CHICAGO PUBLIC SCHOOLS | NAC
NEIGHBORHOOD ADVISORY COUNCIL

2014

NAC Member Handbook

Chicago Public Schools

Office of Innovation and Incubation

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Introduction

Parents and communities are essential partners in developing and sustaining new schools in the city of Chicago.

As part of the 2014-15 New Schools Request for Proposals (RFP) process to review proposals for new charter and contract schools, the District is facilitating the formation and training of Neighborhood Advisory Councils (NAC) in communities where Chicago Public Schools (CPS) receives proposals to open new schools. CPS will recruit a wide range of community members and parents to serve on NACs.

NACs are advisory groups that will review proposals for new schools on behalf of their communities. At the end of the review process, the NAC votes to determine whether it can support the proposed new school opening in its community and formally submits a brief report to the CPS Chief Executive Officer (CEO) for consideration. The CEO will review the NAC report prior to making his/her recommendation to the Chicago Board of Education (BOE) to approve or deny new school proposals.

The primary roles of NAC members are to:
- Review proposals on behalf of their community using the standards for quality identified in the RFP, including an assessment of parent and community engagement and support;
- Act as a point of reference for other community members, letting them know about the proposed new school options, providing the community at-large with information on the process and proposals, and answering any questions that parents and community stakeholders may have; and
- Provide a Non-binding Vote to determine whether it can support the proposed new school opening in its community.

To ensure that the NACs are able to successfully fulfill these roles, CPS will:
- Provide facilitators and Subject Matter Experts (SMEs) to lead and facilitate technical assistance and training so that each NAC member is prepared to review proposals.
- Provide the structure, guidelines, and logistical supports to evaluate proposals and conduct community outreach, including:
  - Providing resources, materials, and facilities for meetings, events, and additional outreach activities;
  - Providing third-party support staff to facilitate an unbiased, evidence-based review of proposals; and
  - Developing an online forum (BaseCamp) for NAC members to communicate with each other, support staff, and CPS staff.
- Monitor any complaints submitted about the NACs to ensure that all NAC members and support staff adhere to professional guidelines when acting as representatives of the CEO in the review process.

CPS encourages parents and community members to serve as a NAC member and contribute their unique expertise to the proposal review process.

Section I: Overview of NACs

Membership

Individuals interested in participating in a NAC must:
1. Live, or have a demonstrable vested interest, in the community in which the school is being proposed;
2. Complete a brief interest form to serve on a NAC; and
3. Attend a mandatory Orientation Training Session.

There are no selection criteria in assembling NACs outside of the three requirements stated above. Any resident who would like to serve on a NAC and meets these three criteria is welcome to do so. There is also no maximum limit on the number of participants in one NAC.

Examples of individuals who may serve as NAC members follow:

1. Families and Students

Individuals who have school-aged children and live in the community may serve on NACs. The term "parent" includes, in addition to a natural parent, a legal guardian or other person who acts as the primary caregiver with whom the child resides (such as a grandparent or stepparent, or a person who is legally responsible for the child's welfare). High school students who reside in a community in which an applicant is proposing to open a high school may also participate.

2. Community Members

Community members are identified as individuals who have a demonstrable vested interest in the educational options available in the community. Individuals must reside in the community, or be able to demonstrate their historical community investment (e.g. employment, voluntary work, monetary investment) to review proposals.

3. Community Stakeholders

Elected officials or their representatives, including aldermen, state representatives and senators, and Local School Council members, may serve on NACs. Elected officials must reside in the neighborhood to participate.

Structure of the NACs

CPS will form NACs in any region of the city where proposals have been submitted to open new schools. CPS will form four "regional" NACs: the North Side NAC, West Side NAC, Southwest Side NAC, and South Side NAC (the communities within each regional NAC can be found in Appendix I).

Each Regional NAC will host the following events:
- **Orientation training session**: One mandatory Orientation Training Session will be held within the boundaries of the Regional NAC (see *Orientation Training Session* section below for more details).
- **Technical sessions**: Up to 10 Technical review sessions, in which NAC members will have the opportunity to review and discuss the charter proposal, ask questions of applicants during a capacity interview, and potentially visit an existing school operated by the applicant(s).
- **Community forum:** All proposals for new schools within the boundaries of the Regional NAC will be presented to community members at the same community forum (see *Community Forum* section below).
- **Public community meeting:** The public will be able to comment on all proposals submitted for the area within the boundaries of the Regional NAC at a single public community meeting.

City-Wide Event

CPS will host a final retreat for eligible NAC members. During this retreat, each NAC will come to a consensus on a rating for each section of the proposal and vote to determine on whether it can support the proposed new school opening in its community. The final retreat will take place at a centralized locations in the city (see *Final Retreat* section below for more information and voting eligibility).

Section 2: Roles and Responsibilities

NAC Support Staff

Each NAC will have the following support staff who will assist members in reviewing each proposal: a facilitator, subject matter experts (SMEs), a writer, and a coordinator. Information on the backgrounds of each support team member will be provided at the Orientation Training Session or the following NAC Technical Session Introductory Meeting. The specific roles and responsibilities of each member of the support staff are outlined below. In addition, NAC meetings will have translators (upon request).

1. Facilitator

Description of Role: Facilitate NAC meetings and events in a professional, respectful, and unbiased manner to ensure the NAC completes key tasks on time and accomplishes the outcomes defined for each meeting or event.

Responsibilities:

- Lead the weekly meeting and key events to ensure the NAC follows the agenda and protocol(s).

- Send a weekly email at least 48 hours in advance of any NAC meeting or event that includes a finalized agenda, logistical information, and any reminders.

- Answer logistical questions about the NAC process and formally submit any questions for CPS in writing on behalf of the NAC members.

- Facilitate the voting process at the final retreat to rate each section of the proposal and determine whether the NAC can support the proposed new school opening in its community (see *Final Retreat* section below).

The facilitator should *not*:

- Have conversations with NAC members outside of the weekly meetings and the formal channels for communication on Basecamp (See Basecamp Handbook).

2. Subject Matter Expert (SME)

Description of Role: For each of the main technical sections (or "Domains") of the RFP (Domain 2: Academic Capacity, Domain 3: Operational Capacity, Domain 4: Economic Soundness, Domain 5: Management Organization [if applicable]), the SME will highlight key guiding questions and explain any technical information for that section of the RFP. The SMEs will provide NAC members with the necessary supports to help identify strengths and weaknesses of the proposal according to the evaluation criteria.

Responsibilities:

- Provide NAC members with technical training to help them conduct an evidence-based review of each respective section of the proposal using the evaluation criteria.

- Highlight key guiding and probing questions to help NAC members identify strengths and weaknesses of the proposal.

- Provide examples of national best practices or exemplars to enhance NAC members' understanding of particular evaluation criterion.

- Review completed evaluation forms submitted by NAC members in advance of the review meeting to synthesize the key strengths and weaknesses cited by NAC members, identify any areas of disagreement or lack or clear understanding among NAC members.

- Develop PowerPoint slides or handouts to aid discussion in the review session based on the submitted comments.

The SME should *not*:

- Provide NAC members with a summary of his or her own analysis of the strengths and weaknesses of the proposal.

- Simply recite the evaluation criteria for NAC members when providing professional development training on the section of the proposal.

3. Writer

Description of Role: The writer records key agenda items and comments from each NAC weekly meeting to have an ongoing record of the discussions.

Responsibilities:

- Record all key agenda items, a high-level summary of comments, and key strengths and weaknesses identified in minutes of the meeting.

- Maintain an ongoing list of possible questions for the capacity interview and "parking lot" issues (i.e. unanswered questions that are unrelated to the evaluation criteria).

- Post meeting minutes to BaseCamp within 48 hours of the NAC meeting.

- Incorporate any factual corrections to the NAC minutes that are submitted by NAC members within 48 hours of having received the minutes.

- Post finalized meeting minutes on Basecamp.

The writer is *not* expected to:

- Act as a stenographer and include every comment in the meeting notes.

- Incorporate any changes to the meeting minutes that are not *factual* corrections to the notes.

4. Coordinator

Description of Role: The coordinator helps ensure that NAC members have all of the logistical supports they need to conduct their review of proposals.

Responsibilities:

- Bring and collect sign-in sheets.

- Post scanned copies of the sign-in sheets to Basecamp and updating an attendance spreadsheet on Basecamp within 48 hours of the meeting. (See Basecamp Handbook)

- Print, compile, and distribute hard copies of meeting materials.

- Coordinate the provision of snacks and beverages for weekly meetings.

- Set up AV equipment.

- Support NAC facilitators as needed.

5. Additional Support Staff (As Needed)

Based on the identified needs of NAC members, CPS will provide child care providers and translators to attend NAC meetings and events.

NAC Members

NAC members are volunteers who reside or have a demonstrated interested in the school choices in the community and agree to review proposals on behalf of their community. NAC members are expected to adequately prepare for and actively engage in discussions that take place in the weekly meetings and other key NAC events.

1. NAC Members

Description of Role:

- Review proposals on behalf of the community using the standards for quality identified in the RFP, including an assessment of parent and community engagement and support;

- Act as a point of reference for other community members, letting them know about the proposed new school options, providing the community at-large with information on the process and proposals, and answering any questions that parents and community stakeholders may have; and

- Provide a non-binding Vote to determine whether it can support the proposed new school opening in its community.

Responsibilities: Below are the responsibilities of NAC members. Active engagement will help ensure that NAC members are able to meaningfully contribute to an evidence-based review of proposals to open new schools.

- Attend the mandatory orientation session, weekly training sessions, school tours (if offered), capacity interviews with applicants, community forum, public community meeting, and final retreat (for more information on attendance requirements, see *Voting Eligibility* section below).

- Prepare for weekly meetings by reading the assigned section of the proposal and filling out the corresponding section of the evaluation form by the specified deadline (see *Weekly Meetings* section below).

- Contribute thoughtfully and respectfully to the NAC discussion, referring to evidence cited in the proposal.

- Follow guidelines and procedures for communicating with other NAC members, NAC support staff, and CPS staff on Basecamp (See Basecamp Handbook)

- Pose questions to the facilitator or subject matter expert; if the NAC support staff members are unable to answer questions, the facilitator will formally submit questions to CPS staff via Basecamp on the Questions Forum. (See Basecamp Handbook)

- Comply with the NAC Code of Conduct (see *Code of Conduct* section 5).

- Submit a complaint to the assigned email address (nac@cps.edu) if any NAC members or NAC support staff fail to adhere to the guidelines included in this NAC Handbook (see *Submitting Complaints* section below for more detail).

- Participate in a community forum to share information with parents, students, and community members about the new school proposals and NAC process.

- Work with community partners to disseminate information about the work of the NAC and recruiting community members to attend the community forum and public community meetings.

- If eligible to vote (see *Voter Eligibility* section below), follow voting guidelines to submit votes to rate each section of the proposal and vote to determine whether the NAC can support the proposed new school opening in its community (see *Voting Guidelines* section below).

- Contribute to the development of an evidence-based, consensus-driven written report.

NAC members should *not*:

- Contact CPS or NAC staff outside of the formal venues for communicating via Basecamp (see Basecamp handbook) or nac@cps.edu if there are any complaints.

- Attempt to contact other NAC members outside of NAC meetings unless expressly given permission to do so by that individual.

CPS Staff

1. CPS Staff Members

Description of Role: CPS staff will provide the resources, guidelines, and structures for NAC members to conduct an evidence-based review of proposals submitted in response to the 2014-15 New Schools RFP.

Responsibilities:

- Provide the required resources, materials, and facilities for NAC meetings and events.

- Set the agendas and guidelines for NAC meetings and events.

- Identify third-party support staff to provide logistical support and help facilitate an unbiased, evidence-based review of proposals.

- Develop an online forum (Basecamp) for NAC members to communicate with each other, NAC support staff, and CPS staff.

- Monitor complaints submitted by the NACs to ensure that all NAC members and NAC support staff adhere to professional guidelines when acting as representatives of the CEO (see *NAC Code of Conduct* section below).

- Formally address in writing any questions submitted by the facilitator on behalf of the NAC members to CPS.

- Host the NAC community forums and public community meetings held in the communities.

CPS staff should *not*:

- Communicate with NAC members outside of the formal venues for communicating via Basecamp (see Basecamp handbook) or nac@cps.edu if there are any complaints.

Section 3: Overview of the Structure of the RFP

NACs will review proposals submitted in response to the 2014-15 New Schools RFP. The RFP review process assesses each proposal across four key *Domains* (five if applying to contract with a Management Organization [MO[1]]):

- Domain 1: Parent and Community Engagement and Support
- Domain 2: Academic Capacity
- Domain 3: Operational Capacity
- Domain 4: Economic Soundness
- Domain 5: Management Organization (MO)

Each *Domain* seeks to answer a key question:

- **Domain 1 - Parent and Community Engagement:** Has the applicant conducted robust engagement and garnered authentic community support, establishing a strong foundation for opening and operating a school with engaged and empowered families and communities?
- **Domain 2 - Academic Capacity:** Does the applicant have the capacity to open and operate a high-quality school that engages students in a rigorous, well-rounded instructional program that will prepare them for success in college, career, and life?
- **Domain 3 - Operational Capacity:** Will the proposed operational and accountability systems ensure that planning, spending, and accountability decisions support and prioritize student success?
- **Domain 4 – Economic Soundness:** Does the proposal present a sound fiscal plan and policies for responsible management of public funds?
- **Domain 5 – Management Organization:** Does the proposal present a strong case that the MO will contribute to the overall success of the school and articulate appropriate oversight structures?

In the 2014-15 RFP document, each *Domain* requests information from the applicant across several *Dimensions*, which include **Questions ("Q")** about the school plan. The proposal response provided for each question is assessed using **Evaluation Criteria ("EC")**. Strong responses to each question will exhibit all or most **Indicators ("I")** listed (if applicable) for the evaluation criteria.

In their evaluation forms, NAC members will submit evidence from the proposal identifying strengths and weaknesses for each evaluation criterion. The NAC will collectively rate the proposal on each Dimension, with facilitation and support from the facilitator and SMEs.

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[1] For the purposes of this RFP, an MO is any organization, regardless of for- or non-profit status, that will enter into a contract with the proposed school's board to provide educational or school management services. The MO may be an Educational Management Organization (EMO) or Charter Management Organization (CMO).

Section 4: NAC Meetings and Events

Each NAC meeting and event has specific objective(s), a draft agenda, and (in some cases) guidelines, as described below. NAC members are required to attend these events in order to be eligible to vote at the final retreat to determine whether the NAC can support the proposed new school opening in its community (see *NAC Policies* section below for details on the attendance requirements).

Orientation Training Session

Description: CPS in conjunction with the NAC Facilitators will hold a two-hour *mandatory* Orientation Training Sessions in four locations across the city. Any individual interested in serving on a NAC is *required* to attend one of the four Orientation Training Sessions – preferably the one hosted in his or her area of the city.

Objectives:
- Provide background information on the 2014-15 New Schools RFP and charter and contract schools
- Establish clear expectations for participating in the NAC process
- Answer any questions that NAC members have about participating in the process
- Learn more about their assigned facilitator
- Learn more about the other NAC members
- Review expectations for participating in the NAC process
- Select a focus area for reviewing the technical sections of the proposals (academic capacity, operational capacity, or economic soundness)
- Understand and be able to use BaseCamp

Please note that attendance at an Orientation Training Session is mandatory for anyone who would like to participate in a NAC. If an individual does not attend an Orientation Training Session, he or she cannot serve on a NAC.

Draft Agenda[2]

- CPS:
  - Welcome and Introduction (CPS, 10 minutes)
  - Overview of the RFP & NAC Process (CPS, 20 minutes)
  - Question and Answer (Q&A) Session (CPS, 10 minutes)
  - Closing Remarks (5 minutes)
- Facilitator
  - Welcome and Introduction (10 minutes)
  - Brief Introductions of NAC Members (20 minutes)
  - NAC Roles, Responsibilities, and Plan (20 minutes)
  - Selection of focus area (15 minutes)
  - Q&A Session (10 minutes)
  - BaseCamp and Overview of Next Steps (5 minutes)

Preparation

NAC members are required to submit a brief interest form in advance of attending an Orientation Training Session. Interest forms are available for download on the CPS NAC website (www.cps.edu/2014NAC) and can be emailed, faxed, or mailed to:

Office of Innovation and Incubation
Chicago Public Schools
42 W. Madison, 3rd Floor
Chicago, IL 60602
F: (773) 553-3225
E: nac@cps.edu

Post Work

- NAC members are required to read the NAC Handbook and sign the NAC member Code of Conduct form prior to the NAC Technical Session Introductory Meeting. NAC Members are expected to submit the signed Code of Conduct at the NAC Technical Session Introductory Meeting the week of June 15th.

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[2] Please note that **ALL** the agendas included in the NAC Handbook are drafts. Finalized agendas will be sent out by facilitators at least 48 hours in advance of any NAC meeting or event.

Introductory NAC Meetings

Weekly Meetings

Overall Description: Over the course of up to twelve weekly meetings, NAC members will review the proposal(s) for new school(s) seeking to locate in a community. The review process will help NAC members identify key strengths and weaknesses of the proposal(s) based on the quality standards identified in the RFP, with the help of NAC Support Staff members.

All NAC members will participate in an in-depth review of Domain 1: Parent and Community Engagement and Support. For the other "technical" sections of the RFP (Domain 2: Academic Capacity, Domain 3: Operational Capacity, Domain 4: Economic Soundness and Domain 5: Existing Management Organizations [if applicable]), NAC members will select just one domain to review in depth with a smaller group of NAC members under the guidance of an SME. NAC members from each smaller group will then share the findings of their review of that Domain with the larger group of NAC members.

This review structure has several benefits:
- NAC members can opt to review the section of the RFP that best aligns with their existing skillset and/or interests (e.g. teachers or educators may choose Domain 2: Academic Capacity, individuals with financial expertise may choose to review Domain 4: Economic Soundness, etc.)
- NAC members will only have to review one technical section of the RFP in depth over the course of several weeks, reducing the amount of work that NAC members have to complete outside of attending meetings and events
- SMEs will have sufficient time to provide NAC members with robust technical training on the section that they choose to review in depth
- Discussion in small group reviews will be easier to facilitate and will allow each NAC member more opportunities to participate in the conversation

Each weekly meeting is described in more detail in the following pages:

1. NAC Technical Session Introductory Meeting

(Meeting #1)

Description: SMEs provide all NAC members with an overview and basic training on each "technical" section of the RFP (Domain 2: Academic Capacity, Domain 3: Operational Capacity, Domain 4: Economic Soundness or Domain 5: Existing Management Organizations [if applicable]). SMEs will also provide more in-depth technical training for NAC members who choose to review their Domain.

Objectives:

- All NAC members gain a basic understanding of the requirements and standards for quality across the technical sections of the RFP
- NAC members receive more in depth technical training on the RFP requirements for their chosen section prior to reading the actual proposal and have the opportunity to ask SMEs any clarifying questions
- NAC members receive their "assignment" for which specific subsections they will review in each of the deep-dive review meetings

Draft Agenda

- Overview and Housekeeping (Facilitator, 10 minutes)
- BaseCamp introduction (10 minutes)
- Domain 2: Academic Capacity Overview (Academic SME, 20 minutes)
- Domain 3: Operational Capacity/Domain 5: Management Organization Overview (if applicable) (Operations SME, 20 minutes)
- Domain 4: Economic Soundness Overview (Finance SME, 20 minutes)
- Small Group Meetings with SMEs (40 minutes)
- Wrap Up and Next Steps (Facilitator, 10 minutes)

Post Work:

- NAC members are required to read the section of the RFP for which they will be conducting an in depth review:
  - Domain 2: Academic Capacity
  - Domain 3: Operational Capacity
  - Domain 4: Economic Soundness
  - Domain 5: Management Organization (if applicable)
- Complete initial evaluation of respective section of the Proposal
  - For each evaluation criterion in the section, the NAC member identifies key weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

2. NAC Technical Sections Deep-Dive Meetings Sessions

(Meetings #2 and #3)

Description: SMEs work with their individual groups to review their technical section of the proposal.

Objectives:

- SMEs share initial findings of NAC members' individual reviews for each dimension in the section, highlighting any areas of disagreement or confusion
- With the SME's help, NAC members reach a consensus on key strengths and/or weaknesses that they have identified for each dimension in their section of the proposal
- By the end of the second deep-dive meeting, each individual group has developed content for PowerPoint slides to present their findings to the rest of the NAC members and has assigned NAC members to present
- NAC members identify possible questions for the capacity interview with applicants and/or parking lot issues

Draft Agenda

- Overview and Housekeeping (Facilitator, 10 minutes)
- Review Assigned Sections with SMEs (80 minutes)
- Finalize Slides and Presenters for Report Out (20 minutes)
- Wrap Up and Next Steps (Facilitator, 10 minutes)

Preparation:

- NAC members are required to read their assigned sections of the proposal
- For each evaluation criterion in his/her respective section, the NAC member identifies key weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

Post Work:

NAC members are required to read the sections of the proposal on which they will be hearing a presentation (for Week 1 NAC members are required to read Domain 2: Academic Capacity; for Week 2, Domain 3: Operational Capacity, Domain 4: Economic Soundness, and Domain 5: Management Organization [if applicable]).

3. NAC Technical Sections Share Out Meetings Sessions

(Meetings #4 and #5)

Description: Each individual group presents the findings from their in-depth review to other NAC members.

Objectives:

- Each individual group provides an overview of the findings of their in depth review for other NAC members, highlighting key strengths and weaknesses in the proposal
- NAC members have an opportunity to ask questions about the proposal
- By the end of the second Share Out meeting, each individual group has identified key strengths or weaknesses from their entire Domain to present at the community forum
- By the end of the second Share Out meeting, each individual group has finalized their capacity interview questions and assigned NAC members to ask each question.

Draft Agenda

- Overview and Housekeeping (Facilitator, 10 minutes)
- NAC Individual Group Presentations
  - *Week 1*: Academic Capacity (80 minutes)
  - *Week 2*: Operational Capacity & Management Organization (if applicable) (40 minutes)
           Economic Soundness (40 minutes)
- Individual Groups Finalize Slides, Presenters, and Capacity Interview Questions (20 minutes)
- Wrap Up and Next Steps (Facilitator, 10 minutes)

Preparation: NAC members are required to read the sections of the proposal on which they will be hearing a presentation (for Week 1 NAC members are required to read Domain 2: Academic Capacity; for Week 2, Domain 3: Operational Capacity, Domain 4: Economic Soundness, and Domain 5: Management Organization [if applicable]).

Post Work:

- Finalize Community Forum presentation with key strengths and weaknesses from each Domain
- Finalize a Community Forum presenter
- Finalize Capacity Interview Questions
- Read the Parent & Community engagement section of the Proposal. For each evaluation criterion in those sections, the NAC member identifies weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

4. NAC Parent and Community (P&C) Engagement Review Meetings Sessions (Meetings #6 and #7)

Description: With the help of the facilitator, NAC members review Domain 1: Parent and Community Engagement and Support.

Objectives:

- The facilitator shares initial findings from NAC members' review for each dimension, highlighting any areas of disagreement or confusion
- With the facilitator's help, NAC members reach a consensus on key strengths and/or weaknesses that they have identified for each dimension
- By the end of the second meeting, NAC members have finalized content for PowerPoint slides to present their findings at the Community Forum and have assigned NAC members to present
- NAC members identify possible questions for the capacity interview with applicants and/or parking lot issues

Draft Agenda

- Overview and Housekeeping (Facilitator, 10 minutes)
- NAC Review
  - *Week 1*: Dimension 1.1: Understanding the Community, Dimension 1.2: Notifying the Community (80 minutes)
  - *Week 2*: Dimension 1.3: Parent and Community Support, Dimension 1.4: Continued Outreach Prior to School Opening, and "Parking Lot" Issues (80 minutes)
- Finalize Slides & Presenters for Community Forum; and Capacity Interview Questions (20 minutes)
- Wrap Up and Next Steps (Facilitator, 10 minutes)

Preparation:

- Read the Parent & Community engagement section of the Proposal. For each evaluation criterion in those sections, the NAC member identifies weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

Post Work:

- Update Community Forum presentation with key strengths and weaknesses from P&C Domain
- Finalize all Capacity Interview Questions

Capacity Interview
(Meeting #8)

Description: NAC members will have the opportunity to ask the design team questions in an in-person interview. Design teams will bring a representative group of no more than eight people to participate in the panel interviews. The individuals present should collectively be able to speak to every aspect of the school design and proposal. The facilitator will facilitate the interview, enabling NAC members to ask prepared questions.

Note: the Capacity Interview is open to NAC members only.

Objectives:

- Allow NAC members to ask the applicant any clarifying information on the proposal
- Increase NAC members' familiarity with the team proposing to open the new school
- Ask questions about any "parking lot" issues that may not have been addressed in the proposal materials
- Finalize any written follow-up questions to which design teams can respond in Tier 2

Agenda

- Welcome (Facilitator, 5 minutes)
- Introductions of Design Team Members (5 minutes)
- Brief Introductions of NAC Members (10 minutes)
- Design Team Opening Statement (5 minutes)
- NAC Questions (60 minutes)
- Design Team Exits & if necessary, transition (5 minutes)

Preparation:

- Each NAC Member to familiarize themselves with all NAC Capacity interview questions

Post Work:

- Based on capacity interview, each NAC member to update Strengths and Weaknesses in their Evaluation forms
- Presenters prepare for NAC Community Forum

Community Forum
(Meeting #9)

<u>Description</u>: Each NAC will host a Community Forum in its neighborhood that members of the community are encouraged to attend to learn more about the proposed school(s).

<u>Objectives</u>:

- Share information on the NAC review process with the broader community
- Introduce applicants to the community
- Provide attendees with the opportunity to ask NAC members and applicants questions about the proposed new school(s)

<u>Draft Agenda</u>

- CPS Welcome and Official Opening Statement (CPS Representative, 5 minutes)
- Overview of NAC Process (NAC Facilitator, 5-10 minutes)
- Design Team 1 Presentation (5-10 minutes)
    - *Design team will provide a brief overview of their proposed school*
- NAC Member Presentation on Proposal 1 (10-15 minutes)
    - *Representatives from NAC individual groups will each present on their section of the proposal, including key strengths and weaknesses identified throughout the review process*
- Design Team 1 Concluding Remarks (2 minutes)
    - *Design team can make any clarifying points or add any additional information in response to the NAC member presentation*
- Design Team 1 Q&A (25 minutes)
- Q&A with NAC Members (15 minutes)
    - *Attendees have the opportunity to ask NAC members questions about their participation in the NAC process*

(Note: if there is more than one proposal in a region of the city, the agenda repeats with the second design team. If there are three or more proposals in one region of the city, there may be more than one community forum held.)

- Design Team 2 Presentation (5-10 minutes)
    - *Design team will provide a brief overview of their proposed school*
- NAC Member Presentation on Proposal 2 (10-15 minutes)
    - *Representatives from NAC individual groups will each present on their section of the proposal, including key strengths and weaknesses identified throughout the review process*
- Design Team 2 Concluding Remarks (2 minutes)
    - *Design team can make any clarifying points or add any additional information in response to the NAC member presentation*
- Design Team 2 Q&A (25 minutes)

Guidelines for the Community Forum
- CPS staff will manage the sign-in process and provide a brief introductory statement at the beginning of the community forum
- During the Question and Answer (Q&A) Sessions, attendees will have the opportunity to ask NAC members and applicants questions
  - Questions must be submitted on notecards that will be distributed as attendees arrive
  - Applicants will specify on the notecards whether the question is directed toward NAC members or the applicant
  - The NAC coordinator will collect notecards from audience members
  - The NAC facilitator will pick questions at random and will read the questions out loud
  - If a question that is read aloud has already been asked, the NAC facilitator can use his or her discretion to determine whether the applicant or NAC members need to address it again
  - The facilitator will end the Q&A session at the specified time according to the agenda
  - If there are remaining questions that have not yet been asked, those questions will be submitted to the applicant and they can choose to respond to them in their Tier 2 proposal
- In order to ensure that there is sufficient time for community members to interact with both groups, *any questions submitted for CPS will not be answered at the community forum*
  - CPS will provide attendees with a Frequently Asked Questions (FAQs) document at the beginning of the community forum
  - If the facilitator receives questions for CPS that are not addressed in the FAQs, he or she will submit them to CPS and CPS will post written responses to the questions on the NAC website (cps.edu/2014NAC) within two weeks of the date of the community forum
- Public comment will not be solicited at the community forum because the purpose of the forum is to learn about the proposed new school options and the NAC process; a separate public community meeting will be held the following week in the community to collect public comment on the proposals

Preparation:
- Presenters prepare for NAC Community Forum

Post Work:

- Based on Community Forum, each NAC member to update Strengths and Weaknesses in their Evaluation forms
- For each evaluation criterion that receives updates in Tier 2, the NAC member identifies weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

Tier 2 Proposal Review Meeting
(Meeting #10)

Description: With the help of the facilitator, NAC members review Tier 2 proposal materials.

Objectives:

- The facilitator shares initial findings from NAC members' review for each dimension, highlighting any areas of disagreement or confusion
- With the facilitator's help, NAC members reach a consensus on key strengths and/or weakness that they have identified for each dimension that receives updates in the Tier 2 responses

Draft Agenda

- Overview and Housekeeping (Facilitator, 10 minutes)
- NAC Review (80 minutes)
- Finalize Slides for NAC Retreat (20 minutes)
- Wrap Up and Next Steps (Facilitator, 10 minutes)

Preparation:

- NAC members are required to review the Tier 2 proposal
- For each evaluation criterion that receives updates in Tier 2, the NAC member identifies weaknesses and/or strengths in the evaluation form and submits it on Basecamp three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, NAC members are required to submit the evaluation form by midnight on Friday evening)

Post Work:

- Finalize slides for NAC Retreat

School Tours
(Meeting #11)

Description: If a proposal is submitted by an existing Chicago operator, NAC members will have the option of attending a half-day tour at one of the operator's existing schools or campuses. The tour will take place in the morning or afternoon of a weekday so NAC members can visit classrooms and speak with students. Because this event occurs during business hours, attendance is not mandatory but is highly encouraged. The facilitator and school operator will lead the tour.

Objectives:

- Provide NAC members with an opportunity to see an existing operator's model implemented in a school setting
- Allow NAC members to interact with various stakeholder groups within the school, including school leadership, students, parents, and teachers

Draft Agenda

Please note that the draft agenda below includes the key components of a school visit, but the order may change depending on the school's schedule

- Light breakfast or afternoon snack (15 minutes)
- Meeting with principal (30 minutes)
    - Principal informally presents on the school (10 minutes)
    - Q&A with NAC members (20 minutes)
- School tour and classroom visits (30-45 minutes)
- Parent panel (30 minutes)
- Student panel (or student-led tour of school) (30 minutes)
- Debrief with facilitator (15 minutes)

Public Community Meeting
(Meeting #12)

Description: Each NAC will host a Public Community Meeting in its neighborhood during which members of the community and NAC members can enter comments about the proposed new school(s) into the public record. Members of the public will have two minutes to make a statement.

Objectives:

- Provide community members with the opportunity to submit public comment on the proposed school options in their neighborhood
- Allow NAC members to hear community members voice their opinions about the new school options prior to voting to determine whether the NAC can support the proposed school opening in its community

Draft Agenda

- Hearing Officer Statement (5 minutes)
- CPS Representative Opening Statement (5 minutes)
- Design Team(s) Opening Statement(s) (Applicants, 5 minutes each)
- Public Comment (1 hour 45 minutes)

Final Retreat

Description: All NACs gather in one central location for a day-long retreat. Each NAC reviews its findings for each dimension of the proposal and votes to determine whether it meets the standards for each dimension in the RFP. SMEs will be on-site to provide support and answer any clarifying questions when reviewing materials. At the end of the day, NAC members vote to determine whether it can support the proposed school opening in their community (see *Voting Eligibility* and *Voting Guidelines* sections below). After the final vote, NAC members finalize a written report to submit to the CEO.

Objectives:

- Summarize and reflect on the key findings of the review for all sections of the proposal
- Come to a consensus on overall strengths and weaknesses of the proposal, as well as additional considerations for the operator and CPS to keep in mind should the school be approved to open
- Vote to determine whether the proposal meets the standards for each dimension in the RFP
- Vote to determine whether the NAC can support the proposed school opening in its community
- Finalize a written report to submit to CPS using the template provided

Draft Agenda

Time	Activity
8:30 a.m. - 9:30 a.m.	Registration and Breakfast
9:30 a.m. – 9:50 a.m.	Welcome
9:50 a.m. – 10:00 a.m.	NAC Group Breakouts
10:00 a.m. – 12:30 p.m.	NAC Review
12:30 p.m. – 1:00 p.m.	Lunch & Plenary Session
1:00 p.m. – 3:45 p.m.	NAC Review Continued
3:45 p.m. – 4:00 p.m.	Group Break
4:00 p.m. – 4:30 p.m.	Final NAC Vote
4:30 p.m. – 5:00 p.m.	Finalize Written Report

<u>**Guidelines for the Final Retreat**</u>

1. Voting Eligibility

NAC decisions are made by formal vote. In order to be allowed to vote, a member must not have missed more than three meetings throughout the NAC evaluation process. Attendance at the following NAC events are *mandatory* and count toward the absences:

- Orientation training session
- Technical Session Introductory meeting
- Weekly overview and review meetings
- Capacity interview with applicant
- Community forum
- Public Community Meeting

2. Voting Guidelines

1. Each voting-eligible NAC member will be assigned an anonymous voter ID number.
2. Each voting-eligible NAC member will receive written ballots at the registration for the final retreat. Ballots will be used to vote to rate each dimension of the proposal as "meets the standard" or "does not meet the standard" as well as to vote to determine whether the NAC can support the proposed school opening in its community. The ballots will include an anonymous voter ID number for each NAC member.
3. Throughout the day, voting-eligible NAC members will vote on individual dimensions of the proposal to determine whether it "meets" or "does not meet" the standards. For each dimension of the proposal, a rating must receive two-thirds of the votes to be considered a "consensus" on whether the dimension of the proposal meets or does not meet the standards.
4. If the voting-eligible NAC members vote and do not achieve a 2/3 consensus in a vote on a particular dimension of the proposal, discussion on the dimension will continue and another vote will occur. If the second vote does not achieve a 2/3 consensus, discussion will occur and a third vote will be taking using raised hands. Raised hand votes will be taken until a 2/3 consensus is achieved.
5. At the end of the day, voting-eligible NAC members will participate in the final vote to determine whether the NAC can support the proposed school opening in its community, which requires a simple majority (>50%) to pass.
6. If there is a tie in the final vote, discussion will continue and another vote will occur. If the second vote does not achieve a simple majority consensus, the Facilitator will submit a final report to the Board with the ratings of each of the subsections and supporting evidence. The report will not identify whether the NAC supports the proposed school opening in the identified community.

Section 5: NAC Policies

Attendance

Attendance at each NAC meeting and event will be tracked via sign-in sheets using the following protocol:
- The coordinator will bring a sign-in sheet to every NAC meeting or event.
- NAC members are required to sign in and sign out of the meeting on the attendance sheet.
- The coordinator will collect the sign-in sheet, scan it, and post it on Basecamp within 48 Hours of the NAC meeting. (see Basecamp Handbook)
- If a NAC member forgot to sign-in or sign-out of the meeting, he or she must contact the facilitator electronically on Basecamp to let him or her know that he/she was actually in attendance within one week of the meeting date in question – otherwise he/she will be marked as absent.
- The ongoing attendance record of each NAC member will be posted and updated on a weekly basis on a spreadsheet available on Basecamp.

Evaluation Forms

The protocol for completing and submitting evaluation forms follows:
- In order for an evaluation form to be considered "complete," a NAC member must cite strengths and/or weaknesses for each evaluation criterion within section of the proposal that they have been assigned.
- Evaluation forms must be submitted three days in advance of the meeting by midnight (e.g. if the meeting is held on Monday, the evaluation form must be submitted by midnight on Friday evening).

Submitting Formal Questions

Facilitators and SMEs will respond to all questions that they are able to answer in NAC meetings and events. If the facilitator and SMEs are not able to answer a question, they will submit the question to CPS on behalf of the NAC members on the "Questions Forum" of Basecamp, which can be viewed by all NAC members. CPS will respond to all questions in writing within 2 Business Days. CPS representatives in attendance at meetings will not answer any questions during meetings.

NAC members may also submit questions electronically during the week on the Questions Forum on Basecamp. The facilitator will respond to any submitted question within 48 Hours. If the facilitator is not able to answer the question, CPS will respond to the question within 2 Business Days on Basecamp. (see Basecamp Handbook)

NAC Code of Conduct

All NAC members and NAC Support Staff are expected to participate in the NAC process and carry out the work with integrity. NAC members should follow the following norms:

- Focus on the content of the application
- Be firm and persistent, but respectful
- Treat all NAC members and staff with courtesy, sensitivity, and respect
- Demonstrate mutual respect and value others' opinions
- No exchange of goods or money to any party

Submitting Complaints

NAC members and NAC support staff are acting as designees of the CEO when participating in NAC activities. If any NAC member or NAC Support Staff member is not acting within the guidelines outlined in the NAC Handbook and the NAC Code of Conduct, or is in any way acting unethically, inappropriately, or unprofessionally, it is the responsibility of all NAC members and NAC support staff to report the indiscretion immediately. Complaints may be emailed to the following address: nac@cps.edu. All complaints will be monitored by the Office of Innovation and Incubation (I&I) staff, logged, and reported to the CEO on a monthly basis during the NAC process.

Parking Lot Issues

In the discussions that happen in weekly NAC meetings, NAC members might have concerns, comments, or questions about proposals that do not directly pertain to the evaluation criteria but are issues that are important to the community (e.g. impact on traffic). In weekly discussions, the facilitator will use his or her discretion as guided by the evaluation criteria to determine if a particular concern, comment, or question is a "parking lot" issue. The writer will keep a running list of any "parking lot" issues identified.

NAC members will have the opportunity to discuss "parking lot" issues in the parent and community engagement review meeting. They will be able to ask applicants directly about "parking lot" issues in the capacity interview. If NAC members do not feel that they have received a satisfactory response from the applicant regarding a "parking lot" issue, NAC members will have the option to submit questions about the issue(s) to the applicant in writing. The applicant will submit responses to these questions in their Tier 2 proposal. At the final retreat, if NAC members are still concerned about parking lot issue(s), they can note their concern in the "Additional Considerations" section of the written recommendation.

Updating the NAC Handbook

CPS has developed the NAC Handbook to standardize expectations about participation in the NAC review process for NAC members and NAC Support Staff. However, if at any point through the NAC process there need to be additions or corrections to the NAC Handbook, CPS staff will make the required changes in redline and post the changes on the Announcements section of Basecamp (see Basecamp Handbook) to make all NAC members, NAC support staff, and CPS staff aware of the change(s).

Appendix I – Regional NAC Boundaries

REGIONAL NEIGHBORHOOD ADVISORY COUNCIL (NAC) BOUNDARIES & CHICAGO COMMUNITY AREAS

COMMUNITY AREAS

1. ROGERS PARK
2. WEST RIDGE
3. UPTOWN
4. LINCOLN SQUARE
5. NORTH CENTER
6. LAKE VIEW
7. LINCOLN PARK
8. NEAR NORTH SIDE
9. EDISON PARK
10. NORWOOD PARK
11. JEFFERSON PARK
12. FOREST GLEN
13. NORTH PARK
14. ALBANY PARK
15. PORTAGE PARK
16. IRVING PARK
17. DUNNING
18. MONTCLARE
19. BELMONT CRAGIN
20. HERMOSA
21. AVONDALE
22. LOGAN SQUARE
23. HUMBOLDT PARK
24. WEST TOWN
25. AUSTIN
26. WEST GARFIELD PARK
27. EAST GARFIELD PARK
28. NEAR WEST SIDE
29. NORTH LAWNDALE
30. SOUTH LAWNDALE
31. LOWER WEST SIDE
32. LOOP
33. NEAR SOUTH SIDE
34. ARMOUR SQUARE
35. DOUGLAS
36. OAKLAND
37. FULLER PARK
38. GRAND BOULEVARD
39. KENWOOD
40. WASHINGTON PARK
41. HYDE PARK
42. WOODLAWN
43. SOUTH SHORE
44. CHATHAM
45. AVALON PARK
46. SOUTH CHICAGO
47. BURNSIDE
48. CALUMET HEIGHTS
49. ROSELAND
50. PULLMAN
51. SOUTH DEERING
52. EAST SIDE
53. WEST PULLMAN
54. RIVERDALE
55. HEGEWISCH
56. GARFIELD RIDGE
57. ARCHER HEIGHTS
58. BRIGHTON PARK
59. MCKINLEY PARK
60. BRIDGEPORT
61. NEW CITY
62. WEST ELSDON
63. GAGE PARK
64. CLEARING
65. WEST LAWN
66. CHICAGO LAWN
67. WEST ENGLEWOOD
68. ENGLEWOOD
69. GREATER GRAND CROSSING
70. ASHBURN
71. AUBURN GRESHAM
72. BEVERLY
73. WASHINGTON HEIGHTS
74. MOUNT GREENWOOD
75. MORGAN PARK
76. O'HARE
77. EDGEWATER

NAC BOUNDARY

- NORTH / NORTHWEST SIDE
- WEST SIDE
- SOUTHWEST SIDE
- SOUTH / SOUTHEAST SIDE