or ESP/CMO Agreements**. An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

**Existing Schools:** Does this applicant team have any charter schools currently in operation under contract with any other authorizer(s) in the United States?  Yes  No

If yes, complete the table below, adding lines as needed.

State	Authorizer	School Name	Date School Opened & If Closed, Date Closed	Enrollment: Grades & Number of Students

**Pending Applications:** Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  Yes  No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment

\*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School in Pending Applications (e.g., Arts, College Prep, Dual-Language):

\_\_\_\_\_

**ESP Services:** Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?

Yes\*  No -- If yes, identify the ESP: \_\_\_\_\_

**\*If yes, the applicant must complete the Addendum.**

**CMO Services:** Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?

Yes\*  No If yes, identify the CMO: \_\_\_\_\_

**\*If yes, the applicant must complete the Addendum.**

**Proposed Principal/Head of School Information:**

Name of proposed Principal Candidate: \_\_\_\_\_

Current employment: \_\_\_\_\_

Daytime phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Enrollment Summary.**

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

**Facility.**

Provide the proposed address for the proposed school: \_\_\_\_\_

Provide an alternative address for the proposed school: \_\_\_\_\_

**Host District or Districts.**

Identify the Illinois School District or Districts in which the students your school intends to serve reside: \_\_\_\_\_

**NOTE: All required attachments referred to in this RFP are listed at the end of the Questions. Be sure to complete and attach all required attachments in order to fully detail the proposed charter school.**

## B. School Overview

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
  - Illustrate what success will look like; and
  - Align with the purposes of the Illinois charter school law and authorizer's stated priorities for new schools (if applicable).
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.
  3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiable aspects of the school model. Describe the evidence that demonstrates that the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
  4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
  5. **Leadership and Governance.** **Provide as an attachment,** a list of the members of the school's proposed leadership team and governing board, including their roles within the proposed school, as well as their current job title, employer, and full resume (including contact information and professional biography for each individual listed).

6. Enrollment Summary. Describe the expected enrollment for the school, by grades and numbers of students per grade for each of the school's first five years. Describe the rationale for the number of students and grade levels served in year one and the basis for your growth plan.

Model



## **C. Educational Program Design & Capacity**

This section should outline the proposed school's educational philosophy, instructional methods, assessment plan, and professional development strategy.

### **1. Program Overview**

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

### **2. Curriculum and Instructional Design**

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed state standards.

- a. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
- b. Provide an overview of the planned curriculum, including, as **an attachment**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with Illinois state standards and the Common Core.
- c. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
- d. If the curriculum is not already developed, provide, as **an attachment**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including which individual(s) and/or position(s) will be responsible and when key stages will be completed.
- e. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

### **3. Pupil Performance Standards**

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

- a. Describe the pupil performance standards for the school as a whole.
- b. Provide, as **an attachment**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only

one division, the exit standards provided in response to question (e) in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

- c. If you plan to adopt or develop additional academic standards beyond the state and authorizer standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.
- d. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
- e. Provide, **as an attachment**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

#### ***4. High School Graduation Requirements (High Schools Only)***

High schools will be expected to meet the state and authorizer graduation standards.

- a. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.
- b. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
- c. Explain what systems and structures the school will implement for students at-risk of dropping out and/or not meeting the proposed graduation requirements.

#### ***5. School Calendar and Schedule***

- a. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. **As an attachment**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.
- b. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, **as an attachment**, a sample daily and weekly schedule for each division of the school.

## **6. School Culture**

- a. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- b. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for the enculturation of students who enter the school mid-year.
- c. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at-risk of academic failure.
- d. Briefly describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
- e. Briefly describe a typical day for a teacher in a grade that will be served in your first year of operation.

## **7. Supplemental Programming**

- a. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
- b. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
- c. Describe the programs or strategies to address student mental, emotional, and social development and health.
- d. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

## **8. Special Populations and At-Risk Students**

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

- a. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic

failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

- b. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - i. Methods for identifying students with special education needs (and avoiding misidentification);
  - ii. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - iii. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
  - iv. Plans for promoting graduation for students with special education needs (high school only); and
  - v. Plans to have qualified staffing adequate for the anticipated special needs population.
- c. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
  - i. Methods for identifying ELL students (and avoiding misidentification);
  - ii. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
  - iii. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
  - iv. Means for providing qualified staffing for ELL students.
- d. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.
- e. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - i. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - ii. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - iii. Means for providing qualified staffing for intellectually gifted students.

## **9. Student Recruitment and Enrollment**

- a. For schools opening for the first time: Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
- b. For phase-in or takeover model schools: Explain the plan for student and parent investment in the school turnaround especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.
- c. Provide, **as an attachment**, the school's Enrollment Policy, which should include the following:
  - i. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
  - ii. A timeline and plan for student recruitment/engagement and enrollment;
  - iii. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
  - iv. Explanation of the purpose of any pre-admission activities for students or parents.

## **10. Student Discipline**

- a. Describe in detail the school's approach to student discipline. Provide as an **Attachment** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
  - i. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
  - ii. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
  - iii. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
  - iv. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
  - v. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as **an attachment**.

## **11. Parent and Community Involvement**

- a. Describe the role to date of any parents and community members involved in developing the proposed school.

- b. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
- c. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- d. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, **as an attachment**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

## ***12. Phase-In/Takeover Planning***

*To be completed only by applicants proposing a school Phase-In or Takeover. If you are not proposing a Phase-In or Takeover, mark "Not Applicable."*

- a. Describe your organization's prior experience in taking over or turning around an underperforming school.
- b. Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.

## ***13. Educational Program Capacity***

- a. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
- b. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - School leadership, administration, and governance;
  - Curriculum, instruction, and assessment;
  - Performance management; and
  - Parent and community engagement.
- c. Describe the group's ties to and/or knowledge of the target community.

- d. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
- e. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, **as an attachment**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.
- f. If no candidate has been identified, provide as **an attachment** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.
- g. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, **as an attachment**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
- h. Explain who will work on a full-time or nearly full-time basis following approval of the charter school to lead development of the school and the plan to compensate these individuals during this period.

## **D. Operations Plan & Capacity**

This section should outline the proposed school's governance, organizational chart, staffing, facilities, and operations strategy.

### **Governance**

#### ***1. Legal Status and Governing Documents***

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, **as an attachment**. Submit, **as an attachment**, the completed and signed Statement of Assurances.

#### ***2. Organization Charts***

Submit, **as an attachment**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) when the school is operating at all proposed grade levels.



The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

**NOTE:** If the applicant is proposing to replicate an existing school or school model, operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete the **Addendum Regarding Replication and/or Contracting with an ESP or CMO**. An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school’s governing board.

### **3. Governing Board**

- a. Explain the governance philosophy that will guide the board of the proposed school, including the nature and extent of involvement by key stakeholder groups.
- b. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- c. List all current and identified board members and their intended roles. Summarize members’ interests in and qualifications for serving on the school’s board. **As an attachment** provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member’s resume is attached elsewhere in this application, state so on the Information Sheet).
- d. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
- e. If this application is being submitted by an existing non-profit organization respond to the following:
  - i. 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?
  - ii. If the non-profit’s current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.



- iii. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
- f. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
- g. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, **as an attachment**, the board's proposed Code of Ethics and Conflict of Interest policy.
- h. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- i. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

#### ***4. Advisory Bodies***

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

#### ***5. Grievance Process***

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

### **Staffing**

#### ***6. Staff Structure***

- a. Provide, **as an attachment**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
  - i. Year 1 positions, as well as positions to be added in future years;
  - ii. Administrative, instructional, and non-instructional personnel;
  - iii. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - iv. Operational and support staff.

- b. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

## **7. Staffing Plans, Hiring, Management, and Evaluation**

- a. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, **as an attachment**, any personnel policies or an employee manual, if developed.
- b. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
- c. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
- d. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- e. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, **as an attachment**, any leadership evaluation tool(s) that you have developed already.
- f. Explain how teachers will be supported, developed, and evaluated each school year. Provide, **as an attachment**, any teacher evaluation tool(s) that already exist for the school.
- g. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

## **8. Professional Development**

Describe the school’s professional development expectations and opportunities, including the following:

- a. Identify the person or position responsible for professional development.
- b. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
- c. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how

teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

- d. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

## **9. Performance Management**

The authorizer will evaluate the performance of every charter school annually and for renewal purposes likely every five years according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider student proficiency, growth, and comparative performance based on federal, state, regional and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals. If so, please answer the following questions:

- a. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
- b. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
- c. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.
- d. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- e. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
- f. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

- g. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

## Facilities

*If you are seeking an existing public school facility made available by the authorizer, complete Part 10 and Part 11. If you intend to identify and operate in an independent facility, complete only Part 11.*

### **10. Existing Public Facilities (If available)**

- a. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
- b. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
  - i. Science labs
  - ii. Art room (with or without kiln)
  - iii. Computer labs
  - iv. Library/media center
  - v. Performance/dance room
  - vi. Auditorium
  - vii. Other
- a. List your anticipated administrative/support space needs, including anticipated number of each:
  - i. Main office
  - ii. Satellite office
  - iii. Work room/copy room
  - iv. Supplies/storage
  - v. Teacher work rooms
  - vi. Other
- b. List which, if any, of the following are essential to fulfillment of the core athletic program:
  - i. Gymnasium
  - ii. Locker rooms
  - iii. Weight rooms
  - iv. Field(s) (football, soccer, multipurpose)
  - v. Baseball/softball field
  - vi. Pool
  - vii. Other (please list)
- c. Identify any other significant facilities needs not already specified, including:

- i. Playground
- ii. Large common space for assemblies and other large group meetings
- iii. Other special considerations (identify and explain)

- d. Does the applicant have specific desired location(s) from those being made available by the authorizer?
- Yes                       No

If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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- e. Is the applicant willing to share a facility with another school?
- Yes                       No

If so, identify by school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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- f. Discuss contingency plans in the event you do not receive a facility from the authorizer.

### ***11. Independent Facilities***

- a. If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing.
- b. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as an **Attachment**.
- c. Briefly describe the facility including location, size, and amenities. You may provide, as an **Attachment**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

### ***12. Start-Up & Ongoing Operations***

- a. Start-Up Plan: Provide, **as an attachment**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. The cost of the start-up plan must also be reflected in the **Charter Application Budget Form** (for more detail see the Financial Plan & Capacity section below).
- b. Transportation: If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

- c. Safety and Security: Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
- d. Insurance: Provide, **as an attachment**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and any other anticipated insurance.

### **13. Operations Capacity**

- a. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - i. Staffing;
  - ii. Professional development;
  - iii. Performance management;
  - iv. General operations; and
  - v. Facilities management.
- b. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

## **E. Financial Plan & Capacity**

This section should outline the proposed school's financial plan including a five (5) year projected budget template and the financial management capacity.

### **1. Financial Plan**

- a. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
- b. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
- c. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
- d. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- e. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
- f. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

- g. Submit the **Charter Application Budget Form**, which is **attached to this document as Exhibit 1**. Be sure to complete all the tabs of the **Charter Application Budget Form**. In developing your budget, please use the per-pupil revenue projections provided by the authorizer.
- h. Along with the **Charter Application Budget Form**, provide **as an attachment** a detailed budget narrative that explains the budget line by line, and which should present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
  - i. Per-Pupil Revenue. Funds provided by the host district to follow the student. Consult the Illinois State Board of Education's annual listing of the current Per Capita Tuition Charge for the host district whose students your school intends to serve.
  - ii. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants and gifts. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
  - iii. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - iv. Describe your plans for a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening in Year 1.

## ***2. Financial Management Capacity***

- a. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
  - i. Financial management;
  - ii. Fundraising and development; and
  - iii. Accounting and internal controls.

***This completes the questions section of the Illinois State Charter School Commission's Model Request for Proposals. Following is a list of attachments which are referred to in the questions. Applicants should make every effort to attach all relevant and required attachments in order to submit a complete application for a charter school.***

***Thank you!***



## Comprehensive List of Suggested Attachments

### ***Educational Program Design & Capacity***

- Attachment 1: Addendum Regarding Replication and/or Contracting with ESPs or CMOs (TBD Fall 2014) for replicating schools hiring or contracting with an educational service provider (“ESP”) or Charter Management Organization (“CMO”). *See page 14.*
- Attachment 2: Sample Course Scope and Sequence for one subject for each division (elementary, middle, or high school) demonstrating alignment to Illinois State standards and Common Core. *See page 17.*
- Attachment 3: Plan for Developing Curriculum if not already designed including timeline **and individual’s names, titles, and resumes** who will design the curriculum. *See page 17.*
- Attachment 4: Set of Learning Standards for a grade level for each division to be served (elementary, middle or high school). *See page 17.*
- Attachment 5: Exit Standard Required for Graduation. *See page 18.*
- Attachment 6: School Calendar including total number of days and hours of instruction. *See page 18.*
- Attachment 7: Sample Daily and Weekly Schedule for each division of a school proposed to be served. *See page 18.*
- Attachment 8: Enrollment Policy with deadline procedures; plan for recruitment of students; policy regarding waitlist, withdrawals, reenrollments, and transfers; and any pre-admission activities required by students and parents and the purpose of such requirements. *See page 21.*
- Attachment 9: Discipline Policy and plan for communicating such policy to students and parents. *See page 21.*
- Attachment 10: Evidence of Community Support including letters/pledges of commitment, memos of understanding, or contracts of support. *See page 22.*
- Attachment 11: Name and Credentials of Principal/Head of School including resume and professional biography. *See page 23.*
- Attachment 12: Recruitment and Hiring Plan for Principal/Head of School including the job description, qualifications, and requirements as well as the timeline, selection process, and individuals responsible for such selection. *See page 23.*
- Attachment 13: Names and Credentials of School Leadership/Management Team including resumes and professional biography. *See page 23.*
- Attachment 14: Recruitment and Hiring Plan for School Leadership/Management Team including job descriptions, qualifications, and requirements as well as the timeline, selection process, and individuals responsible for such selection. *See page 23.*

### ***Operations Plan & Capacity***

- Attachment 15: Evidence of Non-profit status including Articles of Incorporation, evidence of federal tax-exempt status, and any governing documents adopted, such as board policies. *See page 23.*
- Attachment 16: Statement of Assurances completed and signed. *See page 23.*



- Attachment 17: Organization and School Governance Chart including school board, management, and staff structure for Year 1 as well as projected build-out years. *See page 23.*
- Attachment 18: Information Sheet on Board Members signed and completed by each current or proposed board member. *See page 24.*
- Attachment 19: School Board's Code of Ethics and Conflicts of Interest Policy. *See page 24.*
- Attachment 20: Staffing Chart including names, positions, and responsibilities. *See page 27.*
- Attachment 21: Personnel Policies/Employee Handbook. *See page 27.*
- Attachment 22: Leadership Evaluation Tools. *See page 27.*
- Attachment 23: Teacher Evaluation Tools. *See page 27.*
- Attachment 24: Detailed Start-up plan including tasks, timeline, and responsible individuals. *See page 30.*
- Attachment 25: List of Insurance Coverage to be obtained. *See page 31.*

### ***Financial Plan & Capacity***

- Attachment 26: Charter Application Budget Form. *See page 30 and Exhibit 1.*
- Attachment 27: Budget Narrative. *See page 30.*

***This completes the Comprehensive List of Attachments to the Illinois State Charter School Commission's Model Request for Proposals.***

***Thank you.***