



## **APPLICATION FOR NEW AND REPLICATING COMMUNITY (CHARTER) SCHOOL**

**Issued: May 31, 2018 for Schools to Open for the 2019-2020 SY**

**Buckeye Community Hope Foundation  
Education Division  
3021 E. Dublin Granville Rd.  
Columbus, Ohio 43231  
(614) 942-2002**

Dear Applicant(s):

Thank you for your interest in partnering with Buckeye Community Hope Foundation to sponsor (authorize) your community (charter) school in Ohio. This application will serve as the blueprint for establishing and operating your public community school. The application addresses four main key design elements: Education, Organization & Management, Facilities, and Finance. Many of the elements in this application can and will be used in the final community school sponsorship contract.

If you are intending to utilize an education service provider to replicate a successful program, please include past performance of other managed programs-both in and outside Ohio- in the designated area of the application (see Appendix A).

The application process is a five-step process.

1. First we will hold an informational webinar about this application and the review process.
2. Second you will submit a full application including all required tables.
3. Third, our team of experts will evaluate the written application to assess the quality of the school's plans in the key design elements listed above.
4. Fourth, our team will conduct an interview with the applicant(s) to further assess the capacity to implement the plan in the written application-if the written portion meets basic expectations and minimum capacity standards per the evaluation rubric.
5. Lastly, recommendations will be presented to the BCHF Board for approval. It's important to note, all components must be answered according to the guidance in this document.

Any applications received that are not complete will be sent back to the applicant(s) and will not be reviewed.

Completion of the application does not guarantee a contract for a community school nor does it create any additional obligation between the applicant and Buckeye Community Hope Foundation.

If you have any questions regarding the application or submission process, please contact Jennifer Schorr at [jschorr@buckeyehope.org](mailto:jschorr@buckeyehope.org) or call (614) 942-2002.

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## Important Notes for Prospective Applicants Seeking to Submit an Application for a New Community School

Application Review Cycle		
<b>Community School Application Released</b>	May 31, 2018	BCHF will post on the Education Division webpage and email the Application to interested parties who have requested the application.
<b>New Community School Informational Webinar</b>	June 15, 2018	All applicants should plan to attend the application informational webinar in order to fully understand the process and get their questions answered before applying – we highly recommend attendance at this webinar!
<b>Letter of Intent</b>	July 1, 2018	Please send a Letter of Intent to apply to <a href="mailto:sponsorship@buckeyehope.org">sponsorship@buckeyehope.org</a> . Include the proposed school name, school type/model, grades to be served, neighborhood/school district where the school will be located, and whether you intend to submit your application for a technical review (see below).
<b>Technical Review Deadline</b>	August 20, 2018	All applications submitted by this date will go through a technical review to ensure all required submissions are complete and accounted for. Applicants will receive feedback and will have until the formal deadline to make corrections. This is NOT A QUALITY CHECK. Any submissions after this date must be complete or it will result in an automatic rejection.
<b>Completed Application due to BCHF Office by 12:00 p.m.</b>	Sept. 1, 2018	Completed applications are due to the Education Division office of Buckeye Community Hope Foundation at <a href="mailto:sponsorship@buckeyehope.org">sponsorship@buckeyehope.org</a> by 12:00 p.m. Please submit all documents via a “zip” file.
<b>Interview with Applicant(s)</b>	Beginning October 1, 2018	Only applications that meet the criteria and are received by the due date and time will be <u>considered</u> for the capacity interview phase of the review cycle.
<b>Final Decision</b>	No later than Nov. 15, 2018	Applicants will be notified by email if they have been approved for a preliminary agreement towards a charter contract with Buckeye Community Hope Foundation for the 2019-2020SY and provided with the Preliminary Agreement for signature.
<b>Contract Distribution</b>	No later than January 1, 2019	BCHF Sponsorship Contract will be emailed to the Governing Authority President to begin contract preparations.

<b>Contract Adoption</b>	<b>No later than March 15, 2019</b>	School Governing Authority & BCHF Board must both pass resolutions approving the Preliminary Agreement and “adopting” the community school contract; and have entered into a non-binding Preliminary Agreement.
<b>Contract Execution</b>	<b>No later than May 15, 2019</b>	School Governing Authority & BCHF Board must fully execute the community school contract. <i>All documents and components must be complete and submitted to <b>BCHF by March 15, 2019</b> for review and approval-prior to signing the community school contract.</i>

\*This timeline is subject to change at the discretion of BCHF and where allowed by law. All applicants will be notified immediately of any changes.

### School Development Priorities

Buckeye Community Hope Foundation is focused on the sponsorship of high performing community schools.

- 1) We welcome applicants demonstrating capacity for successful replication of high performing community (charter) school models in high poverty/academically low performing communities.
- 2) We encourage unique and innovative education programs with a strong instructional framework.
- 3) We encourage models that have a progressive sustainable approach imbedding 21<sup>st</sup> Century Skills - Critical Thinking, Creativity, Communication, and Collaboration.

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**All submissions in response to this application must be sent by the dates and times noted above to [sponsorship@buckeyehope.org](mailto:sponsorship@buckeyehope.org)  
Attn.: Jennifer L. Schorr, Associate Director**

**Buckeye Community Hope Foundation  
Education Division  
3021 E. Dublin Granville Rd.  
Columbus, Ohio 43231**

## **I. About BCHF as a Community School Sponsor**

### **Building Communities. Rebuilding Lives.**

Buckeye Community Hope Foundation is a 501(c)(3) not-for-profit corporation that creates and supports new opportunities for those who need them most: seniors, struggling families, underserved students and misdirected youth. Whether it is building quality affordable housing for low income seniors and families to teaching youth a new trade or overseeing public community schools to become the best educational choice for Ohio students, BCHF has strived for over 20 years to improve the lives of both young and old. BCHF's Housing division has built more than 94 projects consisting of over 3,800 units of affordable housing across nine states. There are currently over 196 additional units in development. In 2007, BCHF opened a Department of Support Services to serve low-income families and seniors at 52 of its housing sites through the provision of case management supports.

The YouthBuild division was developed in 1994 to help Columbus area dropouts earn a GED and learn the construction trade. Today the YouthBuild Columbus Community School combines diploma-track secondary education, life skills and leadership training, construction and/or nursing instruction with industry certifications and college credits, as well as job/college placement assistance to help dropout youth get back on track to achieving their goals in work and in life. The YouthBuild division operates independently of BCHF.

### **Education Division - *Dedicated to Enriching the Lives of Others***

#### **Background**

The Buckeye Community Hope Foundation (BCHF) was approved as a community school sponsor by the State of Ohio Board of Education in 2004. BCHF believes that community schools are an innovative and progressive approach for developing high quality educational options; and to reform the public education system making our students competitive in today's job market. We seek to foster and nurture productive relationships with Ohio community schools, providing ongoing guidance and professional oversight geared toward the success of community schools and their students. BCHF is committed to supporting high student achievement, financial stewardship, and responsible governance and management with the schools we sponsor.

Community Schools are not-for-profit, public schools that operate under contract with an authorized entity. They receive state and federal funds and are therefore subject to academic and fiscal accountability and transparency. Over 300 community schools are delivering high quality educational options to over 120,000 children in Ohio.

Sponsoring organizations were initiated by State Legislation to authorize the creation of and monitor the activities of community schools. The contract between the Sponsor and the

School's Governing Authority serves as the foundation for oversight geared toward the success of the school and their students. BCHF has an obligation to the public to monitor the community schools we sponsor to help ensure they are in full compliance with State and Federal laws, and the academic goals agreed to in their sponsorship contract. A representative from Buckeye Community Hope Foundation conducts site visits to schools while classes are in session, monitors the academic delivery in the classroom, and provides ongoing guidance and technical assistance. Additionally a representative, knowledgeable in school finance reviews the financial records of the school to ensure the schools are fiscally sound and sustainable.

The Education Division of BCHF consists of leadership that are recognized as experts in their field, experienced statewide regional representatives, a top-notch school improvement team, as well as, outstanding support staff. We hire the best and the brightest to oversee our sponsored schools.

We are changing the lives of more than 13,800 students, paving the way to a brighter future through education!

## **MISSION**

The **Mission** of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

The **Mission** of Buckeye Community Hope Foundation is Building Communities and Rebuilding Lives. The Education Division has a clear and focused Mission Statement that supports the overall Mission of the Foundation through the sponsorship of high quality community schools in Ohio. We pride ourselves in being one of the first highly rated sponsors in Ohio.

## **VISION of the EDUCATION DIVISION**

Our **Vision** is strong communities of healthy, well-educated students.

We envision a future where **ALL** students have access to a high quality public education.

Ohio Communities thrive as increasing numbers of schools graduate students equipped to assume a positive role in society.

## **Core Values**

The Core Values of the Education Division are:

**Responsibility**

**Mutual-Honesty & Trust**

**Respect**

**Credibility**

**Innovation**

## **II. About the BCHF Portfolio of Community Schools**

At Buckeye Community Hope Foundation, we support diversity and innovative program design in the community schools we sponsor. We set a high bar of expectations for student achievement, particularly for students most at-risk, but realize there is more than one way to meet the needs of each student.

Among the portfolio of BCHF sponsored community schools are: schools with a particular focus on drop out students while providing multiple wrap-around services; multiple schools using a strongly infused character education curriculum; schools that offer foreign language instruction; a school devoted to an inclusionary model of instruction where 100% of the student body has a wide variety of special education needs; schools devoted to the gifted and talented; multiple schools using an environmental focus in all lessons, and project based learning throughout the curriculum; and a unique on-line school serving drop out students.

Community school models that bring unique and promising solutions to the state's ongoing challenge of educating at-risk students, those with disabilities, English language learners and students who live in high poverty, particularly interest the BCHF Board of Trustees. We also want to bring schools to communities where no or few choice options exist and welcome applicant groups formed to meet a specific community need. We especially welcome proposals from applicant groups seeking to partner with Ohio's colleges and universities.

In sum, BCHF sees its role of community school sponsor as an opportunity to make a positive impact on public education and school choice in Ohio. We want to partner with energetic, talented individuals seeking to open new community schools that develop in-depth proposals grounded in experience, research, and a clear understanding of the incredibly challenging and rewarding work of running a high performing public school -- and are not afraid to face this challenge head on.

Our community school application review team recognizes the significant time and effort that you must invest to develop an application. Our staff looks forward to working with each applicant throughout the process.

### III. Review Process for Applications

BCHF's review of submitted proposals is a progressive, multi-step process aligned with NACSA's recommendations for charter application approval. The BCHF Board of Trustees has charged the Education Division with recommending for their consideration only those proposals deemed to have the highest likelihood of success.

BCHF's review process includes the following:

- 1) Review of the application by BCHF review team members from an academic, operational, legal and fiscal perspectives, and, if applicable, accountability analysis of student performance data for replicators;
- 2) An external individual or team of reviewers of education/charter school experts will review applications, if available.
- 3) For applications deemed strong enough to move further in the review process, an interview by BCHF leadership staff and a member of an external review panel with members of the proposed school's founding group, which should include the applicant(s), proposed school governing authority members and representatives of any proposed education management organization and/or other partner organizations.
- 4) Proposals of sufficient strength may undergo a revision process in an attempt to resolve concerns and assure compliance with Ohio community school and education law and all other applicable laws and regulations; at the discretion of BCHF.

#### Criteria for Recommending Applications for Approval

After completing the review process, the Education Division Leadership will make recommendations to the Board of BCHF which will vote to enter into contract preparations for a full community school agreement or to deny applications that do not meet our standards of quality. Please note, there is **no** appeal of a negative determination at any stage of the process.

In making its recommendation, the review team will consider the following:

- Evidence of public outreach for the purpose of soliciting and incorporating community input regarding the proposed community school.
- Evidence of meeting basic expectations, as solely determined by BCHF:
  - Applications must be submitted by the appropriate deadline;
  - Applications must be complete, with responses to all application items (even items that do not apply should be responded to with the statement **"Request is Not Applicable"**);

- Individual responses must adequately address each specific item; and
  - Applications must be legible and coherent.
- Include a viable plan to meet the enrollment targets.

**BCHF reserves the right, in its sole discretion, to discontinue its review if it is determined that an application does not meet these basic requirements.**

For applications that meet these minimum requirements, BCHF then evaluates whether the application proposal:

- Demonstrates the ability to operate the school in an educationally and fiscally sound manner;
- Is likely to improve student learning and achievement and materially further the purpose of the school and community schools in Ohio sponsored by BCHF, which are:
  - ✓ Increase student achievement and eliminating achievement gaps in English language arts and mathematics;
  - ✓ Increase high school graduation rates for students particularly at risk of not graduating;
  - ✓ Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
  - ✓ Provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness;
  - ✓ Encourage the use of different and innovative teaching methods;
  - ✓ Using high quality assessments designed to measure the learning and growth of all students;
  - ✓ A viable plan to meet the enrollment and retention targets;
  - ✓ Public outreach for the purpose of soliciting community input regarding the proposed charter school;
  - ✓ Provide parents and students with expanded choices in the types of educational opportunities that are available within the Ohio public school system;

- ✓ Management and leadership capability to overcome start-up problems and establish a fiscally viable school;
  - ✓ Meet measurable student achievement results as set forth in the community school contract and by the State Board of Education; and
  - ✓ Locate the school in a region of the state with limited or poor performing educational alternatives.
- Meets all of the requirements set out in the Ohio Revised Code, Ohio Administrative Code and all other applicable laws, rules and regulations *as well as* meets any additional requirements established by the Sponsor as part of our unwavering commitment to student achievement.

Buckeye Community Hope Foundation is interested not only in the potential of proposed schools to successfully navigate the challenges of start-up, but also whether the school is likely to earn renewal at the end of its initial contract period. Only applications that we determine rigorously demonstrate the criteria above can be recommended for approval to the Board of Buckeye Community Hope Foundation as a qualified applicant.

An applicant seeking to establish more than one community school should be aware that evidence demonstrating the community outreach process has begun must be provided for each proposed school in each community.

## V. Submitting an Application to BCHF for the 2019-2020 SY

In preparing the response to this application, please keep in mind that the answers to the specific requests carry enormous significance beyond determining whether or not the applicant will be granted a contract to organize and operate a school; they will determine the specific terms of the agreement and set the conditions of the school's operation. It is therefore critical that the applicant does not simply provide a response that may sound impressive on paper. Recognizing that the school will be held accountable for commitments made, the applicant should evaluate all of the responses to make sure that the proposed plans are reasonable, feasible and achievable. As the applicant develops responses, remember that BCHF is looking for **quality** and **clarity** in the responses, not just volumes of information and a large quantity of pages.

### A. Submitting the Application

- Please submit the completed application by emailing a "Zip" file to [sponsorship@buckeyehope.org](mailto:sponsorship@buckeyehope.org) by the deadline in the application.
- Even questions that do not apply must be responded to with "Request is Not Applicable." ***If there is nothing listed for a response to a question, we will consider the application incomplete.***

### B. Section Headings

- For items in the application that have multiple sections (ex. Academic Program (a-c)) please use clear headings in your narrative to separate the topics of your response.

### C. Electronic Formatting

- The electronic copy of the application shall consist of files containing each individual response saved as described in the table below. The table also notes what file type is acceptable for each response, i.e., Microsoft Word®, Microsoft Excel®, or Adobe Acrobat®. Please contact BCHF at (614) 942-2002 with any questions about electronic formatting requirements.
- **The final submission should include:**
  - **ALL sections contained within the table below**
  - **Excel file with all the completed tables as provided**
  - **Any applicable Appendix**

All of these files should be combined into a single "Zip" file for the purpose of emailing the entire package to [sponsorship@buckeyehope.org](mailto:sponsorship@buckeyehope.org)



<b>Required Format for Naming and Saving Electronic Files</b>		
<b>Page</b>	<b>Required File Name</b>	<b>File Type</b>
	<b>BACKGROUND INFORMATION</b>	
15	Response 01 - Applicant and Founding Group	Microsoft Word®
	<b>ORGANIZATIONAL VIABILITY-GOVERNANCE</b>	
15	Response 02(a) – Organizational Chart	Microsoft Word® or Adobe Acrobat®
15	Response 02(b) – Board Design and Code of Regulations	Microsoft Word®
16	Response 02(c) – Board Roles and Responsibilities	Microsoft Word®
16	Response 03 – Market Impact	Microsoft Word®
17	Response 04 – Community Outreach and Partnerships	Microsoft Word®
17	Response 05 – Management Organization	Microsoft Word®
	<b>KEY DESIGN ELEMENTS</b>	
18	Response 06 – Mission	Microsoft Word®
18	Response 07 – Enrollment and Retention	Microsoft Word®
19	Response 08 – Academic Program	Microsoft Word®
20	Response 09 – Accountability Plan	Microsoft Word®
22	Response 10 – At-Risk Populations	Microsoft Word®
24	Response 11 – School Culture	Microsoft Word®
24	Response 12 – Calendar and Schedules	Microsoft Word®
25	Response 13 – Staffing	Microsoft Word®
26	Response 14 – Professional Development	Microsoft Word®
	<b>FACILITY AND FINANCIALS</b>	
26	Response 15(b-c) – Facility	Microsoft Word®
26	Response 15(d) – Facility Documents	Microsoft Word® or Adobe Acrobat®
27	Response 16 – Financial Plan	Microsoft Word®
	<b>DEVELOPMENT AND START-UP PLAN</b>	
27	Response 17 – Action Plan	Microsoft Excel®
	<b>SUPPLEMENTAL INFORMATION</b>	



<b>Required Format for Naming and Saving Electronic Files</b>		
<b>Page</b>	<b>Required File Name</b>	<b>File Type</b>
28	Response 18(a) – Supplemental Narrative	Microsoft Word®
28	Response 18(b) – Supplemental Documents	Microsoft Word® or Adobe Acrobat®
	<b>CHARTER STATUS</b>	
28	Response 19 – Charter Status	Microsoft Word®

## **BACKGROUND INFORMATION**

### **1. Applicant and Founding Group**

Applicant and Founding Group Members

- (a) Complete the table labeled **“Founders”**.
- (b) Founding Member Resumes
  - Include a resume for each member of the founding group.
- (c) Include a narrative description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc. Please include any specific information related to the successful operation of a community school in Ohio or charter school outside of Ohio.

Submit the narrative response to Item 01(b-c) as Microsoft Word® file named:  
Response 01 – Applicant and Founding Group

### **2. Governance**

(a) Organizational Chart

Provide an organizational chart for the school and a narrative description of the working relationships in the chart.

Submit the response to Item 02(a) as a Microsoft Word® file named:  
Response 02(a)– Organizational Chart

(b) School Board Design

- Complete the table labeled **“Board”**.
- Provide the Code of Regulations for the Governing Authority. The following items must be included:
  - number of members;
  - member recruitment and selection process and criteria;
  - officer positions;
  - standing committees (if any);
  - ex-officio members (voting and non-voting);
  - frequency of board and committee meetings;
  - delegation of authority;
  - procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;
  - procedures for handling complaints, including from staff and parents;

- board training and development.
- Code of Ethics Policy
- Annual Conflict of Interest Disclosure Statement

Submit the response to Item 02(b) as a Microsoft Word® file named:  
Response 02(b) – Code of Regulations

(c) School Board Roles and Responsibilities

Describe the roles and responsibilities of your school’s governing authority.

Explain the following elements in your response:

- selecting school leader (and partner or management organizations, if any);
- monitoring school performance;
- evaluating school leader (and partner or management organizations, if any); and
- holding school leader (and partner or management organizations, if any) accountable for achievement of the school’s mission, goals, and academic performance.

Submit the response to Item 02(c) as a Microsoft Word® file named:  
Response 02(c) – Roles and Responsibilities

**Note: Proposed members will be required to complete board training as specified in the charter contract, sign an Annual Conflict of Interest policy statement, and have no unresolved findings for recovery with the State of Ohio Auditor.**

**3. Market Impact**

- Complete the table labeled “**Market**”
- Describe the community from which the proposed community school will recruit and draw its students including other existing educational options.
- Describe the specific population of students the proposed community school intends to serve.
- Explain the need for this school in this community and evidence to support this need.
- Describe the programmatic impact of the establishment of the proposed community school on existing public and nonpublic schools in the same geographic area.
- If the proposed community school will be located in a district where more than five percent of students are enrolled in community schools, explain how the proposed community school will have a significant educational benefit to the students who attend the school.

Submit the response to Item 03(b-f) as a Microsoft Word® file named:  
Response 03 – Market Impact

#### 4. Community Outreach

- (a) Complete the table labeled “Partners”.
- (b) Include any Letter of Intent or commitment from the organization indicating that the organization will be involved in the school and the terms and extent of its involvement.

Submit the response to Item 04(b) as a Microsoft Word® file named:  
Response 04 – Community Outreach

#### 5. Management Organization – if applicable.

Describe any management organization that will have significant responsibility for managing the proposed school’s educational program, staffing, operations and/or other aspects of the school. Provide the following:

- (a) detailed explanation of the extent of the organization’s proposed role in the governance, management and/or operation of the school;
- (b) Business plan of the management company including:
  - i. Growth projections of the entire management company.
  - ii. Academic ratings of existing schools for past 3 years.
  - iii. Any schools the management company has closed in the last 3 years and the reason or action that prompted the closure.
- (c) description of the role of the management company in selecting proposed members of the school’s governing authority; and
- (d) draft management contract.
- (e) Description of how the school board will monitor and evaluate the management company.

Submit the response to Item 05 (a-e) as a Microsoft Word® file named:  
Response 05 – Management Organization

## KEY DESIGN ELEMENTS

The strongest community school applications are ones where all aspects of the proposed school from staffing (including required areas of certification) and scheduling to finances and the facility are fully in alignment with and support the implementation of the school's mission and key design elements. Applicants should seek to develop a proposal where there is continuity within and between program elements and no discrepancies between the proposed academic program and the school's budget.

### 6. Mission

Provide the mission statement for the proposed community school.

- The mission statement needs to be clear and measurable; it should indicate what the school intends to do, for whom, and to what degree. It must focus at a minimum on achieving educational outcomes.
- Ensure your response includes truly measurable outcomes that can be carried throughout the entire application and are central to the population the school intends to serve.

Submit the narrative response to Item 06 as Microsoft Word® file named:  
Response 06 - Mission

### 7. Enrollment and Retention

(a) Complete the table labeled **"Enrollment"**.

(b) Provide a narrative describing the following:

- the reason for choosing to serve the grades specified
- details about the proposed marketing plan to recruit students
- details about the plan to retain students year over year

**\*Classroom teacher to student ratio cannot exceed 1:25 in grades K-3 and 1:27 in grades 4-8.**

Submit the response to Item 07(b) as a Microsoft Word® file named:  
Response 07 – Enrollment

## 8. Academic Program

### (a) Key design elements.

- Provide a concise overview of key design elements. These will vary by school, but might include: specific subject focus; student populations, specific academic and non-academic programs; longer school day and/or year; specific teaching model; unique staffing plan/placement; assessments; and student interventions.
- Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease/eliminate student achievement gaps.

### (b) Curriculum

- Complete the table labeled **“Curriculum”**
- Describe the process the school used to select curriculum resources and instructional materials for courses, including who is involved.
- Describe the process the school will use to evaluate, review and revise the curriculum on at least an annual basis. Describe who will be responsible for this process and how teachers will be involved.
- Describe the school’s procedures for evaluating whether the curriculum is successfully implemented and effective for all students.
- Provide at least one sample unit plan for mathematics and English -- include alignment to standards and benchmarks, suggested pacing, instructional strategies, methods of assessment, and instructional materials identified.

### (c) Pedagogy

- Describe the pedagogical approach the school will use to implement its curriculum.
- Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, etc.
- Identify any research or existing models that support the use of this pedagogy with the student population you intend to serve.

- Explain how these instructional methods will achieve the school’s mission and goals and allow students to meet or exceed state performance standards.
- Explain how the school’s instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and English language learners.
- If the proposed school has a unique curriculum focus or design (as identified in item “a”) explain how the instructional methods will support its implementation.

Submit the response to Item 08(a-c) as a Microsoft Word® file named:  
Response 08 – Academic Program

## 9. Accountability

The primary purpose of the Accountability Plan is to lay out the specific student achievement goals that a school agrees to meet and the specific measures that define what constitutes meeting these goals. These plans contain a required set of SMART goals and outcome measures which represent Buckeye Community Hope Foundations’ expectations for student learning and achievement at the time of renewal. The Performance Measures prescribed in the charter contract and utilized for renewal consideration are contained in **Appendix C**.

### (a) Assessment

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills.

- Complete the table labeled “**Assessment**”
- Complete a narrative with the following:
  - Explain how these assessments will be selected or developed.
  - Describe each assessment’s purpose, design and format.
  - Describe how assessment results will be collected and analyzed.
  - Describe who will be responsible for administering the assessments and collecting and analyzing the results.
  - Describe the plan for the school to use the Kindergarten Readiness Assessment, if applicable.
  - Describe the plan for the school to use the assessment data to meet the 3<sup>rd</sup> Grade Reading Guarantee, if applicable.
  - Describe the plan for the school to use the assessment data to meet K-3 Literacy and Math goals, if applicable.

- Describe the plan for the school to meet the requirements of the AIR assessments, including the technology requirements to administer the test on-line, if applicable.
- Explain how assessment results will be used by the Teachers, School Leaders, **and Governing Authority members.**
- Describe *specifically* how parents and students will be informed about academic achievement and progress.

(b) Accountability Plan

- Provide SMART Goals for each grade, subject, and student cohort that will be served in the school. Each Goal must include three outcome measures based on the following:
  - Fixed Measure – AIR and graduation tests (or other state-prescribed tests) and Ohio report card measures.
  - Comparable Measure – Achievement comparison to local School District or “like” school(s).
  - Growth Measure – School identified Assessment.
  - Value Added measure on local report card.

(c) Progress Monitoring

- Explain how the school will monitor its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.
- Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the community school charter contract term.

Submit the response to Item 09 (a-c) as a Microsoft Word® file named:  
Response 09 – Accountability Plan

## 10. At-Risk Student Populations

### (a) Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- The proposed community school's process for identifying students with disabilities (child find);
- The school's Response to Intervention (RTI) process for identifying and providing services for students with disabilities and other students including the identification of students with specific learning disabilities, and early intervening strategies;
- The process for coordination between general education teachers and special education teachers and/or service providers;
- The kinds and types of services and related services that will be provided by the school district of the student's residency or through a third party contract;
- The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.;
- The process that will be used to monitor the achievement and progress of students with disabilities; and
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.
- The person (by role) who will oversee special education services for the school.

### (b) English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- The process for identifying and placing students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- The approach the school will take to meet the needs of English language learners (both within general education classrooms and in other settings);

- The resources the school will devote to serving English language learners (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.)
- Any research or evidence that supports the appropriateness of this approach;
- The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and
- How the school will make all necessary materials available to parents of English language learners in a language that they can understand.

(c) Lowest 20% of Students

Discuss the proposed school's methods and strategies for identifying and serving students who are not meeting academic standards and at risk of academic failure. In answering, please describe:

- The strategies and/or programs the school will use to meet the needs of struggling students (both within general education classrooms and in other settings);
- The resources the school will devote to serving struggling students, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.
- Any research or evidence that supports the appropriateness of this approach;
- The process that will be used to monitor the achievement and progress of struggling students; and
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

(d) Gifted Students

Discuss the proposed school's method for identifying and serving students who are considered gifted.

- The process the school will use for identifying gifted students.
- The resources the school will devote to serving the gifted students.

Submit the response to Item 10 (a-d) as a Microsoft Word® file named:  
Response 10 – At-Risk Populations

## 11. School Culture and Activities

- (a) Provide the school's Behavior Management Plan.
- (b) Provide the school's Discipline Policies including:
  - General education students
  - Special Education Discipline Policy (in conformity with IDEA, the federal Individuals with Disabilities Education Act).
- (c) Provide the Student Handbook.
- (d) Provide a narrative describing the co-curricular and enrichment opportunities available to students.
- (e) Describe how the school will involve parents in the education of their child and in the governance and operation of the school. Your response should address:
  - The process you will use to establish, engage and sustain parental involvement;
  - The process you will use to effectively and frequently communicate a child's progress to the parent; and
  - The strategies you will use to build strong relationships between teachers, parents, and administrators.

Submit the response to Item 11(a-e) as a Microsoft Word® file named:  
Response 11 – School Culture

## 12. Calendar and Schedules

- (a) Provide a copy of the proposed school's calendar for its first year of operation, including:
  - total number of days of instruction for the school year (minimum of 920 hours of instruction for schools operating in Ohio);
  - first and last day of classes;
  - all planned calamity days;
  - all planned professional development days;
  - all planned holidays and other days off, as well as planned half days; and
  - dates for summer school, if planned.
- (b) Complete the table labeled **"Schedules"**

Submit the response to Item 12(a) as a Microsoft Word® file named:  
Response 12 – Calendar and Schedules

### 13. Staffing

(a) Complete the table labeled “**Staff**”

(b) School Leader

- If you have already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, attach a resume or biography for this person.
- If you have not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management organization, if any) in the process.

(c) Instructional Leadership and Management

- Explain how expectations for teacher performance and student achievement will be established and then communicated to staff.
- Describe the school’s approach to teacher supervision and support.
- Describe the school’s process and criteria for evaluating teacher performance.
- Describe the school’s process for evaluating staff in a management position.

(d) Staff Recruitment and Retention

- Describe how you will recruit and retain staff, particularly high quality teachers. Your response should provide:
  - The qualifications you will require of teachers and other staff;
  - The process you will use to recruit and hire teachers and other staff; and
  - The strategies you will use to retain high quality teachers.

Submit the response to Item 13 (b-d) as a Microsoft Word® file named:  
Response 13 – Staffing

#### 14. Professional Development

- Complete the table labeled “PD”
- Provide a narrative describing the following:
  - Who will be responsible for determining the yearly PD plan.
  - The process for evaluating the efficacy of the professional development program.
  - The role teachers will play in developing the PD plan; and
  - How the LPDC will be organized and who will be the chair of the LPDC committee.

Submit the response to Item 14(b) as a Microsoft Word® file named:  
Response 14 – Professional Development

#### 15. Facility

- (a) Complete the table labeled “Facility”
- (b) Describe the facility needs of the proposed school including any unique features necessary to implement your school design and academic program. Your response should address:

- The number of general education classrooms required each year.
- Any additional classroom space required for special education or ESL services, specialty classes and intervention or enrichment programs.
- Space requirements for administrative functions, food services and physical education.
- Any unique requirements of the facility based on the academic program.

- (c) Describe the efforts to date to secure a facility for the school.

Submit the response to Item 15(b-c) as a Microsoft Word® file named:  
Response 15(b-c) – Facility

- (d) Additional Facility Information

- If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet education specifications by the date that the school would commence instruction.
- Information such as blue prints, maps, certified estimates, etc. should be provided as part of this response.

Submit the response to Item 15(d) as a Microsoft Word® or Adobe Acrobat® file named:  
Response 15(d) – Facility Documents

**16. Financial Plan**

(a) Complete the table labeled **“Pre-Opening”**

- The start-up budget cannot rely on any grant revenue unless the grant has already been approved and includes a letter of intent to fund.

(b) Complete the table labeled **“First Year Operating Budget”**

- All Budgets must be balanced and operate within the school’s revenue constraints. Please include letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.
- Note: The school may not receive any State funding until October of the first year of operation.

(c) Complete the table labeled **“Five Year Forecast”**

(d) Provide a narrative describing the following:

- Source of the initial funding dollars.
- Explain the process and criteria for selecting the licensed Treasurer and the contracting process.
- Explain the role of the school leader, board members, and teachers within the budgeting process.

Submit the response to Item 16 (d) as a Microsoft Word® file named:  
Response 16 – Financial Plan

**17. Action Plan**

(a) Complete the table labeled **“Action Plan”**

Your Action Plan should include:

- A list of the tasks to be completed between the time the community school application is approved and the opening of the school.
- The start date and projected completion date of each task; and
- The person(s) responsible for each task.

## 18. Supplemental Information

- (a) If there is any additional information that the applicant thinks would be helpful to BCHF in their evaluation of the application, please provide a description of what's included and a rationale for its inclusion in the response. If no supplementary information is necessary, please indicate so in this response.

If applicable, include the following in support of the narrative:

- (b) Supplemental and Support Documents

Submit the response to Item 18(a) as a Microsoft Word® file named:  
Response 18(a) - Supplemental Narrative

Attach Supplemental and Support Documents as a Microsoft Word® or Adobe® Acrobat file named:  
Response 18(b) - Supplemental Documents

## 19. CHARTER STATUS

Withdrawn, Rejected, and Concurrent Proposals-Other Sponsors or Authorizers

- (a) Indicate whether this proposal was previously withdrawn from or rejected by BCHF. If yes, provide:
- The name of the proposed community school when previously submitted;
  - The date of the previous submission; and
  - A summary of what has changed in the proposal since its previous submission and the reasons therefore.
- (b) Indicate whether the applicant and/or founding team has previously or currently have applied for any other charters from a sponsoring/authorizing entity in any State including Ohio. If yes, provide:
- The name of the sponsoring/authorizing entity;
  - The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
  - The status of those applications; and
  - If the application was withdrawn from consideration, provide the reasons for the withdrawal. If the application was granted, but the community school is no longer in existence, please provide an explanation.
  - If the application was denied by a sponsoring/authorizing entity other than BCHF, include a copy of the letter or summary from the sponsoring/authorizing entity stating the reasons for denial.

(c) Provide a list of any existing schools the proposed Governing Authority and/or Management Company will take over operations of in the 19/20SY:

- The name and type of school; and
- State the school is located.

\*If negotiations are not public information yet, please omit the name of the school.

(d) Provide a list of all schools ever managed by the proposed Governing Authority and/or Management Company:

- The name and type of school;
- State the school is located in; and
- Charter status (i.e. open, in discipline, suspended, revoked, terminated, or closed).

Submit the response to Item 19(a-d) as a Microsoft Word® file named:  
Response 19 – Charter Status

## **APPENDICES**

**Applicants must complete all applicable Appendices A through D.**

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### **UNDERSTANDING OF VOLUNTARY ACCEPTANCE**

In submitting this application for a new or replicating community school, I and the development team for the proposed [ \_\_\_\_\_ ] community school recognize that Buckeye Community Hope Foundation receives this application for sponsoring consideration voluntarily in its role as a community school sponsor in the State of Ohio.

Buckeye Community Hope Foundation is not obligated to provide any reason, rationale or evaluative metric related to any decisions related to the acceptance or denial of this application.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

### **APPLICANT CERTIFICATION**

I hereby certify the information in this application is complete and accurate to the best of my knowledge and acknowledge my obligation to promptly inform Buckeye Community Hope Foundation of any material changes.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_