



Rockford Public Schools, District 205
501 7th Street
Rockford, Illinois 61104

Charter School Application

This application document is provided per Board of Education Policy 4.180.

Contact information for Applications due by August 1, 2023:

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Rockford, IL 61104

Charter School Application

Cover Sheet and Enrollment Information

Name of proposed school:	
Primary contact person:	
Mailing address:	
Street/PO Box	
City	
State	
Zip Code	
Phone number (day):	
Phone number (evening):	
Email address:	
Primary contact name for facilities:	
Phone number:	
Email address:	
Name of team or organization submitting application:	

Required Disclosure Incorporated into Submission of an Application:

Required disclosure of any known active civil or criminal investigation by a local, state, or federal law enforcement agency into an organization submitting the charter school proposal or a criminal investigation by a local, state, or federal law enforcement agency into any member of the governing body of that organization. A “known investigation” means a request for an interview by a law enforcement agency, a subpoena, an arrest, or an indictment. Such disclosure is required for a period from the initial application submission through 10 business days prior to the authorizer's scheduled decision date.

- A. Names, roles, and current employment of all persons on applicant team (you may add lines as needed by pressing "tab" in last box):

Full Name	Current Job Title and Employer	Position to be held with Proposed School

- B. Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Circle answer: Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

- C. Proposed school opening information:

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

*Please note: Board Policy 4.180 institutes a deadline of August 1 of the year prior to the opening of the proposed charter school.

- D. Effective Date and Term of the proposed Initial Charter:

Effective Dates of Charter (start and end of initial charter):	
First Day of School (must be between August 15 and September 15 of a calendar year):	
Fiscal Year:	First day must be July 1

E. Enrollment Projections:

Projected Enrollment at Opening	Full Enrollment of Proposed School	Number of years to get to full enrollment

F. Hours of School for Students:

	Begin Instruction:	End Instruction:	Note(s), e.g., Late Start for professional development
Regular School Day:			
Special School Day:			

G. Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.):

H. 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? Please circle answer: Yes* No

*If yes, identify the ESP or other partner organization: _____

*If the answer is yes, the applicant must complete the Replication Application Addendum.

I. Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO)? Please circle answer: Yes* No

*If yes, identify the CMO or other partner organization: _____

J. Proposed Principal/Head of School Information

Name of Proposed Principal:	
Current Employment:	
Daytime phone:	
Cell phone:	
Email address:	

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 Illinois' charter school law and RPS205's stated priorities for new schools.

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-negotiables of the school model. Describe the evidence that demonstrates 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.** As Attachment 1, list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title, and employer, and full resumes (including contact information and professional biographies for each individual listed).

6. Enrollment Projections. Please complete the below table and enter "N/A" for any grade level the proposed school will not serve during the school year (school year designated by the year in which it ends, e.g., 2023-2024 is designated as SY2024).

Grade Level	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	At capacity 20__
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:

SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

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.

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 the state standards, as measured by Illinois's summative score framework and RPS205's Charter Performance Report, which is available in our Handbook, found via [this link](#).

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as Attachment 2, a sample course scope and sequence for one subject for each tier (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. 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.
4. If the curriculum is not already developed, provide, as Attachment 3, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
5. 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.

PUPIL PERFORMANCE STANDARDS

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with Illinois' plan to meet ESSA requirements and RPS205's Charter Performance Report metrics.

1. Describe the pupil performance standards for the school as a whole.

2. Provide, in Attachment 4, 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 tier, the exit standards provided in response to question 5 in this section will be sufficient. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

3. If you plan to adopt or develop additional academic standards beyond the state and RPS205 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 Illinois and RPS205 standards.

4. 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.

5. Provide, in Attachment 5, the school's exit standards for matriculating or graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)

High schools will be expected to meet Illinois and RPS205's graduation standards.

1. 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.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

SCHOOL CALENDAR AND SCHEDULE

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 6, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

2. 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, in Attachment 7, a sample daily and weekly schedule for each division of the school.

SCHOOL CULTURE

1. 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.
2. 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 enculturating students who enter the school mid-year.
3. 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.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

SUPPLEMENTAL PROGRAMMING

1. 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?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

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.

1. 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.
2. 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:

 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. 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;
 - c. 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); d. Plans for promoting graduation for students with special education needs (high school only); and e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

 - a. Methods for identifying ELL students (and avoiding misidentification);
 - b. 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;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
 - d. Means for providing qualified staffing for ELL students.
5. 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.
6. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

- b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
- c. Means for providing qualified staffing for intellectually gifted students.

STUDENT RECRUITMENT AND ENROLLMENT

1. For New Start model schools: 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.

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.

2. Provide, as Attachment 8, the school's Enrollment Policy, which should include the following:

- a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- b. A timeline and plan for student recruitment/engagement and enrollment;
- c. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- d. Explanation of the purpose of any pre-admission activities for students or parents.

STUDENT DISCIPLINE

Describe in detail the school's approach to student discipline. Provide as Attachment 9 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:

- 1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
- 2. 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;
- 3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and

4. 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.
5. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as is.

PARENT AND COMMUNITY INVOLVEMENT

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. 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.
3. 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.
4. 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 Attachment 10, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

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."

1. Describe your organization's prior experience in taking over or turning around an underperforming school.
2. 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.

EDUCATIONAL PROGRAM CAPACITY

1. 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.

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.

Describe the group's ties to and/or knowledge of the target community.

2. 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.

3. 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 Attachment 11, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, provide as Attachment 12 the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. 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 Attachment 13, 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.

5. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

SECTION 2. OPERATIONS PLAN & CAPACITY

GOVERNANCE

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, in Attachment 14. Submit, as Attachment 15, the completed and signed Statement of Assurances.

Organization Charts

Submit, as Attachment 16, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out.

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.

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. 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.
3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In Attachment 17, 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).
4. 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.

If this application is being submitted by an existing non-profit organization respond to the following:

- a. 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?
- b. 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.
- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

5. 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.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 18, the board's proposed Code of Ethics and Conflict of Interest policy.

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.

7 . 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.

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.

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

Staff Structure

1. Provide, as Attachment 19, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. 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.

Staffing Plans, Hiring, Management, and Evaluation

1. 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 Attachment 20, any personnel policies or an employee manual, if developed.
2. 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.
3. 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.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment 21, any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in Attachment 22, any teacher evaluation tool(s) that already exist for the school.
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Professional Development

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

1. Identify the person or position responsible for professional development.
2. 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.
3. 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.
4. 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.

Performance Management

RPS205 will evaluate the performance of every charter school and transformation partner annually and for renewal purposes 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 status, growth, and comparative performance based on federal, state, 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.

1. 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.
2. 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.
3. 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.

4. 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.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
7. 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 RPS205, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (If available)

1. 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.
2. 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:
 - a. Science labs
 - b. Art room (with or without kiln)
 - c. Computer labs
 - d. Library/media center
 - e. Performance/dance room
 - f. Auditorium
 - g. Other

3. List your anticipated administrative/support space needs, including anticipated number of each:
 - a. Main office
 - b. Satellite office
 - c. Work room/copy room
 - d. Supplies/storage
 - e. Teacher work rooms
 - f. Other
4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - a. Gymnasium
 - b. Locker rooms
 - c. Weight rooms
 - d. Field(s) (football, soccer, multipurpose)
 - e. Baseball/softball field
 - f. Other (please list)
5. Identify any other significant facilities needs not already specified, including:
 - a. Playground
 - b. Large common space for assemblies and other large group meetings
 - c. Other special considerations (identify and explain)
6. 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):

7. 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):

8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Part B. Independent Facilities

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, etc. 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 Attachment 23. Briefly describe the facility including location, size, and amenities. You may provide, as Attachment 24, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and RPS205 health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

START-UP & ONGOING OPERATIONS

1. Provide, as Attachment 25, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as Attachment 26).
2. 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.
3. 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.
4. Provide, as Attachment 27, 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 other.

OPERATIONS CAPACITY

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

SECTION 3. FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

1. 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.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. 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.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, teachers, and the Board of Education, Rockford Public Schools District #205, Boone-Winnebago Counties, IL. against tort claims.
7. Submit the Charter Application Budget Form in the Financial Plan Workbook (provide the completed Workbook as Attachment 28 and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-pupil revenue projections provided by RPS205. When prepared for budgeting work, please contact RPS205's contact for the most current information.
8. Budget Narrative: As Attachment 29, 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).
 - a. Per-Pupil Revenue (Per Capita Tuition Charge). Contact District's contact for most up-to-date information when you are ready to begin financial projections.
 - b. 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, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends.

- c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

FINANCIAL MANAGEMENT CAPACITY

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

This application template is based on national Best Practices and is localized for Rockford Public Schools, District 205. We are members in good standing of NACSA.

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