

Richland Academy of the Arts

Application for Sponsoring an Existing New Start-up Community School



Application Guidance for Community Schools Wanting to Change Sponsors

Thank you for considering applying to the Richland Academy of the Arts to sponsor your existing new start-up community school. If you are an existing community school seeking a new sponsor for your school or to replicate your existing school and **are not a community school that is being non-renewed by its current sponsor**, we encourage, invite and will assist you to complete and submit an application.

We look forward to working with you through each phase of developing, opening and operating a high quality, fully functional and operational, transparent community school which meets the unique needs of the student population your community school targets to serve.

Richland Academy of the Arts believes that an arts and academic integrated curriculum, supporting and offering superior arts and academic opportunities to students can provide some students with an opportunity to both develop talents, gifts and abilities and flourish in both arts and academics. To this end Richland Academy of the Arts' mission, vision and focus is to promote and support the development of community schools which offer an arts and academic integrated curriculum and program based on Ohio's Academic Standards. We have also come aware of a significant need for high quality Bilingual Schools in Ohio to meet the needs of Hispanic and Somali students. To this end RAA will give proposals addressing the needs of these students a high priority.

Below is an application to be approved by the Richland Academy of the Arts to develop, open and operate an Existing New Start-up Community School through an agreement entered into between the Richland Academy of the Arts governing board and the governing authority board of the community school. The application contains a timeline for submission, formatting requirements, and important facts you need to know. **Please review this information carefully.**

If you have questions regarding your Existing New Start-up Community School Application, please contact Marianne Cooper, Executive Director at mcooper@richlandacademy.com or by phone, 419-522-8224.

We look forward to receiving your application and working with you towards a bright and successful future for your new school, staff, parents and students.

Best Regards,

A handwritten signature in cursive script that reads "Marianne Cooper".

Marianne Cooper, Executive Director
Richland Academy of the Arts

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Richland Academy of the Arts Existing Community School New Start-Up Application

Please provide the following information:

Proposed School Name:

Proposed School Address:

Proposed School Administrator: email

Proposed School Grade Levels

Existing New Start-Up Community School Application Process Timeline

Application Actions	Required Dates	Responses and Outcomes
Application Open	April 1, 2016	RAA will post an Existing New Start-up School Application on the Richland Academy of the Arts website.
Completed New Start-up School Application due to RAA Office by 12:00 p.m.	On or Before August 31, 2016	Completed New Start-up School Applications are due to the Education Division office of Richland Academy of the Arts (RAA) by 12 p.m. per New Start-up School Application <u>Submission Instructions</u> listed below.
Application Review process	September 12 to 16, 2016	The New Start-up School Application contract review team will review, score and make a determination on the quality of the renewal application.
Application interview	September 26 to 30, 2016	An interview will be conducted at an agreed date, time and location with the developer board members and the RAA leadership team.
Agreement Decision	October 28, 2016	The applicant will be notified of the RAA Boards' decision whether or not to enter into an agreement with the New Start-Up Community School GA.
PA and Contract Adoption	By December 16, 2016	A Preliminary Agreement will be signed and a contract will be adopted by both boards
Contract Execution	May 15, 2017	School Governing Authority & RAA must fully execute the community contract.
Contract Activation	By September 30, 2017	The New Start-Up Community School must open by September 30, 2017.



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Existing New Start-Up School Application Expectations and Submission Instructions

As you complete the New Start-Up Community School Application responses, please keep in mind the answers to the specific requests carry enormous significance beyond determining whether or not the community agreement will be approved; they will determine the specific terms of the community contract and set the conditions of the school's operation going forward. As such, it is important the school does not provide a response that may sound impressive on paper but which may not be possible for the school to achieve because the school will be held accountable for commitments made in the application and ensuing contract if executed. Thus the school should evaluate all of the responses to make sure that the proposed plans are reasonable, feasible and achievable, yet keeping in mind the high expectations for academic, financial, accountability and organizational competence in outcomes the Ohio Department of Education, legislature, the public, parents and students have of the school. Please be real in your commitment but do not fall below minimum expectations in your expected goals, benchmarks, targets and outcomes. Additionally, as the board and school develops responses, please focus on submitting high quality and clear responses. Richland Academy of the Arts is not seeking volumes of information and a large quantity of pages.

Note: Developers planning to open a start-up school in the 2017-18 academic year must submit all application materials on or before August 31, 2016.

Richland Academy of the Arts strongly recommends that developers of all new Start-Up Community Schools consider and work toward ensuring the following functions, services and supports are considered and planned for in the application as they are critical components of success for all new community schools:

- Governing board membership that includes experience in education, finance, and experience in understanding and meeting the needs of organizational operations, parent and community relations, marketing and enrollment.
- Readily-accessible legal expertise
- Treasurer expertise
- Marketing expertise (Marketing Plan that establishes a strong need for the school's targeted population in multiple locations)
- Sound, realistic financial and enrollment projections (part of a Business Plan which incorporates Marketing data and results and projections for success regarding the targeted student population and demographics.)
- Access to cash reserves and credit lines in case of contingencies
- Expertise in curriculum
- Expertise in student achievement
- Expertise in classroom management with students with challenging behaviors
- Special education capacity and expertise
- ELL capacity and expertise
- EMIS/SOES reporting systems expertise

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Application Guidance for Community Schools Wanting to Change Sponsors **Required Elements for an Existing New Start-Up Community School Application**

Richland Academy of the Arts will evaluate the application on whether:

1. It demonstrates the ability to operate the school in an educationally and fiscally sound manner;
2. Is likely to improve student learning and achievement and materially further the purposes of the school and community schools in Ohio sponsored by RAA, which are:
 - Increasing student achievement and eliminating achievement gaps in English language arts and mathematics;
 - Increasing high school graduation rates for students particularly at risk of not graduating;
 - Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
 - Providing teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness;
 - Encouraging 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 ongoing success of the community school;
 - Provide parents and students with expanded choices in the types of educational opportunities that are available within the Ohio public school system; and
 - Meeting measurable student achievement results as set forth in the community school contract and by the State Board of Education;
3. Meets all of the requirements set forth 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 the highest student achievement.
4. Please attach information regarding current and past affiliations with operating community schools including any never-opened, terminated, or non-renewed schools.
5. Please attach a growth plan, business plan, and most recent financial audits.

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EDUCATION

I. Enrollment Plan

- (a) Complete the Enrollment Plan table below.
- (b) Describe the specific methods the school will use to reach the enrollment targets.
- (c) Describe the specific methods the school will use to achieve consistent student retention.

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

Enrollment	Number of Students				
	2017-18	2018-19	2019-20	2020-21	2021-22
Grades					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Enrollment					
Classes Per Grade					
Number of Students Per Class*	25: 1	25: 1	25: 1	25: 1	25: 1

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A. Geographic Boundaries

Pursuant to 3314.03(A)(19), Please describe which of the following options the school will choose.

- (a) Prohibit the enrollment of students who reside outside the district in which the school is located;
- (b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;
- (c) Permit the enrollment of students who reside in any other district in the state.

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

B. Target Population

Based on the results of the Marketing Plan, describe the population of the school and how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population. Identify the use of any projected educational service providers, whether whole school or targeted to specific groups.

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

C. Student Recruitment and Enrollment

Based on the results of the Marketing Plan, describe the plan for initial and ongoing recruitment and enrollment of students.

Describe the school's plans and timelines for the school's recruitment, enrollment, and admission process (including lottery).

Include any documents related to student enrollment (e.g., enrollment forms).

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.



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II. Mission

Provide the mission statement specific to your community school.

- The mission statement must 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 out through the entire renewal application and are central to the population the school is serving.

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

III. Measurable SMART Goals

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. Provide the specific student achievement goals that the school agrees to meet and the specific measures that define what constitutes meeting these goals. The set of goals and outcome measures should represent expectations for student learning and achievement.

- B. Provide SMART Goals for each grade, subject, and student cohort that will be served in the school. (SMART goals are specific, measurable, attainable, realistic, and timely.)

- C. Provide any non-academic goals that the school agrees to meet and the specific measures that define what constitutes meeting these goals. As the Sponsor we recognize there may be other measures directly related to the successful implementation of the school's unique program.



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IV. Instructional Methods

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

A. Describe the pedagogical approach the school will use to implement its curriculum.

B. Describe the instructional methods or techniques to be employed in the school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, etc.

C. If the school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.

D. Explain how these instructional methods will achieve the school's mission and goals and allow students to meet or exceed state performance standards.

E. Identify any research or existing models that support the use of this pedagogy with the student population you are serving.

F. 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.

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G. Discuss the 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 school's process for identifying students with disabilities;
- 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, if any, if applicable;
- 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.;
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- 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.

H. English Language Learners

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

Discuss the 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:



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- 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 for coordination between general education teachers and staff serving English language learners;
- 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.

I. Low Performing Students

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

Discuss the school's methods and strategies for identifying and serving students who are not meeting academic standards and are at risk of academic failure. Please describe each of the items below:

- The strategies and/or programs the school uses 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.



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- 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.

V. Curriculum

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. Describe the Explain how the curriculum has been aligned to all of Ohio's Learning Standards and, for high schools, the Ohio Core.
- B. Explain how teachers know what to teach and when to teach it, including the curriculum resources that supports instructional planning (e.g., curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who is responsible for creating, selecting, and reviewing these resources.
- C. Describe the instructional materials *specifically by name* that are used in the classroom for Tier 1, Tier 2, and Tier 3 instruction/intervention. If commercial or other pre-existing programs or materials are used, explain the process for their selection. Provide any evidence regarding their alignment to the school's curriculum framework and effectiveness with the student population. If instructional materials are created, explain the process for their development and who is responsible for it.
- D. Explain how the curriculum is appropriate for the students the school serves, as well as students with disabilities, English language learners and students below or above grade level. Explain how teachers use the curriculum materials that are developed to meet the needs of these students.
- E. Describe the process the school uses to evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade. Describe who is responsible for this process and how teachers are involved.



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- F. Describe the process the school uses to create or select new curriculum resources and instructional materials for new grades or courses, including who is involved.
- G. 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.

VI. Classroom Based and Non-classroom Based Learning Opportunities

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. Describe the specific classroom based and non-classroom based learning opportunities that will be made available to all students in the school.
- B. Explain how the learning opportunities are aligned to the all Ohio Learning Standards (Common Core and new Science and Social Studies, as well as, for high schools, Ohio Core requirements).
- C. Describe the process the school uses to create or select the opportunities, the materials needed to complete the activities associated with the learning opportunity, including who is involved.
- D. Describe the school's procedures for evaluating whether the learning opportunities are successfully implemented and effective for all students.



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VII. Assessment Plan

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

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

- Explain how these assessments are selected or developed.
- Describe each assessment's purpose, design and format.
- Explain how the school ensures assessment results are valid and reliable.
- Describe how assessment results are 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 3rd 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 PARCC assessments, including the technology requirements to administer the test on-line.
- Describe the plan for any assessments used to determine student growth measures as part of the teacher evaluation system.

B. Explain how assessment results will be used by the Teachers, School Leaders, and Governing Authority members.



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- C. Describe *specifically* how parents and students will be informed about academic achievement and progress.

School Calendar and Daily Schedule

- D. Provide the school's current calendar showing the number of days the school will be in session and two sample daily class schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activities, and after-school activities, as applicable

School Climate and Discipline

- E. Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals and incorporates research-based discipline practices such as positive behavior interventions.

Explain the school's student behavior philosophy and discipline policy or code of conduct for both the general student population and for students with special needs.

Explain how a discipline policy and procedures will be developed and implemented for alternative instruction. The policy should address the consequences (or range of consequences); due process procedures; identify the individuals responsible for carrying out the discipline policy; and, escalation process.

Indicate how the school staff will be educated about, and trained to implement, the policy.



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FINANCE

VIII. Budget & Finance

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

Please complete the *2015-2016SY Budget and 5-Year Forecast template* provided as a separate attachment.

- A. Explain the school's budget priorities consistent with the school's mission, educational program, staffing, and facility.

- B. Explain any revenue, expenditure assumptions, including for any plan to incur and repay allowable debt.

- C. Financial Management

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management, as well as their relevant qualifications to manage this work.

Identify vendors used to support finance and operations.

If using an education management entity, please provide the three most recent years of the entity's audited financials.

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ADDITIONAL NEW START-UP COMMUNITY SCHOOL EVALUATION COMPONENTS

GOVERNANCE

Below are additional questions Richland Academy of the Arts will use to assess the application in order to determine the potential for success of the school.

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

IX. Governing

A. Prior Success in Raising Student Achievement

Please describe prior success in improving student achievement.

B. Governing Body

Provide a brief description of the governing board, its history, and its current operation. Provide the governing board's view of the relationship between itself and the school leader and management entity (if any).

Discuss any training the board has planned for the current year, including topics to be addressed and requirements for participation.

C. Governing Board Composition

List the members of the current governing board including their names, terms, board position and current employment. Include formation regarding board members' relevant experience or qualifications for serving on the board including, but not limited to, their relationship to the community in which the school will be located.

List any potential conflicts of interests.

D. Governing Board Obligations

Indicate how the governing authority will meet its obligations regarding rule and law as related to public meetings, required meetings, membership, and the operation as a public body.



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OPERATIONS

X. Intended Benchmarking

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. 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.
- B. Mission Accomplishment
- C. 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 agreement term.

XI. Evaluation Methods

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. Explain specifically how the school will evaluate the extent the educational program will increase student achievement and decrease/eliminate student achievement gaps.

- B. Explain how the school will evaluate the extent to which it will materially further the following:
 - Improve student learning and achievement;
 - Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
 - Provide non-classroom based learning opportunities;
 - Encourage the use of different and innovative teaching methods;
 - Create new professional opportunities for teachers, school administrators and other school personnel; and
 - Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

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ADDITIONAL EXISTING NEW START-UP COMMUNITY SCHOOL EVALUATION ITEMS

Below are additional questions Richland Academy of the Arts will use to assess the application in order to determine the potential for success of the school.

XII. Management and Operations

Use the space below each required response to provide your response. Reference the title of attachments that you use to support the required response.

- A. Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to:
- Instructional leadership
 - Curriculum development and implementation
 - Personnel decisions
 - Budgeting
 - Financial management
 - Legal compliance
 - Any special staffing needs.

- B. Discuss how the school handles back office support, including state data entry.

Provide resume of principal and superintendent.

Attach an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school.

- C. Provide an Excel Spreadsheet of all community schools the management currently contracts and has contracted with in Ohio and other states and countries.

Include on the spreadsheet the name of the schools managed, the last three years of local report data, the profit and loss statements for each of the years the schools were managed and debt carried forward by the school each year managed.

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- D. Attach an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school.

- E. If the school rents or leases its facilities from the management company, attach a copy of the lease to the application.

XIII. Staffing and Human Resources

Describe recruitment, selection, and evaluation for all staff – including leadership and operations positions – of the proposed community school. Include job descriptions for all staff members, employment benefits offered, and estimated salary ranges.

Explain how the non-profit governing board and school administration handles unsatisfactory staff performance, as well as staff turnover and leadership succession.

Include a staffing chart for the school's proposed first year, and a staffing plan for the term of the community. Attach a copy of the school personnel policy regarding teachers.

XIV. Professional Development

Describe the professional development opportunities that will be offered to teachers and staff. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

Describe how the proposed professional development will include and support both general and special education teachers. Explain how the professional development program is aligned with the school's pedagogy and curriculum.

Articulate how the professional development program is evaluated to assess its effectiveness and success, and how the program will be modified to support identified teacher needs.



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Provide a proposed schedule for professional development.

XV. Parent and Community Involvement/Marketing Plan

Explain how the school encourages family and community involvement to support student learning.

Discuss policies, programs, and practices to ensure parental involvement and procedures to respond to parental complaints.

Describe results of your most recent family needs survey.

List potential community partners and how they will support the school.

Attach a Marketing Plan which establishes the process and action steps for identifying the need for the school's targeted population. Include maps which show the underserved population and the effective and ineffective schools within a two mile radius of the potential locations for the proposed school.

XVI. Financial Management/Business Plan

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management, as well as their relevant qualifications to manage this work.

Identify vendors used to support finance and operations.

If using an education management entity, please provide the three most recent years of the entity's audited financials.

Attach a Business Plan which includes sound, realistic financial and enrollment projections which incorporates Marketing data and results and projections for success regarding the targeted student population and demographics.

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XVII. Transportation Plan

State how the school provides transportation for students. Describe the proposed transportation plan for all students, including those with special needs, and explain budget revenue and expenditure assumptions. Include any agreement with the district.

XVIII. Food Service Plan

Describe how the school plans to provide food service and if the school plans to participate in any state or federal nutrition programs.

XIX. Staff Health Services

Indicate any types of health services provided and if they are provided by staff or vendor.

XX. Insurance

Provide a certificate of coverage that describes the level of insurance coverage that will be obtained

XXI. Facilities

Please attach the lease, if the proposed school has entered into a lease for a school facility.

Affiliation with previously operated schools

Please attach information regarding current and past affiliations with operating community schools including any never-opened, terminated, or non-renewed schools.



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Applicant Assurances

Please review the following list of assurances. By signing this document, I hereby acknowledge the following:

1. That no trustees, or individual(s) responsible for the operation of the community school under contract with the governing authority, owe the state any money or are in a dispute over whether the trustee or individual owes the state any money, concerning the operation of a community school that has closed; and
2. That no trustee will serve on the board of more than two start-up community schools at one time; and
3. That no present or former member, or immediate relative of a present or former member, of the governing authority of any community school established under Chapter 3314 of the Ohio Revised Code is an owner, employee, or consultant of any sponsor or operator of the proposed school, unless at least one year has elapsed since the conclusion of the person's membership; and
4. That no member of the governing authority, the proposed school's development team, or the school leadership has been affiliated in any manner with a school that has closed pursuant to Ohio Revised Code section 3314.35; and
5. That no member of the governing authority, the proposed school's development team, the school's leadership or the treasurer have been affiliated with a school that has been deemed "unauditable" by the Auditor of State; and
6. That all governing authority members and the school leadership have completed an Ohio criminal background check, and a Federal Bureau of Investigation background check if the individual has been an Ohio resident fewer than five (5) years, and that no member of the governing authority or the school leadership has been convicted of or pleaded guilty to any of the offenses as set forth in Ohio Revised Code section 3319.39(B)(1)(a); and
7. That the school will comply with Ohio's Public Records and Open Meetings Acts; and
8. That the school will comply with Ohio's Ethics laws; and
9. That the school shall not discriminate against any student, staff member, or volunteer on the basis of race, religion, gender, or national origin. Furthermore, with regard to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school; and

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10. That the school will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each timely applicant will be given equal chance of admission; and
11. That the school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it; and
12. That the school will be non-religious in its programs, admissions policies, governance, employment practices, and all other operations, and its curriculum will be completely secular; and,
13. That the school will adhere to all provisions of federal law relating to students who are Limited English Proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it; and,
14. That the school will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the community school; and
15. That the governing authority have or will create, and will remain, a tax-exempt entity under 501(c)(3) of the Internal Revenue Code; and,
16. That the school will be firmly committed to high expectations for all our students and accountability for academic results.

As developer for this New Start-Up community school application, I agree to and will comply with all of the above.

Name and title

Date

As required by Richland Academy of the Arts' New Start-Up community school application I attest:

- I have completed all portions of the Education, Business and Organizational plans.
- I have included all attachments.
- I have submitted all documents in word or excel format.
- I have completed and submitted the Assurances.

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I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I acknowledge that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications and those submitted after the published deadline will not be considered.

The person named as the contact person for the application is so sponsored to serve as the primary contact for this application on behalf of the organization.

Signature/date

Print name

Title

Submitting the Proposal

One electronic copy of the proposal is required; please see the Submitting the Electronic Copy section below for more information. In addition, one (1) paper copy that is an exact printout of the electronic version must also be submitted.

The electronic version of the proposal is regarded as the official submission. Any ambiguity and/or discrepancy between the electronic version and the paper copy submission will always be resolved in favor of the electronic copy.

1. Please use Arial size 11 Font for responses in the boxes.
2. Please use Arial size 11 Font for responses printed on single-sided pages for all attachments.
3. If the applicant needs to submit attachments to complete a response, the attachment must be referenced in the response box. Additionally, each attachment page should contain a footer that includes the proposed school name and should be consecutively numbered at the bottom of the page. Page numbers should indicate the Section and item designation (1 or A, etc.) For example, Section 1-1 would indicate the first section, first page. Section 7-12 would indicate the twelfth page of the seventh section. Attachment 6 B - 6 would indicate the sixth page of Attachment 6 B, etc. The application should be organized so that all the Sections come first, followed by the Attachments.
4. The complete paper application must be included in a three-ring binder or spiral bound with tabs separating sections and attachments. Tabs should be labeled with the same labeling system as indicated for the labeling of the attachments.
5. Each electronic copy of the proposal shall consist of all files containing the narrative

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organized just as the sections are described above.

6. All attachments should use Microsoft Word® with Ariel size 11 font and tables should use Microsoft Excel®.
7. Where a question or section includes a keyed to a specific statutory provision, the statutory provision should appear in brackets, such as, “(ORC 3314.01)” refers to Ohio Revised Code section 3314.01.
8. The proposal should include a **Community School Proposal Cover Letter** which must be the first page. The Cover Letter should be completed and signed by the applicant who will serve as the contact the Richland Academy of the Arts will use as the “Applicant Contact”. The original signed cover transmittal letter must be submitted with the paper copy of the proposal.