



Educational Service Center of Lake Erie West Community Schools Center

Community Schools – New Sponsorship Packet 2019-2020

Timeline		
Deadline	Completed by	Items to Be Completed
06/15/2018	School	Application for Sponsorship is submitted
06/16/2018 – 09/15/2018	ESCLEW	Review and interview period
09/30/2018	ESCLEW	School is notified of approval or denial
10/15/2018	ESCLEW	Preliminary Agreement is approved and issued to the school
10/31/2018	School	Signed Preliminary Agreement is returned to the ESCLEW Community Schools Center
12/01/2018	ESCLEW	Contract template and attachments are provided to the school
04/30/2019	School	<ul style="list-style-type: none"> • Contract negotiations are finalized • Contract attachments are submitted to the ESCLEW Community Schools Center • Governing authority approves and signs contract • Original, signed contract is returned to the ESCLEW Community Schools Center
05/15/2019	ESCLEW	Contract is signed by the ESCLEW Superintendent and executed
Summer 2019	ESCLEW	Site Visit and Authorizer Assurances are completed at least ten (10) business before the school year begins
09/30/2019	School	School year begins or contract is void <i>*Note: Exceptions for Dropout Prevention and Recovery programs</i>

Step One: Application for Sponsorship

If interested in starting a community school, it is recommended to first research the viability of a community school in the proposed location and the educational and financial plans needed for the school. It is also recommended to review the resources available on the ESCLEW Community Schools Center website and other helpful information from state and local organizations dedicated to community (charter) school development. Contact the ESCLEW Community Schools Center at (419) 246-3137 to indicate interest and discuss any initial questions.

The Community Schools – New Sponsorship Packet is for new community schools. The Community Schools – Replication or Transfer of Sponsorship Packet is for community schools seeking replication and community schools seeking to transfer sponsorship. Be sure to complete the appropriate application.

All essay portion questions must be answered thoroughly and any requested or additional supporting materials must be provided. It is recommended to cite the question and its corresponding essay portion (i.e., A.1) in the response. Addressing the selection criteria in this manner streamlines the review process and helps the school ensure all questions are answered completely. Should a certain criterion not apply, a response stating why it is not applicable is required. No question should be left unanswered.

Paper or electronic submissions (e.g., PDF, Word, or Excel files) are accepted. A standard, easily readable font is required with a font size of 11 points or larger. Both portrait and landscape attachments are acceptable. Do not encrypt or password-protect electronic documents.

Submit the completed application no later than June 15, 2018.

Email: ksickles@eslakeeriewest.org

Postal mail: ESCLEW Community Schools Center 4955 Seaman Rd. Oregon, OH 43616.



Educational Service Center of Lake Erie West Community Schools Center

Step Two: Review Period and Decision-Making

The ESCLEW Application Review Team includes a core group from the Community Schools Center – Executive Director, Assistant Director, Academic Services Team Leader, Special Education Specialist, Financial Oversight Specialist, and a Regional Technical Assistance Educator. External reviewers are also incorporated in the review process. The ESCLEW Community Schools Center will ensure any external reviewer will not come from a competing school.

Annually and prior to reviewing applications, the Application Review Team is trained on the reviewer protocols. All documents related to the application, including the evaluation rubric and appropriate scoring methods, are covered. The in-depth training examines the selection criteria, evaluation process, and protocols. All reviewers sign a Conflict of Interest Disclosure form. Any reviewer found to have a real or perceived conflict of interest will be excused to ensure impartiality in the review.

The evaluation rubric contains the criteria that provide the framework for the approval of the application for sponsorship by the ESCLEW Community Schools Center. The prescriptive criteria used to evaluate the application for sponsorship includes, but is not limited to, background and community need, education program, assessment and accountability, governance and management structure, business plan, staffing and capacity, financial information, and facilities. The school must present a comprehensive and evidence-based case for approval. A school seeking to replicate or change sponsorship must also demonstrate it is financially sound and organizationally viable. The Application Review Team will conduct research into the applicant's history with community schools, interview the applicant, and discuss the viability and appropriateness of the school with the ESCLEW Governing Board. For a school seeking to replicate or change sponsorship, the Application Review Team will also interview the school's current sponsor.

The Application Review Team will evaluate and discuss all the data. Each reviewer will individually complete an evaluation rubric, rating each selection criteria. The combined scores and comments will be provided to the school in the Final Evaluation Rubric. If the Application Review Team needs additional information to make a determination, it will contact the school during the review period.

Step Three: Preliminary Agreement

In order to preserve the highest standard of quality sponsorship, only schools that earn at least 75% of possible points will be considered for a preliminary agreement. If the application for sponsorship is approved, an in-person interview will be scheduled. After the interview, the Application Review Team and the ESCLEW Governing Board will make a decision whether to authorize a preliminary agreement for the school. The Application Review Team will contact the school once the ESCLEW Governing Board has approved or adjusted its recommendation.

If the ESCLEW Community Schools Center chooses not to approve the application for sponsorship, it will notify the applicant of the decision no later than September 30, 2018. The notice will include detailed reasons for the proposed action and the effective date of denial.

If the school is approved for sponsorship, the ESCLEW Community Schools Center and the school will execute a preliminary agreement, which describes the intent of the sponsor and the school to work in good faith towards the execution of a contract. This preliminary agreement enables the developers to apply for grant funds for planning purposes, and it will be submitted to the Ohio Department of Education (ODE).

Step Four: Contract Negotiation and Attachments

The contract between a school and sponsor must be adopted by the sponsor's governing authority stating the sponsor's intent to enter into the community school contract, or through the sponsor's signed board minutes summarizing that action. A formally adopted resolution between the sponsor and school, with at least a draft version of the community school contract must exist at the time of the contract adoption. Under statute, the contract must be fully executed by May 15 of the year the new school will open.



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The ESCLEW Community Schools Center will send the school a contract packet no later than December 1, 2018. This packet includes the contract template, attachment cover pages, and a list of any other documents that will be needed. Most of the documents to be compiled will ultimately be incorporated into the contract. Under law, the contract must provide strong evidence and great detail of the school's mission, vision, education program, instructional delivery system, business plan, financial plan, governance and management structure, accountability structure, and staffing plan. The contract also includes specific timelines and terms of operation. The ESCLEW Community Schools Center will provide a draft contract that includes all of these necessary components.

The school will need to submit clean FBI/BCI criminal background checks for all of the applicants and governing authority members. At this stage and throughout the school development process, the ESCLEW Community Schools Center will meet with the school's leadership to provide technical assistance on community school operations. In addition, the school's governing authority members will need to complete five (5) hours of training on board governance and open meetings law.

The school's governing authority, leadership, management company (operator, if applicable), and attorney should review the contract to ensure consistency of all terms. If the school finds any errors or if the school wishes to negotiate any contract terms, the designated contact should discuss these proposed changes with the ESCLEW Community Schools Center as soon as possible.

Step Five: Contract Approval and Execution

After all contract terms are finalized, the contract must be approved by the school's governing authority no later than April 30, 2019. The school should prepare a resolution for the Governing Authority President to sign once the new contract is approved. This signed resolution needs to be included in the new contract, so it is best to have a separate resolution signed that day rather than having approval reflected in the un-approved draft minutes.

Once the school's governing authority has approved the contract resolution, the Governing Authority President should sign and date the contract. Then, the original, signed contract should be sent to the ESCLEW Community Schools Center as described in Step One: Application for Sponsorship. The original, signed contract and attachments must be received by the ESCLEW Community Schools Center no later than April 30, 2019. The attachments will be reviewed for accuracy, completeness, and appropriateness. If any adjustments are required, the school will be notified with specific instructions in a timely manner.

An executed, new contract is a community school contract signed by the school's governing authority and the sponsor. The new contract must be signed by April 30, 2019. Therefore, all negotiations must be complete and both parties must sign the new contract by that date. The ESCLEW Superintendent will sign the completed, new contract by May 15, 2019. The new contract will go into effect on July 1, 2019. The new contract will be available for reference in Epicenter.

Step Six: Sponsor Assurances and School Opening

The ESCLEW Community Schools Center must inspect the school and provide assurances it has met all requirements and fulfilled all legal obligations at least ten (10) business days before the school year begins. The school must open by September 30, 2019, with exceptions for Dropout Prevention and Recovery Programs. If the school does not open by that deadline, the new contract will become void.



Educational Service Center of Lake Erie West Community Schools Center

Sponsoring Priorities

Sponsorship encompasses a great deal of legal responsibility and the ESCLEW Community Schools Center takes its responsibilities seriously. At the core, it upholds its mission of being a student-centered authorizer of community schools, advancing quality educational opportunities throughout the state of Ohio.

Adhering to the *Principles and Standards for Quality Charter School Authorizing* as established by the National Association of Charter School Authorizers (NACSA), the ESCLEW Community Schools Center uses the principles and standards as the foundation of its strategic plan for quality school sponsoring.

Principles

- Maintain High Standards
- Uphold School Autonomy
- Protect Student and Public Interest

Standards

- Agency Commitment & Capacity
- Application Process & Decision-Making
- Performance Contracting
- On-Going Oversight and Evaluation
- Revocation and Renewal Decision-Making

In accordance with the sponsoring priorities, principles, and standards, this application includes prescriptive requirements and evaluation criteria. In order to preserve the highest standard of quality sponsorship, the school must provide sound evidence of meeting each selection criteria. Only schools that earn at least 75% of possible points will be considered for a preliminary agreement.

There are significant consequences for poor performance in academics, finance, operations, and governance. If a school does not perform well, it may be closed automatically by law or by the sponsor, and could be subject to civil liability. It is imperative the school demonstrates its strong, evidence-based understanding of community school operations before the ESCLEW Community Schools Center would agree to sponsor the community school.

Application Materials

Reference [Step One: Application for Sponsorship](#) for guidance on the proper format, submission procedures, and deadlines. Also reference the evaluation rubric (located in this packet after the application) for a thorough itemization of criteria used to evaluate the application. All application materials are available for download from the ESCLEW Community Schools Center website under the Application Materials tab.



Educational Service Center of Lake Erie West Community Schools Center

Application for Sponsorship

Date Submitted:

Community School Name:

School District:

School Address:

Management Company (Operator), if applicable:

Governing Authority President:

Applicant/Founder:

Fiscal Officer:

Contact Person:

Contact Address:

Contact Phone Number:

Contact Fax Number:

Contact Email Address:

Type of School (Traditional, E-School, etc.):

Proposed Grade Levels:

Expected Enrollment:

Founding Coalition:

- Individual Parents Teachers/Administrators Community-Based Organization
 Management Company (Operator) Private Not-for-Profit Business Other Founding Group
-

By signing below, I acknowledge all questions have been answered truthfully and to the best of my knowledge.

Governing Authority President (Sign and Date)

Applicant/Founder (Sign and Date)

Essay Portion

A. Background and Community Need

1. Describe in detail the reasons for wishing to start a new community school.
2. Provide a clear and compelling mission and vision of the school. Provide a specific and achievable plan for how both will be successfully carried out.
3. Describe in detail the characteristics of the community and explain why educational needs are not currently being met. Cite specific data or research that supports this position including the target student population and defined grades, and contiguous schools' current student demographics and academic performance.
4. List and describe in detail how the existing traditional public, public community, private, and parochial schools serving the community demonstrate a need for this school in the market.
5. Explain in detail how the school will be unique and different from existing educational opportunities.
6. Describe in detail the school's plan for parent and community involvement to aid in the success of the school.

B. Education Program

1. Explain in detail the school's education program and instructional materials to be used to implement curriculum.
2. Provide clear evidence the education program is effective with the target student population and leads to improved student performance.
3. Provide clear evidence the education program is founded on an understanding of effective, research-based educational practices.
4. Provide clear evidence the education program correlates with Ohio learning standards, expectations, and performance assessments.
5. Provide clear evidence the education program demonstrates understanding of the school's special education obligations under state and federal law.
6. Provide clear evidence the school demonstrates capacity for and commitment to the education of the special education student population.
7. Describe in detail the methods, services, and staffing the school will utilize in order to provide a free, appropriate public education (FAPE) to all students with special needs.
8. Describe how the education program demonstrates the school's understanding of the Response to Intervention (RTI) construct, its capacity to implement such efforts, and how it will identify specific methods to monitor in order to most effectively execute the process.
9. Describe in detail how the education program, curriculum, and instructional design will meet the diverse needs of individual learners.
10. Explain in detail the process the school will follow to annually evaluate, review, and revise its education program to adjust for updates to the student population.
11. Describe in detail how student data will be monitored and utilized to meet the needs of the student population.
12. Describe in detail any supplementary services, non-classroom learning opportunities, and after-school programming the school will provide and explain how such services will enhance the quality of the education program and student achievement.
13. Provide clear evidence all assessments will be aligned with curriculum and instruction and include all Ohio-required assessments and a state-approved, local benchmarking assessment.
14. Describe in detail how the school will use assessments and data to drive educational decisions and improve teaching and learning.
15. Provide an academic calendar that meets all Ohio requirements and include the school's start date, end date, instructional days and hours, and dates of all assessments.
16. Provide clear, measurable, data-driven, educational goals for the school that are consistent with its mission and vision. Goals must reflect available data from contiguous schools and the academic performance of the target population. Explain in detail how the current and anticipated performance data demonstrate projected growth.

C. Business Plan and Financial Information

1. Provide a solid business plan with clear evidence of the ability to successfully execute the school's operations for the entirety of the charter term. Include thorough market research, community schools research, specific goals, strategic action steps, and timeframes for completion.
2. Provide the school's plan to attract (recruit) students and its strategies for student retention.
3. Provide the school's specific and achievable plan to ensure financial sustainability in the future.
4. Provide clear evidence the school treasurer is experienced, licensed, and bonded.
5. Provide all pre-operational costs and describe how these costs will be covered.
6. Provide the total amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Where possible, indicate which of these are secured, anticipated, or have firm commitments.
7. Provide a first year expenditures budget with detailed pre-operational costs, monthly cash flow, and projected first year enrollment, and explain the process by which budget and enrollment figures were determined.
8. Provide the school's plan (or an alternate budget) for meeting financial needs for low initial enrollment, not receiving anticipated revenues, or if revenues are lower than the estimated budget.
9. Describe in detail the anticipated communication process among the school treasurer, governing authority, school leadership, sponsor, and, if applicable, management company (operator).
10. If associated with a management company (operator), clearly define the school's financial relationship with the management company and the types of reporting the management company will provide to the sponsor and to the school's governing authority.

D. Facilities

1. If a physical facility has been identified, describe the facility, suitability of the space, sufficiency to meet the needs of the student population, and provisions for any specialized space needed. If a physical facility has not yet been identified, describe the needs of the school with respect to the facility and efforts to secure it.
2. Provide detailed information about the anticipated budget for procuring and maintaining the facility.
3. Provide information on what stage the preparations for the facility are currently in, what work has been completed to date, and a proposed timeline for completion.
4. Provide leasing and purchasing arrangements that are realistic and reasonable.
5. Describe in detail any construction or renovation which must occur prior to opening.
6. Describe in detail any anticipation of construction or renovation within the next three (3) years.
7. Describe in detail any anticipation of changing the school's facility within the next two (2) years including address relocation, adding an annex, or significant remodeling.
8. Describe the school's detailed and realistic plan for transportation of students, if applicable.

E. Staffing and Capacity

1. Provide clear evidence of capacity to successfully execute the school's business plan.
2. Describe in detail how the anticipated staff will demonstrate diverse backgrounds, knowledge, and experience.
3. Provide the staffing plan the school will use to recruit, hire, and retain appropriately licensed, Highly Qualified Teachers and qualified administrative staff.
4. Describe the school's strategy on implementing teacher assessments and performance evaluations.
5. Provide the school's contingency plan to address any significant changes in leadership or staffing.
6. Disclose any factors that might place the school at risk of closure, suspended operation, or not opening within the next two (2) years.

F. Governance and Management Structure

1. For each and all of the applicants/founders and governing authority members of the school:
 - a. List the individual names and addresses.
 - b. Explain each individual's role in the school's development.

- c. Describe each individual's strengths, knowledge bases, and expected contributions.
 - d. Describe any relevant history with school or business development.
 - e. Complete a clean FBI/BCI check. **Note: Each and all of the school's founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.*
2. Describe in detail how the governing authority has the necessary experience and knowledge to successfully oversee the school.
 3. Describe in detail how the anticipated governance, management, and staffing structure of the school will be effective.
 4. Provide the school's organizational chart with clearly defined roles and responsibilities, and describe the strengths and knowledge bases of the school leader(s).
 5. If the school will be contracting with a management company (operator), describe in detail the arrangement between the school's governing authority and management company to clearly delineate the roles and responsibilities of the governing authority, school leadership, and the management company.
 6. Describe the school's plan to ensure governing authority members are well informed of school operations and changes to law.
 7. Describe the school's plan to ensure retention of the governing authority members and its plan to actively recruit new governing authority members.
 8. Disclose any conflicts of interest that may exist between and among applicants/founders, school leaders, vendors, governing authority members, or other management companies (operators). Describe the steps that were taken to address such conflicts of interest and explain the outcome(s).
 9. Describe any outside contractual relationships that will be used to ensure the effective operation of the school.
 10. If the school will be contracting with a management company (operator), provide a list of all schools it has managed in Ohio and other states. If any of the community schools it has managed have closed, indicate this and provide explanation for the closure(s).
 11. Disclose any pending lawsuits, threatened liabilities, or negative media attention related to the school (governing authority members, applicants/founders, and leadership) or its management company (operator), about which the sponsor should be aware, and include any actions taken to address such issues.
 12. Explain any previous attempts to obtain a charter, the authorizer to which the school applied, and the outcome.
 13. Disclose any never-opened, terminated, or non-renewed schools and provide reasoning. **Note: Omission of any never-opened, terminated, or non-renewed schools is grounds for denial of this application.*

G. Conclusion

1. Present any additional information that is relevant or compelling in support of this application.

Disclosure

If this application is accepted, the school and its current sponsor, if applicable, will be asked to provide additional information and invited to interview with the ESCLEW Application Review Team prior to final approval. Approval of this application does not guarantee approval of a charter for the school and does not constitute approval to negotiate a contract with the Educational Service Center of Lake Erie West.

**Note: The application and information submitted to the Educational Service Center of Lake Erie West may constitute a public record subject to disclosure under the Ohio Public Records Act.*



Educational Service Center of Lake Erie West Community Schools Center

Evaluation Rubric

School Name	This section will be completed by the ESCLEW Application Review Team.
Management Company	
Review Team Member(s)	
Date(s) of Review	

Scoring Methods

Each category will receive a composite score based on its criteria. These scores will be used to determine whether a school will be recommended for sponsorship, and, if so, the duration of the new contract. The school must demonstrate a minimum of Effective (2 Points) in each category and earn at least 75% of total possible points to be considered for a preliminary agreement. However, the score of this evaluation does not guarantee sponsorship will be recommended.

Exemplary (3 Points)

- The school exceeds the minimum expectation for a community school that is likely to be successful.
- The school exceeds the review criteria established for the standard and clearly fulfills expectations.
- The school fully demonstrates the capacity of developing and operating a successful community school.

Effective (2 Points)

- The school meets the minimum expectation for a community school that is likely to be successful.
- The school meets the review criteria established for the standard and fulfills expectations.
- The school demonstrates the capacity of developing and operating a successful community school.

Ineffective/Emerging (1 Point)

- The school does not adequately meet the minimum expectation for a community school that is likely to be successful.
- The school does not adequately meet the review criteria established for the standard or does not adequately meet the expectations.
- The school does not adequately demonstrate the capacity of developing and operating a successful community school.
- It is unclear whether the school is likely to be successful without additional work or development.

Poor/Underdeveloped (0 Points)

- The school fails to meet the minimum expectation for a community school that is likely to be successful.
- The school fails to meet the review criteria established for the standard or fails to meet the expectations.
- The school fails to demonstrate the capacity of developing and operating a successful community school.
- As presented, the school's application is poorly researched and the school would be unlikely to succeed.



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A. Background and Community Need		
Essay Portion	Criteria	Score
A.1	The reasons for wishing to start a new community school are described in detail.	
A.2	The school’s mission and vision are clear and compelling, and the plan on how both will be successfully carried out is specific and achievable.	
A.3	Characteristics of the community are described with explanation as to why educational needs are not currently being met, and citing of specific data or research that supports the position is included.	
	The target student population and defined grades is detailed and well researched.	
	The contiguous schools’ current student demographics and academic performance is detailed and well researched.	
A.4	Descriptions of the existing traditional public, public community, private, and parochial schools serving the community demonstrate a need for the proposed community school in the market.	
A.5	Explanation of how the school will be unique and different from existing educational opportunities is clearly outlined.	
A.6	The school’s plan for parent and community involvement to aid in the success of the school is specific and achievable.	
Composite Score		
Comments		

B. Education Program		
Essay Portion	Criteria	Score
B.1	The education program and specific instructional materials to be used to implement the curriculum are detailed and clearly defined.	
B.2	Research demonstrating how the education program is effective with the target student population and leads to improved student performance is clearly outlined.	
B.3	It is clearly outlined how the education program is founded on an understanding of effective, research-based educational practices.	
B.4	Demonstration of how the education program correlates with Ohio learning standards, expectations, and performance assessments is detailed and well researched.	
B.5	It is clearly outlined how the education program demonstrates understanding of the school’s special education obligations under state and federal law.	
B.6	It is clearly outlined how the school demonstrates capacity for and commitment to the education of the special education student population.	
B.7	Description of the methods, services, and staffing the school will utilize in order to provide a free, appropriate, public education (FAPE) to all students with special needs is specific and achievable.	
B.8	It is clearly outlined how the education program demonstrates understanding of the Response to Intervention (RTI) construct, capacity to implement such efforts, and how it will identify specific methods to monitor in order to most effectively execute the process.	
B.9	Description of how the education program, curriculum, and instructional design will meet the diverse needs of individual learners is clearly outlined.	
B.10	Explanation of the process the school will follow to annually evaluate, review, and revise its curriculum to adjust for updates to the student population is clearly outlined.	



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B. Education Program		
Essay Portion	Criteria	Score
B.11	Description of how student data will be monitored and utilized to meet the needs of the student population is clearly outlined.	
B.12	Descriptions of any supplementary services, non-classroom learning opportunities, and after-school programming are clearly outlined with explanation as to how such services enhance the quality of the education program and student achievement.	
B.13	All assessments align with curriculum and instruction and include all Ohio-required assessments and a state-approved, local benchmarking assessment.	
B.14	Description of how the school will use assessments and data to drive educational decisions and improve teaching and learning is clearly outlined.	
B.15	The academic calendar meets all Ohio requirements, includes the school's start date, end date, instructional days and hours and, dates of all assessments.	
B.16	The school's goals are clear, measurable, consistent with its mission and vision, and reflect available data from contiguous schools' academic performance of the target population, and anticipated performance data demonstrates projected growth.	
Composite Score		
Comments		

C. Business Plan and Financial Information		
Essay Portion	Criteria	Score
C.1	A solid business plan with clear evidence of the ability to successfully execute the school's operations for the entirety of the charter term is specific and achievable.	
	Thorough market research, community schools research, specific goals, strategic action steps, and timeframes for completion are included in the business plan.	
C.2	The school's plan to attract (recruit) students is specific and achievable.	
	The school's strategies for student retention are specific and achievable.	
C.3	The school's plan to ensure financial sustainability in the future is specific and achievable.	
C.4	An experienced, licensed, and bonded school treasurer is identified.	
C.5	All pre-operational costs and how they will be covered are described in detail.	
C.6	The total amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. are provided. Where possible, it is indicated which of these are secured, anticipated, or firm commitments.	
C.7	A first year expenditures budget with detailed pre-operational costs, monthly cash flow, and projected first year enrollment is clearly outlined and realistic.	
	The process by which budget and enrollment figures were determined is explained in detail.	
C.8	The school has a detailed and realistic plan (or an alternate budget) for meeting financial needs for low initial enrollment, not receiving anticipated revenues, or if anticipated revenues are lower than the estimated budget.	
C.9	The anticipated communication process among the school treasurer, governing authority, school leadership, sponsor, and, if applicable, management company (operator) are described in detail.	



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C. Business Plan and Financial Information		
Essay Portion	Criteria	Score
C.10	If associated with a management company (operator), the school’s financial relationship with the management company and the types of reporting it will provide to the sponsor and to the school’s governing authority are clearly defined.	
Composite Score		
Comments		

D. Facilities		
Essay Portion	Criteria	Score
D.1	If a physical facility has been identified, the facility, suitability of the space, sufficiency to meet the needs of the student population, and provisions for any specialized space needed are outlined in detail.	
	If a physical facility has not yet been identified, the needs of the school with respect to the facility and efforts to secure it are outlined in detail.	
D.2	Information about the anticipated budget for procuring and maintaining the facility is outlined in detail.	
D.3	The stage the preparations for the facility are currently in, what work has been completed to date, and a proposed timeline for completion are provided.	
D.4	The leasing and purchasing arrangements are realistic and reasonable.	
D.5	Any construction or renovation that must occur prior to opening is described in detail.	
D.6	Any anticipation of construction or renovation within the next three (3) years is described in detail.	
D.7	Any anticipation of changing the school’s facility within the next two (2) years including address relocation, adding an annex, or significant remodeling is described in detail.	
D.8	If applicable, the school’s plan for transportation of students is detailed and realistic.	
Composite Score		
Comments		

E. Staffing and Capacity		
Essay Portion	Criteria	Score
E.1	Evidence of capacity to successfully execute the school’s business plan is clearly outlined.	
E.2	Description of how the anticipated staff will demonstrate diverse backgrounds, knowledge, and experience is clearly outlined.	
E.3	The staffing plan used to recruit, hire, and retain appropriately licensed, Highly Qualified Teachers and qualified administrative staff is specific and achievable.	
E.4	The school’s strategy on implementing teacher assessments and performance evaluations is outlined in detail.	



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E. Staffing and Capacity		
Essay Portion	Criteria	Score
E.5	The school's contingency plan to address any significant changes in leadership or staffing is outlined in detail.	
E.6	Any factors that might place the school at risk of closure, suspended operation, or not opening within the next two (2) years are disclosed.	
Composite Score		
Comments		

F. Governance and Management Structure												
Essay Portion	Criteria	Score										
F.1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;">For each and all of the applicants/founders and governing authority members of the school:</td> <td style="padding-left: 5px;">a) The individual names and addresses are provided.</td> </tr> <tr> <td></td> <td style="padding-left: 5px;">b) Each individual's role in the school's development is clearly explained.</td> </tr> <tr> <td></td> <td style="padding-left: 5px;">c) Each individual's strengths, knowledge bases, and expected contributions are outlined in detail.</td> </tr> <tr> <td></td> <td style="padding-left: 5px;">d) Any relevant history with school or business development is outlined in detail.</td> </tr> <tr> <td></td> <td style="padding-left: 5px;">e) A clean FBI/BCI check is complete. <i>*Note: Each and all of the school's founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.</i></td> </tr> </table>	For each and all of the applicants/founders and governing authority members of the school:	a) The individual names and addresses are provided.		b) Each individual's role in the school's development is clearly explained.		c) Each individual's strengths, knowledge bases, and expected contributions are outlined in detail.		d) Any relevant history with school or business development is outlined in detail.		e) A clean FBI/BCI check is complete. <i>*Note: Each and all of the school's founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.</i>	
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	d) Any relevant history with school or business development is outlined in detail.											
	e) A clean FBI/BCI check is complete. <i>*Note: Each and all of the school's founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.</i>											
F.2	The governing authority has the necessary experience and knowledge to successfully oversee the school.											
F.3	Description of how the anticipated governance, management, and staffing structure of the school will be effective is specific and achievable.											
F.4	The school's organizational chart includes clearly defined roles and responsibilities and reflects the strengths and knowledge bases of the school leader(s).											
F.5	If the school will be contracting with a management company (operator), the arrangement between the school's governing authority and management company clearly delineate the roles and responsibilities of the governing authority, school leadership, and the management company.											
F.6	The school's plan to ensure governing authority members are well informed of school operations and changes to law is specific and realistic.											
F.7	The school's plan to ensure retention of the governing authority members and its plan to actively recruit new governing authority members is specific and realistic.											
F.8	Any conflicts of interest that may exist between or among applicants/founders, school leaders, vendors, governing authority members, or other management companies (operators) are disclosed. The steps that were taken to address any identified conflicts of interest are described and the outcome(s) are explained in detail.											
F.9	Any outside contractual relationship that will be used to ensure the effective operation of the school is described in detail.											
F.10	If the school will be contracting with a management company (operator), a list of all schools it has managed in Ohio and other states are provided.											



Educational Service Center of Lake Erie West Community Schools Center

F. Governance and Management Structure		
Essay Portion	Criteria	Score
	If the school will be contracting with a management company (operator), a list of any of the community schools it has managed that have closed is provided along with an explanation for the closure(s).	
F.11	Any pending lawsuits, threatened liabilities, or negative media attention related to the school (governing authority members, applicants/founders, and leadership) or its management company (operator), about which the sponsor should be aware, are disclosed along with any actions taken to address such issues.	
F.12	Any previous attempts to obtain a charter, the authorizer to which the school applied, and the outcome are provided and explained in detail.	
F.13	Any never-opened, terminated, or non-renewed schools are disclosed along with the reasoning. <i>*Note: Omission of any never-opened, terminated, or non-renewed schools is grounds for denial of this application.</i>	
Composite Score		
Comments		

G. Conclusion		
Essay Portion	Criteria	
G.1	Any additional information that is relevant or compelling in support of the school’s application is outlined in detail.	
Comments		

Overall Assessment		
Category	Composite Scores	
A. Background and Community Need		
B. Education Program		
C. Business Plan and Financial Information		
D. Facilities		
E. Staffing and Capacity		
F. Governance and Management Structure		
Overall Composite Score		
Comments		