



## Charter School Specialists

### Application for New Community School Sponsorship

St. Aloysius is pleased to invite proposals for new quality community schools seeking to open in fall of 2018 or later. St. Aloysius, partnering with Charter Specialists since 2005, is one of the most respected and top rated sponsors in Ohio. St. Aloysius and Charter School Specialists have experienced teams of professionals to provide support.

St. Aloysius enables and supports quality community school success and a commitment to strong partnerships between the sponsor, governing authorities and leadership teams.

Charter contracts are granted only to those applicants that have a sound plan for, and demonstrate the capacity to operate a quality, high performing community school. The power to establish a community school is a privilege, not a right, which must be earned based on the quality of the plan, and the capacity of the development team. This application and this process serves as a blueprint for this plan, and when combined with demonstrated capacity, is the best indicator of whether the plan will become a quality charter school.

Upload your original work which clearly describes the key design elements that will serve as the school's foundation and demonstrate the applicant's capacities to execute the plans described.

The deadline for submission of this completed application is **October 27, 2017** at 5:00pm Eastern Time.

### APPLICATION INSTRUCTIONS

You will have the option to save your work and continue to this application at a later date. You must refer back to the form session link provided in the initial email. Please do not delete that email. Each time you click the "Next" button, your work on each page will be saved. Each section of the application must be completed to move forward. If a section does not apply to the school, please enter "N/A" and provide a detailed explanation stating why it does not apply.

JotForm templates are best completed using a computer. Some features, such as the option for uploading attachments, copy and paste, and saving may not work properly from a cellular device and/or tablet.

### GENERAL APPLICATION INFORMATION

#### PRIMARY CONTACT INFORMATION:

Complete the following primary contact information:

Primary Contact Person: *	<input type="text"/>	Organization:	<input type="text"/>
Mailing Address: *	<input type="text"/>	City, State, Zip: *	<input type="text"/>
Phone: *	<input type="text"/>	E-mail: *	<input type="text" value="ex: myname@example.com"/>

Add additional names and email addresses of school personnel/stakeholders that need to be copied on communication regarding this application: \*

Yes  No

#### SCHOOL INFORMATION:

Complete the school information section:

Name of Proposed School: *	<input type="text"/>	Proposed Grades Served: *	<input type="text"/>
Proposed Address of School: *	<input type="text"/>		
Local School District: *	<input type="text"/>	Proposed Start Date: *	<input type="text" value="mm-dd-yyyy"/>

Target Population to be Served: (i.e. Arts, College Prep, Dropout Recovery):

**ENROLLMENT PROJECTIONS:**

Please enter projected enrollment in the boxes provided below, enter N/A for grades not served.

\*

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1st Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2nd Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3rd Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total # of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

\*

	Free & Reduced Lunch (FNR) %	Special Education (SPED) %	English Language Learners (ELL) %
Expected Demographics	<input type="text"/>	<input type="text"/>	<input type="text"/>

1.) Is the applicant an existing school operator applying to replicate its current school(s)? \*

- Yes                       No

2.) Does the school expect to contract with an education service provider (ESP), education management organization (EMO), charter management organization (CMO), or other organization for a substantial portion of school management/operation? \*

- Yes                       No

3.) Do you have or have you had a relationship with other sponsors, community schools or their affiliates? If YES, please list the school(s) or entities and identify the basis of the relationship (i.e. contractor, employee of operator, treasurer, board member, etc.) \*

- Yes                       No

4.) Has any member of the governing authority or development team, including management company or treasurer/fiscal officer, been involved with an entity that was involved in a bankruptcy, closed for financial reasons, had a finding for recovery, or designated as un-auditable? If YES, please list the school(s) or entities and identify the basis of the relationship (i.e. contractor, employee of operator, treasurer, board member, etc.) \*

- Yes                       No

**DEVELOPMENT TEAM**

This section focuses on the development team for the proposed school. The development team plays a critical role in ensuring that there is a wide range of support and expertise to get the school started. The development team should consist of a number of individuals with diverse skills. Development team members should have expertise in a variety of areas, such as; business, education, finance, technology and governance.

**DEVELOPMENT TEAM INFORMATION:**

Development Team Member Name \*

First Name                      Last Name

Areas of Expertise \*

Email \*

example@example.com

Address \*

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

Phone Number \*

 - 

Area Code

Phone Number

Add additional Development Team Members: \*

Yes

No

Upload Resumes of all Development Team Members \*

No file chosen

If any development team members plan to continue as a governing authority member, please provide a description of the transition plan for those members.

## GOVERNANCE AND MANAGEMENT

This section focuses on the governing authority of the proposed school. The governing authority formally plays a vital role in the school's success and future existence. The governing authority sets policies, establishes the budget and has fiduciary responsibility for the community school. The governing authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The governing authority of the community school will be the responsible entity and contracting party for any community school contract. Ohio Revised Code requires no fewer than five (5) members.

### GOVERNING AUTHORITY INFORMATION:

In this section, you are asked for information about your governing board. You may upload a current roster of board members that includes their name, role, address, phone, email address and term of service OR you may fill this information out manually below. \*

- I am uploading the current board member roster that includes the information stated above.
- I am manually entering the governing board members and their contact information below.

Upload Resumes of all Governing Authority Members \*

No file chosen

**GOVERNING AUTHORITY LEGAL COUNSEL INFORMATION:** *Under Ohio Revised Code Section 3314.036, the governing authority must employ legal counsel who is independent from the school's sponsor or the operator with which the school has contracted for any services related to the negotiation of the school's contract with the sponsor or the school's contract with the operator.*

Legal Counsel Name \*

First Name

Last Name

Email \*

example@example.com

Address \*

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

Phone Number \*

 - 

Area Code

Phone Number

## ADDITIONAL GOVERNING AUTHORITY INFORMATION:

Governing Authority Structure and Development: \*

Describe the Governing Authority structure, recruitment and future development plans.

Upload Additional Documentation

No file chosen

Meeting Dates and Times: \*

Provide the proposed governing authority meeting dates, times and locations for the year, if established.

Upload Additional Documentation

No file chosen

## MANAGEMENT - ESP, EMO, CMO

This section focuses on the management of the proposed school. If there will be a contract with an educational service provider (ESP), educational management organization (EMO), or a charter management organization (CMO), provide the following information below.

Will the school contract with an ESP, EMO or CMO? \*

Yes

No

## SELF-MANAGED ORGANIZATION

This section focuses on how the school will be self-managed and who intends to operate the school during the term of the charter.

Provide details of who will have expertise and assume responsibility for specific school operations. For example, who will be responsible for testing and assessment, human resources, training and professional development, building maintenance and related services, marketing, purchasing and technology. \*

Communication Plan: Describe in detail the superintendent's plan to communicate with the governing authority. \*

Accountability: Describe in detail the superintendent's accountability to the governing authority. \*

Evaluation: Describe in detail the plan to monitor, measure and evaluate the superintendent's performance. \*

Upload an example of a superintendent's evaluation form, if available:

No file chosen

Record of Success: Summarize and provide data evidencing the superintendent's: 1) experience in leading an organization; 2) experience in starting and/or operating a school; 3) financial and business experience; 4) proven track record in urban education; 5) experience in understanding Ohio's Community School Law and other relevant laws. \*

If the superintendent has been identified, upload the superintendent's resume:

No file chosen

Include a spreadsheet listing the community schools managed (current and former) by this superintendent, including their names and addresses, year opened, academic performance index rating, value added ratings and sponsors. \*

No file chosen

### ADDITIONAL CONTRACTORS:

Include information for all contractors that will provide additional services to the school that are not provided by the management organization or previously listed under self-management.

Name

<input type="text"/>	<input type="text"/>
First Name	Last Name

Services to be Provided

Email

  
example@example.com

Address

Street Address

Street Address Line 2

<input type="text"/>	<input type="text"/>
----------------------	----------------------

City

State / Province

Postal / Zip Code

Phone Number

<input type="text"/>	-	<input type="text"/>
Area Code		Phone Number

Add additional names and email addresses of additional contractors: \*

Yes  No

## EDUCATIONAL PROGRAM

This section focuses on the educational program of the proposed school.

### MISSION, VISION, PHILOSOPHY:

**Charter Section 6.3a:** Please address the following for your school's mission (why do we exist?), vision (what do we hope to become?), and philosophy (what do we value and believe about educating students?).

Mission: State the school's clear, concise and compelling mission statement that describes what the school intends to do, for whom, and to what extent. How will the school be unique? \*

Vision: State the school's clear, concise and compelling vision statement that describes the anticipated operation, function and success of the school over time. \*

Philosophy: State the school's clear, concise and compelling philosophy that describes the values and beliefs by which the school will operate. \*

### **CURRICULUM:**

**Charter Section 6.3b:** *The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. The curriculum should also be researched-based. Providing strong evidence and specific detail, please address each of the items below.*

Will the school be using the Ohio Model Curriculum? \*

- Yes       No

How does your curriculum model align to your unique vision, mission and philosophy? \*

Describe the specific learning standards your students will achieve in all content and non-content areas with attention to career and college preparedness: \*

Describe the scope and sequence, grade-to-grade, course-to-course progressions with attention to transitions (elementary to middle, middle to high): \*

Describe the process for developing curriculum maps and pacing guides: \*

Provide curriculum information you will include in model unit and lesson plan templates along with rationale: \*

Describe how disaggregated subgroups will be served by your curriculum: \*

Explain how the curriculum will be updated and monitored for effectiveness: \*

**INSTRUCTIONAL DELIVERY METHODS AND RESOURCES/MATERIALS:**

**Charter Section 6.3c:** *Instructional delivery methods and resources are the ways and tools used to deliver the curriculum. Please provide strong evidence and specific detail to address each of the items below.*

Will the school be operating as a Blended Learning Model as defined in Section 3301.079 of ORC? \*

- Yes       No

Provide key instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project based learning, etc.) that will be used to provide daily instruction to the school: \*

Please review ESSA's requirements for research based practices: <https://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>

Provide evidence of the research based practices per ESSA for the chosen delivery methods, strategies, and/or techniques, including impact on population served: \*

Identify materials (textbooks, technology, manipulatives) that will be in place at the school's opening utilized to support instruction in core and non-core content areas: \*

Provide the rationale for the selection, approval (including board), and potential change process of instructional resources and materials to be used by teachers and students, including technology, at the school: \*

**CONTINUOUS IMPROVEMENT AND PROFESSIONAL GROWTH :**

**Charter Section(s) 1.5 & 6.4:** *Schools must improve instructional practices and student performance on a continual basis. Please provide strong evidence and specific detail to address the items below.*

Please review Ohio's 5-step process for school improvement: <https://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>

Continuous Improvement: How will the school develop, monitor and evaluate the school improvement plan using the 5-step process? \*

Ohio Teacher Evaluation System (OTES): Confirm that the school will implement the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators. If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individual (title only) will be conducting the evaluations? \*

Ohio Principal Evaluation System (OPES): Confirm how the school will implement the Ohio Principal Evaluation System (OPES) and Ohio Superintendent Evaluation System (if applicable) or an alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents. If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individual (title only) will be conducting the evaluations? \*

Local Professional Development Committee (LPDC): Discuss how the school will develop and implement a Local Professional Development Committee (LPDC), including bylaws, committee membership, roles and responsibilities, processes and procedures, and Individual Professional Development Plan (IPDP) template. \*

Resident Educator: Discuss how the school will implement the Ohio's Resident Educator Program in the school (i.e.: mentoring process, meetings, monitoring of work completed, timelines, ratios of mentors to mentees, etc.) \*

Please review the Ohio Standards for Professional Development (adopted 2015): [https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development\\_FINAL.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development_FINAL.pdf.aspx)

Professional Development: Using the Ohio Standards for Professional Development (adopted 2015), describe the process of how the school will develop, implement, and evaluate a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. \*

## SCHOOL CALENDAR:

**Charter Section(s) 3.5 & 6.3E:** *The school calendar provides students, parents, teachers, board members and other stakeholders with information of anticipated events. Please provide strong evidence and specific detail to address the item below.*

Provide the school's proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE. Any changes made may require a corrective action plan. \*

Upload proposed school calendar: \*

No file chosen

## BELL OR DAILY SCHEDULE:

**Charter Section 6.3f:** *The bell or daily schedule demonstrates, over the course of the school calendar, a minimum of 920 hours of instructional time, as required by Ohio law. The bell or daily schedule should also provide for teacher instructional planning, individual and collective or common. The bell or daily schedule should include time for activities or learning experiences that reflect the mission, vision and philosophy of the school. Please provide strong evidence and specific detail to address the item below.*

Provide the school's proposed daily bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule. \*

No file chosen

Upload proposed bell or daily schedule.

## PREVENTION AND INTERVENTION POLICY:

**Charter Section 6.3d:** *A Comprehensive System of Learning Support Guidelines, approved document by The Ohio Department of Education, provides direction for the foundation and intervention of student services to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>*

*Appropriate implementation of the guidelines will result in the school meeting or exceeding the Ohio Revised Code 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific detail to address the item below.*

Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing learning, behavior and other problems, and address the needs of ALL students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee,



homeless, lowest achieving 20%). \*

Describe the school's intervention plan for all students not found proficient or "Not on Track" for all of the following assessments that are applicable for your school's student population: (1) Ohio's State Tests; (2) Third Grade Reading Guarantee Diagnostic Assessments; (3) Kindergarten Readiness Assessment (KRA); (4) Ohio English Language Proficiency Assessment (OELPA); (5) or the current assessment system required by ODE. \*

## GOALS AND PERFORMANCE INDICATORS:

**Charter Section 6.4a:** *Performance indicators are a means to focus on specific expectations of a program. They facilitate the curriculum delivery strategies, and assessment procedures. Performance indicators are concrete measurable learning targets students must meet as indicators of achievement and should be based upon the state assessment targets, the school priorities for all students (including subgroups), and non-academic indicators of success that prepare students for career and college. Student Performance Indicators must be SMART - Specific, Measurable, Achievable, Relevant, Timely. Performance indicators describe what concrete actions the student should be able to perform as a result of participation in the program.*

Reading - Provide grade level student performance indicators in reading, including those for disaggregated subgroups. \*

Math - Provide grade level student performance indicators in math, including those for disaggregated subgroups. \*

Other - Provide the school's goals focused on expectations or conditions; such as, student subgroup attendance, parent-community involvement, or (if applicable) post-secondary enrollment, graduation rate, industry-recognized credential. \*

## ASSESSMENT PLAN :

**Charter Section 6.5:** *The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It also should be aligned to the desired learning outcomes of your school's curriculum. Please provide strong evidence and specific detail to address the items below.*

Nationally Normed Assessments - St. Aloysius requires it's sponsored schools to identify and utilize at least one (1) nationally normed assessment, ODE approved for Value Added standardized testing tool. It is mandatory the assessment be administered a minimum of twice per year, and administration should be identified on the school calendar. Which nationally normed assessment will be used? Discuss the rational for assessment selection and the relationship to student growth measures (OTES and OPES). \*

Ohio's State Assessments - All required state assessments must be included in the school's assessment blueprint and calendar. Confirm the use of specific state assessments, how the data will be collected and distributed to the Board of Directors, staff, students, parents, and how the results will impact professional development and the Ohio Improvement Process (OIP) goals and strategies. These must include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA and Kindergarten Readiness Assessment. \*

Local Assessments - Identify any local assessments that will be used. Discuss the rational for the implementation of the selected assessments. \*

Formative Assessments - Describe the process for developing formative assessment, sharing data across grade levels and with students and parents, and how the results will impact instructional strategies, practices, materials section, and professional development. \*

Non-Academic Measures - Describe the non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness. \*

### ORGANIZATION AND STAFFING:

**Charter Section 8.1:** *Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific detail to address the items below.*

Organizational Chart - Provide the school's organizational chart and clearly identify all positions including fiscal officer, EMIS and management company (if applicable). \*

No file chosen

Roles and Responsibilities - Describe the roles and responsibilities of the school staff aligned to your organizational chart as well as the school's mission, vision, and philosophy; specifically related to: 1) Administrative; 2) Teaching; 3) Specialized; 4) Contracted Services (i.e. speech and language pathologist, school psychologist, etc.); 5) Other. Please only include job titles. \*

Please review the goals identified in Ohio's 2015 Plan for Equity: <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx>

Recruitment and Retention Plan - Describe the school's plan to recruit and retain highly qualified staff. \*

Student/Teacher Ratios - State the school's expected student/teacher ratio. \*

Staffing Plan for Projected Enrollment - Please enter projected enrollment for Year 1, Year 2, and Year 3 in the boxes provided below. \*

	Projected Enrollment	Certified Teachers	Paraprofessionals
Year 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 3	<input type="text"/>	<input type="text"/>	<input type="text"/>

## DEMOGRAPHICS AND MARKETING ASSESSMENT

This section focuses on the demographics and marketing assessment of the proposed school.

School District - Identify the local school district, where the school will be located and any additional districts the school will draw enrollment from. \*

Students and Local Demographics - Describe the target student population the school will serve and any unique student needs. \*

Students and Local Demographics - Provide the characteristics of the community from which the school's students will be drawn; such as race, students with disabilities, student mobility, economically disadvantaged, limited english proficient and migrant status. \*

Market Assessment/Evidence of Need - Provide researched-based evidence that the school will meet the specific needs of the community it's targeting. \*

Market Assessment/Evidence of Need - Provide details stating how the school will enhance or expand educational options currently provided by surrounding local traditional districts and charter schools. \*

Market Assessment/Evidence of Need - Describe the school's current recruitment and marketing plans. Be sure to discuss the school's plans to maintain student enrollment and future marketing strategies. \*

Upload copies of promotional or recruitment materials including media plans, marketing plans, open house schedules, etc.:

No file chosen

Market Assessment/Evidence of Need - Upload evidence of community support of your school, such as letters of support showing how the school will serve the community and meet student and family needs. \*

No file chosen

## COMPLIANCE

The purpose of this section is to verify the school has the knowledge and understanding needed to maintain compliance with state and federal guidelines and appropriate operational procedures. Inclusion of complete policies, benefit manuals, or handbooks are not required at this time.

Admission and Open Enrollment: Charter Sections 2.6 and 3.9 - Describe how the school will comply with requirements for admission and open enrollment as described in R.C. 3314.06. \*

Upload admission and open enrollment policy, if available.

No file chosen

Attendance and Withdrawal: Charter Sections 2.6 and 3.9 - Describe how the school will comply with student attendance and withdrawal rules and procedures as described in R.C. 3314.06. \*

Upload attendance and withdrawal policy, if available.

No file chosen

Suspension and Expulsion: Charter Sections 2.6, 3.10 and 3.12 - Describe the school's suspension and expulsion policy, including the compliance requirement for students with disabilities as described by R.C. ?. \*

Upload suspension and expulsion policy, if available.

No file chosen

Transportation, Food Service, Other Support Services - Describe how transportation, food service, and other support services will be provided at the school. \*

## OPERATIONAL BUDGET

This section focuses on the operational budget of the proposed school.

Complete the fiscal officer information section:

Name \*

 

First Name Last Name

Email \*

example@example.com

Address \*

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

Phone Number \*

 - 

Area Code Phone Number

Upload the license of the fiscal officer: \*

No file chosen

Financial Stability: Charter Sections 2.4 and 9.4 - Provide an explanation of the school's first year budget which should include detail on grants, loans, other sources of revenue (donations or private contributions) and start-up costs which may include but is not limited to: legal fees, building expenses, personnel costs and programming costs. \*

Upload comprehensive internal control policies, if available.

No file chosen

Upload first year budget with monthly detail, showing expected cash flow, assets and liabilities. \*

No file chosen

Upload a proposed five year forecast using the Ohio Department of Education's prescribed format. \*

No file chosen

Upload signed letters of commitment for contributions of funds or in-kind services, if applicable.

No file chosen

Financial Stability - Describe the governing authority's plan to maintain the school's short and long term financial stability and viability, including potential reductions in expenditures relative to fluctuating enrollment. \*

## FACILITIES

This section focuses on the facilities of the proposed school.

Site Specifics: Charter Section 5.1 - If the facility has not been secured, describe the efforts to secure a school facility and prepare it for use by the intended opening date of the school. If the facility has been secured, enter N/A in this field. \*

Site Specifics: Charter Section 5.1 - If the facility has been secured, describe the school's facility, including address, site plan (including square footage, number and size of classrooms, common areas, recreational space, any charter or resident facilities that are used by the school) and how the facility meets the needs of targeted students. If the facility has not been secured, enter N/A in this field. \*

New Construction or Retrofit - Describe any new construction or retrofit for the facility that will be required to meet student needs and describe the financing for the construction. \*

Cost of Purchase or Lease - If the facility has been secured, state the cost and terms of the purchase agreement or lease. If the facility has not been secured, enter N/A in this field. \*

Upload a copy of the Purchase Agreement or Lease (if not available, upload proposed template): \*

No file chosen

Ownership - State the entity or individual that owns the property. State the entity or individual that will be leasing the property. If the property will be leased by the school from a management organization, provide a letter from an independent professional in the real estate field confirming that at the time the lease was agreed to, the lease was commercially reasonable. If the lease has not yet been executed, provide a letter signed by an officer of the governing authority or a member of the development team and the management organization affirming that a letter from an independent professional in the real estate field will be obtained prior to execution of the lease. \*

Upload signed letter, if the lease will be executed with a management organization:

No file chosen

Conflict of Interest - Identify any conflicts of interest such as facility owner/lessee being a member of the development team or governing authority. \*

## ACCEPTANCE AND CERTIFICATION

*I hereby certify the information in this application is complete and accurate to the best of my knowledge. I affirm my obligation to promptly inform St. Aloysius of any material changes. I understand if the application is incomplete, it may not be considered for sponsorship.*

Applicant Signature (please enter your name) \*      Date: \*



*St. Aloysius accepts this application under its authority as an authorized sponsor of community schools in the State of Ohio. It is under no obligation to approve this application.*

Submit