

WASHINGTON STATE CHARTER SCHOOL COMMISSION

NEW CHARTER SCHOOL APPLICATION ORIENTATION

For Schools Opening in the 2022-2023 School Year

Via Zoom – May 2 & 4, 2020

Presentation by: Krystal Starwich, *Deputy Director*



WASHINGTON STATE
Charter School Commission
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New Charter School Application Orientation

AGENDA:

- About the Commission
- The Application and Evaluation Process
- Application Content & Expectations
- Question & Answer

Alphabet Soup

COMMONLY USED ACRONYMS:

- ESD – Educational Service District
- ESP – Educational Service Provider
- OSPI – Office of Superintendent of Public Instruction
- SBE or State Board – State Board of Education
- SBA – Smarter Balanced Assessment
- SAO – State Auditor’s Office
- WA Charters – WA State Charter School Association
- WSIF – WA State School Improvement Framework

If you hear me use a term that you aren’t familiar with, please ask.

NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2022-2023 School Year

ABOUT THE COMMISSION



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About the Commission

Established in April 2013, the Washington State Charter School Commission (Commission) is the state's only non-district and state-wide charter school authorizer. The Commission is governed by an eleven-member board. Each Commissioner serves for four years.

Led by Executive Director Joshua Halsey and guided by the Commission's strategic plan and educational equity policy, the Commission staff is tasked with the authorization and oversight of charter schools in WA. Commission staff lead the charter school application and authorization/approval process and provides support to Washington State charter schools.

Currently, the Commission's portfolio contains seven operational schools with another five to open in fall of 2020 (one contract transfer).

Commission's Authorizes Charter Schools



About the Commission

MISSION

To authorize high quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

VALUES

High Expectations
Accountability/Responsibility
Transparency
Innovation

VISION

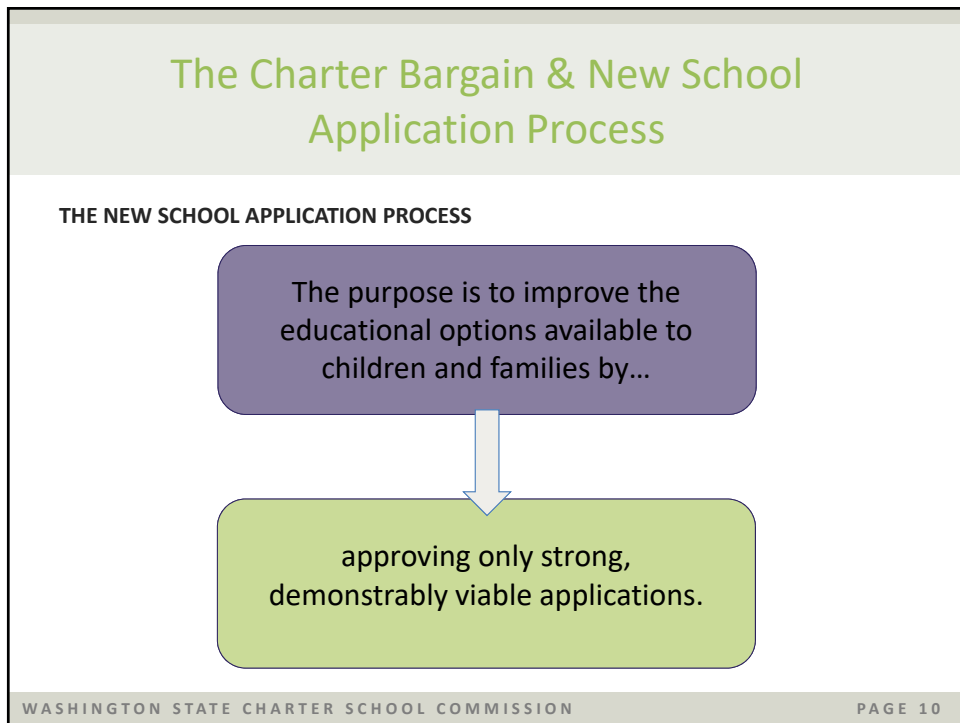
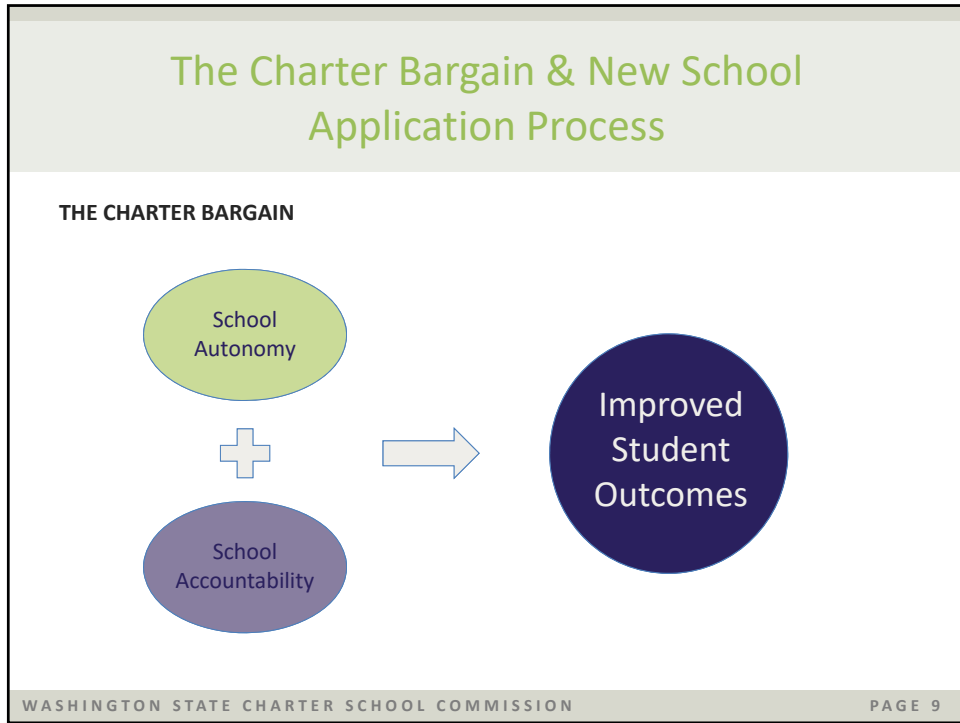
Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

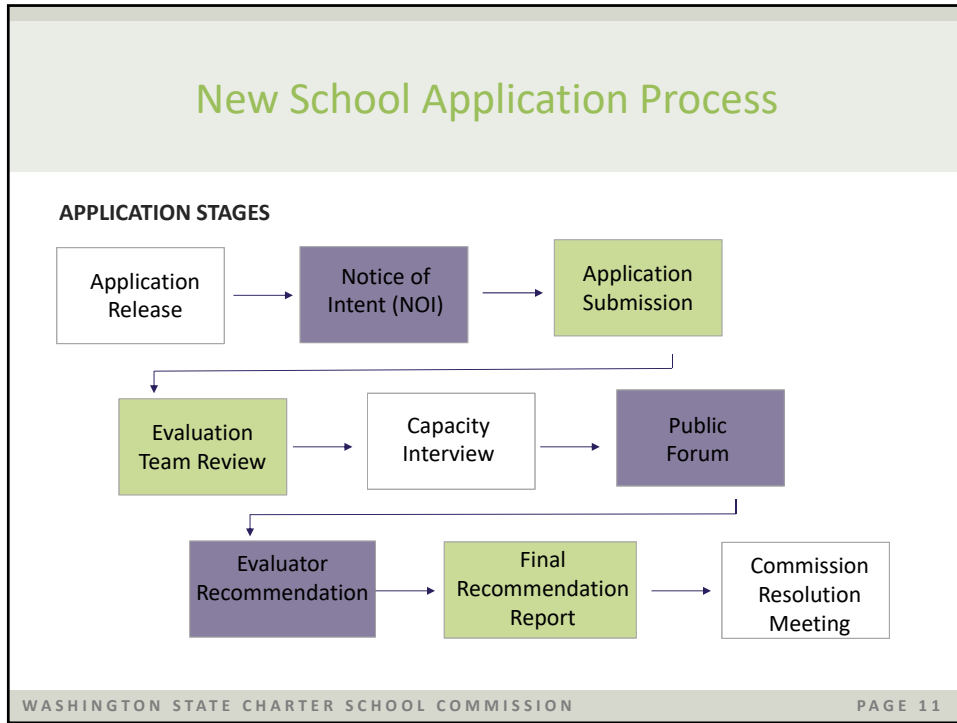
NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2022-2023 School Year

THE CHARTER BARGAIN & NEW SCHOOL APPLICATION PROCESS




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NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2022-2023 School Year

TIMELINE REVIEW



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Timeline Review

Date	Activity
April 1, 2020	New Charter School Application released
May 1, 2020 - May 4, 2020	New Charter School Application Orientations <ul style="list-style-type: none"> • Saturday, May 2, 2020 • Monday, May 4, 2020
June 2, 2020	Applicant Questions Due
June 9, 2020	Answers to Applicant Questions Released (FAQ Posted on Website)
June 19, 2020 5:00 p.m.	Notice of Intent to Apply (NOI) due
June 22, 2020	Box.com access provided to applicants
June 26, 2020	Applicant complaints deadline
July 7, 2020	Commission's written response to Complaints issued
August 28, 2020 5:00 p.m.	Proposal deadline
September 9, 2020	Completeness findings distributed
September 11, 2020	Redacted copy of application due electronically
September 15, 2020 5:00 p.m.	Deadline for eligible Applicants to deliver hard copies of Proposals
October 5 & 6, 2020	Panel Calls
November 2-6, 2020 (Only if needed – Oct 26 th)	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars . Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.

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Timeline Review

November 9-10, 12, 16-19, 2020 (PM engagements)	Public Forums. Public Forums will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars . The Application Coordinator will work with applicants to determine their Public Forum date as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to the agreed upon Public Forum will be possible.
November 25, 2020 5:00 p.m.	Deadline for public comments regarding eligible Applicants
December 3, 2020	Recommendation Reports Released
December 14, 2020	Deadline for Applicant withdrawal
December 17, 2020	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
December 23, 2020	Applicant request for optional debriefing due (only those applicants who are denied authorization are eligible)
January 4-6, 2021	Optional Applicant debriefings
Within five business days of debriefing	Deadline for filing Protest
March 16, 2021	Deadline for final contracts to be signed


Timeline Review

SUBMISSION REMINDERS

- Submissions must be uploaded through Box
- Late/improperly formatted submissions will not be accepted – please note there are new formatting requirements this cycle.
- Use the template documents provided on the website and/or in Box
- All page limits must be followed. Proposals exceeding the stated page limits will not be evaluated and rated.
- A note about attachments

NEW CHARTER SCHOOL APPLICANT ORIENTATION
For Schools Opening in the 2022-2023 School Year

EVALUATION PROCESS



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Evaluation Process Overview

WSCSC STRATEGIC AUTHORIZING VISION

The Washington State Charter School Commission (The Commission) seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expand the authority of teachers and school leaders and encourage and accelerate the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity and responsiveness to all students and their families, and effective, engaged governance boards.

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Evaluation Process Overview

THE EVALUATION PROCESS EMPLOYED BY THE COMMISSION WILL BE BOTH TRANSPARENT AND RIGOROUS. IT CONTAINS THE FOLLOWING KEY COMPONENTS:

- New School Application and Rubric
- Completeness Review
- Evaluation Team Review
- Capacity Interview
- Public Forum
- Recommendation Report
- Commission Decision

Evaluation Process Overview

NEW SCHOOL APPLICATION RUBRIC

- Applicants should reference the rubric continually when preparing their proposal.
- The rubric is intended to serve as a guide to ensure all required elements have been addressed as well as provide qualitative instruction about the standards for evaluation.
- Evaluators will follow the rubric when reading and scoring the application.

Evaluation Process Overview

RATING CHARACTERISTICS

Exceeds

- Clear and complete responses to all prompts. Consistently detailed, comprehensive explanations provided, including specific evidence that shows robust preparation. Presents a clear, explicit picture of how the school expects to operate. When applicable, responses connect cohesively to other sections of the program. When applicable, the information/evidence demonstrates a high degree of capacity to implement the proposed program.

Meets

- Clear and complete responses to all prompts. Sufficient explanations provided, including evidence that shows preparation. Presents a clear picture of how the school expects to operate. When applicable, responses connect to other sections of the program. When applicable, the information/evidence provided demonstrates capacity to implement the proposed program.

Evaluation Process Overview

RATING CHARACTERISTICS

Partially Meets

- Clear and complete response to some but not all prompts. The response provides partial explanations and lacks meaningful detail or requires additional information in one or more key areas. When applicable, responses provide limited connections to other sections. When applicable, the information/evidence provided demonstrates some/limited capacity to implement the proposed program.

Does Not Meet

- Unclear and/or incomplete responses to most prompts. The response provides insufficient details to most prompts. Responses lack connections to related sections. Responses demonstrate lack of preparation and/or raises substantial concerns about the applicant's understanding of, or ability to, implement an effective plan.

Evaluation Process Overview

Section 11: School Calendar and Schedule					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 11.1 and 11.4: Annual Academic Calendar	The applicant includes an insufficient description of the annual academic calendar; no explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant does not include the formula or calculation for the total annual number of instructional hours/days.	The applicant includes a partial description of the annual academic calendar; limited explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and unclear or inaccurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear description of the annual academic calendar; clear, sufficient explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes an accurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear and comprehensive description of the annual academic calendar; explicit, cohesive explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and accurate formula or calculation for the total annual number of instructional hours/days.	
Section 11.2-11.3: Daily and Weekly Schedule	The applicant provides an unclear description of the structure of the school day and week. And/or there is an insufficient explanation as to why the school's daily and weekly schedule will be optimal for student learning. Overall, the applicant does not provide explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant provides a partial description of the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. And/or overall, the applicant provides limited explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant sufficiently describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant comprehensively describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explicit explanations for how the daily and weekly school schedule that will lead to optimal learning.	
Section 11 (Attachments 8 & 9): Annual Calendar and Sample Daily/Weekly Schedules	YES or NO Did the applicant provide the proposed annual calendar (including total number of instructional days and hours, holidays, make up days, state assessment days)? Did the applicant provide a sample daily and weekly schedule for each division of the school? Do the calendar and daily/weekly schedules meet or exceed Washington State minimum instructional requirements as stated in RCW 28A.150.220(2)?				

Evaluation Process Overview

EVALUATION TEAMS

- Diverse group of evaluators from around the country
- Content knowledge of different elements of application (education, finance, organizational, governance) and charter authorizing practices
- All evaluators will be trained/oriented to ensure a consistent application of the evaluation standards
- All evaluators will receive training on equitable interview practices to support the Commission's educational equity policy
- Screened for conflicts of interest

Evaluation Process Overview

Characteristics of a high-quality school plan

- Internally aligned
 - Cohesion of elements
 - Mission/vision connected
- Externally validated
 - Evidence based
 - Demonstrated track record
- Demonstrable evidence and sufficient detail

Evidence

- Application - including attachments
- Due diligence
- Capacity Interview

Evaluation Process Overview

DUE DILIGENCE

Due diligence may be conducted to verify assertions made in the application.

Examples of Due Diligence

- Verify background of applicant team and board members – call former employers/authorizers
- Research/verify track records of other schools or entities with which applicants have been involved or managed
- Research/verify partnerships disclosed in application
- Search for court documents related to professional matters and/or relevant criminal activity

Evaluation Process Overview

CAPACITY INTERVIEW PROCESS:

Each applicant will participate in a capacity interview with the evaluation team and members of the Commission's staff.

Purpose?

- Affords evaluators the opportunity to ask clarifying questions about the application
- Allows evaluation team to probe or pressure-test specific components of the application
- Gives evaluators the ability to assess the capacity of the founding team to implement the program proposed in the application
- Provides an opportunity to watch the applicant team work through a problem in real-time

Evaluation Process Overview

CAPACITY INTERVIEW PROCESS

When?

- November 2nd – 6th

Where?

- Location TBD

Who?

- Members of the evaluation (led by team lead) will conduct the interviews
- Applicant teams will be given clear guidance as to who should attend.
Recommended: founding board members, community members, parents, school leadership.
- Interview group should be diverse enough to answer a wide-range of questions but small enough for meaningful conversation (6-8)

Evaluation Process Overview

CAPACITY INTERVIEW: Participation

The Capacity Interview participants include only members of the applicant team that are expected to have a role in the establishment and operation of the approved school.

While there is no official limit to the number of people who may attend the capacity interview, it is important that the applicants understand the purpose of the capacity interview. Applicants will have the opportunity to **demonstrate the team's capacity** to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

Historically, applicants have brought 4-8 individuals with a **deep knowledge of and a role in the implementation** of the proposed charter school.

Evaluation Process Overview

CAPACITY INTERVIEW: Structure

What is a performance task?

A performance task is an activity that simulates the work of a charter school leadership team. It provides the authorizer an opportunity to observe the applicants 'in action' by giving them a problem to work through. During a performance task, applicants will be required to respond to a scenario that simulates a common challenge(s) faced by charter school operators. The applicants' approach to solving the problem provides insight into how the group will confront challenges when operating the school.

Evaluation Process Overview

CAPACITY INTERVIEW: Structure

What is the purpose of a performance task?

By adding a performance task component to the capacity interview, the Commission can increase the effectiveness of the capacity interview in selecting school operators with the greatest potential to operate a high quality school. Specifically, the performance task provides a fuller picture of an applicant's overall capacity by illuminating:

- group dynamics and leadership roles in practice
- depth and diversity of skills required to open and operate a quality charter school
- ability to recognize key issues and challenges relevant to operating a charter school
- fluency with respect to components of their proposed school design.

Evaluation Process Overview

CAPACITY INTERVIEW

How is the Performance Task assessed?

Performance task is **not scored** but **used as evidence**, and information to be used **as part of the overall body of evidence that supports capacity** ratings on the existing rubric as well as the overall recommendation.

Evaluation Process Overview

CAPACITY INTERVIEW: Logistics

- Applicant invite and specific guidance sent closer to dates
- No presentations or printed materials from the applicants are allowed
- You may bring a copy of your application and any notes you may want to have on hand. (Please do not bring any new support documents. They will not be accepted.)

Evaluation Process Overview

PUBLIC FORUM

- Purpose (WAC 108-20-050)
The public forum will provide an opportunity for the applicant to engage directly with the commission and for the public to learn more about and to provide input on each application. The public forum is independent of the application process and may be used to evaluate the applicant. Applicants will be given a notice of at least five business days before the scheduled public forum date.

Evaluation Process Overview

PUBLIC FORUM

- Designed as an opportunity for parents, community members, local residents and school district board members and staff to learn about each application.
- Public Forums are a required component of the application process (RCW 28A.710.140). Applicants must attend their public forum.
- The Commission work with the applicant to coordinate their Public Forum. Commission staff effectively run the Public Forum.
- November 9-10, 12, 16-19, 2020 (date to be assigned by Commission)
- Applicant invite and specific guidance sent closer to dates
- Interpreters are provided and paid for by the Commission, but the applicant must demonstrate need.
- Prudent use of state resources – what the Commission will and won't cover.
- Remote public forums

Evaluation Process Overview

WHAT RECOMMENDATION REPORT IS:

- Staff recommendation to the Commission based on evaluation process
- Analysis of strengths/concerns

WHAT THE EVALUATION IS *NOT*:

- The Commission's decision
- A preference for one application over another

NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2022-2023 School Year

APPLICATION CONTENT & EXPECTATIONS



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Administrative Expectations and Information

- Only nonprofit organizations may operate charter schools in the state of Washington. An applicant must be either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)).
- The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.
- Additionally, contracts for management operation of a charter school may only be with nonprofit organizations. Contracts with education service providers for substantial educational services, management services, or both, must also be with a nonprofit organization. Proof of nonprofit corporation status of such contractors must be provided.

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Administrative Expectations and Information

RESERVATION OF RIGHTS

The Commission reserves the right to reject any and all applications for any reason, reissue the New Charter School Application, or cancel the New Charter School Application, as deemed appropriate by the Commission. Applicants are expected to review this New Charter School Application closely and monitor any revisions made to the process or content.

PROPER COMMUNICATION

Upon release of this New Charter School Application, all applicant communications must be directed to the New Charter School Application Coordinator. Unauthorized contact with other state employees or representatives may result in disqualification. All oral communications will be considered unofficial and non-binding. Applicants should rely only on written statements issued by the New Charter School Application Coordinator.

Administrative Expectations and Information

PROPER COMMUNICATION

Amanda Martinez, New Charter School Application Coordinator

Washington State Charter School Commission

PO Box 40996

Olympia, WA 98504-0996

Email: amanda.martinez@k12.wa.us

Phone: 360-725-5511

Administrative Expectations and Information

AMENDMENTS AND REVISIONS

The Commission reserves the right to revise the New School Application Timeline (Timeline in Appendix A) or other portions of this New Charter School Application at any time. The Commission may correct errors in this document (identified either by the Commission or an applicant). Any changes or corrections will be by one or more written amendment(s), dated, and posted with this New Charter School Application at <https://charterschool.wa.gov/applying/application-information/application-materials/>.

Applicants are responsible for checking the Commission’s website for changes and should do so frequently.

Administrative Expectations and Information

ERRORS IN APPLICATION

Applicants are liable for all errors or omissions contained in their applications. Applicants will not be allowed to alter application documents after the deadline. The Commission is not liable for any such errors. The Commission reserves the right to contact the applicant for clarification of application contents, including through the Capacity Interview process.

MISREPRESENTATIONS ON APPLICATION

An application containing a material misrepresentation in the information or documentation submitted may be denied. A material misrepresentation includes, but is not limited to, one that is inaccurate or misleading, or a representation that, if accurately reported, could impact the rating that an applicant would receive on any applicable criteria. If, after a school is authorized, it is learned that the application contained a material misrepresentation, the resulting contract may be deemed null and void by the Commission.

Administrative Expectations and Information

PLAGIARISM

The content of an application must be a product of the applicant's own efforts and shall not be copied from other sources, with the exception of quotes that are properly attributed. For applications containing material whose original source is not their own, the applicant must properly and completely attribute the material to its primary source and show that it has permission to utilize the material. Plagiarism is strictly prohibited and will result in automatic disqualification of the application. If, after a school is authorized, it is learned that a portion of the application was plagiarized, the resulting contract may be deemed null and void by the Commission.

NO OBLIGATION TO CONTRACT

The Commission may deny applications that fail to meet statutory or authorizer requirements (RCW 28A.710.140). The Commission also reserves the right to refrain from contracting with any and all applicants.

Administrative Expectations and Information

APPLICANT QUESTIONS

- Clarifying questions from applicants about the New Charter School Application, its content and/or evaluation standards will be allowed consistent with the Timeline.
- All questions must be submitted in writing (email acceptable) to the New Charter School Application Coordinator.
- Official written Commission responses will be provided for questions received by the deadlines, and will be posted on the website.
- Applicants submitting questions will not be identified.
- Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission website listed above will be considered official and binding.
- Questions received after the deadline will be answered at the Commission's discretion.

Administrative Expectations and Information

APPLICANT COMPLAINTS

- Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the New Charter School Application requirements early in the New Charter School Application process.
- The complaint must be made in writing to the New Charter School Application Coordinator before the due date set forth in the Timeline and should clearly articulate the basis for the complaint and include a proposed remedy.
- The New Charter School Application process will continue while complaints are being reviewed and responses are presented.
- Should an applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this New Charter School Application accordingly.
- The Commission's decision on a complaint is final and no further administrative appeal is available.

Definitions

Agency (Student, Teacher, Family)

The Commission understands "agency" to be a recognition that every person has inherent assets shaped by their own unique life experience and should be encouraged and empowered to make choices about and take an active role in shaping their own education. Outcomes improve when people have agency in their education. Therefore, effective schools promote agency in their students, teachers, and the students' families.

Inclusion

Inclusion involves bringing together and harnessing diverse forces and resources in a way that is beneficial to all. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection — where the richness of ideas, backgrounds, and perspectives are harnessed to create value. Organizations need diversity, equity, and inclusion to be successful.

Definitions

Educational Equity

The Washington State Charter School Commission (Commission) is committed to fostering innovation and ensuring excellence so that every student has access to and thrives in a high-quality public school.

As the state's only non-district and statewide charter school authorizer, the Commission's mission is to authorize high-quality charter public schools, especially schools designed to expand opportunities for students who have been underserved, and to ensure the highest standards of accountability and oversight for these schools.

Definitions

Educational Equity Continued

The Commission is committed to closing opportunity gaps between the state's most and least privileged groups of students within the educational system. It has a moral and legal obligation to cultivate charter schools where socio-economic status and protected groups status such as race, gender, language, sexual orientation, national origin, and disability cease to be a predictor of academic and life outcomes. Educational equity benefits all students and our entire community.

The Commission will align its practices, policies and procedures and support the charter schools it authorizes and oversees to achieve and maintain educational equity.

Definitions

Culturally Responsive Pedagogy

Culturally-responsive pedagogy is the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them.

Cultural Competence

Cultural competence is based on integrating the awareness and learned skills needed to effectively and sensitively educate, work with, and serve people from diverse backgrounds and social identities. These skills enable the educator to build on the cultural and language assets and qualities that young people bring to the classroom rather than viewing them as deficits.

Definitions

Cultural Competence Continued

Cultural competence allows educators to ask questions about their instructional practice in order to successfully teach students who come from different cultural backgrounds.

Developing skills in cultural competence is like learning a language, a sport, or an instrument. The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Definitions

Cultural Competence Continued

1. *Knowing the community where the school is located,*
2. *Understanding all people have a unique world view,*
3. *Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,*
4. *Being alert to the ways that culture affects who we are,*
5. *Places the focus of responsibility on the professional and the institution,*
6. *Examining the negative and disproportionate impact of systems, structures, policies and practices on all students and families particularly those who come from different cultures and background.*

New This Year

Every year the Commission conducts a “Lessons Learned” process where we solicit feedback from stakeholders and work to improve our materials and process. This year’s process, in addition to new Commission initiatives and work by the Commission’s Authorization Committee resulted in the following changes:

- Promoting inclusionary language by reframing “special populations” as “diverse learners” and amending language throughout the application to be more inclusive.
- Requesting a description of a “day in the life” of multiple students to illustrate how schools will meet the unique needs of different student populations.
- Clarifying expectations around curriculum development, particularly for applicants proposing complex models.

New This Year

Every year the Commission conducts a “Lessons Learned” process where we solicit feedback from stakeholders and work to improve our materials and process. This year’s process, in addition to new Commission initiatives and work by the Commission’s Authorization Committee resulted in the following changes:

- Using several other high-quality authorizers’ applications as exemplars, Section 10: Supports for Diverse Learners and At-Risk Students, was streamlined and additional criteria was included.
- Revising Section 21: Staffing Plans, Hiring, Management, and Evaluation in response to lessons learned from recent school closures.
- Additional information requested about charter management organizations or operators with multiple schools.

New Charter School Application

WORDS OF WISDOM

“Before starting the application, spend a dedicated portion of time identifying the sections that will have major overlap or are dependent on other application sections. Create an at-a-glance application layout to reference when edits are made in one portion of the application to ensure alignment with the related sections (i.e. financial plan and staffing/org chart).”

“Make strategic and intentional use of your attachments to ensure they help tell your narrative “story” in the formal sections without overloading information.”

“Ensure that shared expectations in terms of quality, voice, sentence structure and editing are clear and established prior to beginning the application. Allow 3-4 weeks prior to the deadline to complete final edits, revisions and rubric evaluations.”

New Charter School Application

WORDS OF WISDOM

What part of the process was most challenging?

Adhering to strict word/page counts is challenging when you are passionate about conveying the essence of your school. Use this as an opportunity to fine tune your "elevator" pitch for each core element of your model.

How did you take care of yourself/your team throughout the process?

Create a clear project management timeline with draft deadlines and owners for each step in the process. Ensure there is a regular and reliable way to check on progress, collaborate and request/provide support. Start the process early.

Application Content & Expectations

KEY CATEGORIES OF THE APPLICATION

- General Information
- Educational Plan and Capacity
- Organizational Plan and Capacity
- Financial Plan and Capacity
- Existing Operators and Planned Growth

General Information

General Information (Cover Sheet-Required Template)

In this section, the applicant should provide the following information on the designated Commission templates.

- School Information
- Primary Contact Person
- Enrollment Projections
- Current and Prospective Board members
- Start-Up Team

Executive Summary

Executive Summary – New Format This Year

The Executive Summary should contain the following:

1. The community/neighborhood to be served and the anticipated student population including grades at full capacity;
2. A brief overview of community need and family demand for the school;
3. The mission, vision, values, and long-term goals of the school;
4. A brief description of the educational program including an explanation of how it is well suited to meet the needs of the anticipated student population;
5. A brief description of the organizational structure;

Executive Summary

Executive Summary – New Format This Year

The Executive Summary should contain the following:

6. A brief summary of how the board’s collective experience and expertise is well suited to support the operation of a high-quality charter school;
7. A brief summary of how the founding team’s collective experience and expertise is well suited to support the operation of a high-quality charter school;
8. A brief description of the schools anticipated revenue sources. This includes, but is not limited to, state funding, federal funding, grant and other large or small philanthropic funding.
9. A brief summary of how the school will be an academic, operational, financial success.

Logic Model

LOGIC MODEL

“The program logic model is defined as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program” (W.K. Kellogg Foundation Evaluation Handbook, 1998).

Fundamentally, a logic model is a systematic and visual way for an applicant to present and share their understanding of the relationship among the resources the applicant has to operate their school, the activities the school will deploy, and the changes the applicant hopes to achieve.

The W.K. Kellogg Foundation - <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

NEW CHARTER SCHOOL APPLICATION LOGIC MODEL TEMPLATE

RESOURCES	ACTIVITIES & INTERVENTIONS	OUTPUTS	SHORT & LONG-TERM OUTCOMES	IMPACT
In order to accomplish our set of activities we will need the following:	In order to meet our long-term goals we will accomplish the following activities:	The following indicators allow us to know that our activities and interventions are reaching their intended populations and having their intended impact:	We expect that if accomplished these activities will lead to the following changes in 1-3 years and then 4-6 years:	We expect that if accomplished these activities will lead to the following changes in 7-10 years:
ASSUMPTIONS (root cause analysis, prior learning/experience) Enter a few key pieces of information that lead you to believe that the activities and interventions planned are the right ones.		EXTERNAL FACTORS (barriers/facilitators) Consider the context of the work, such as the local history, culture, and environment (both political and natural). Develop a short list of relevant barriers and facilitators.		

This template was adapted from similar templates prepared by Trifigen, the Quality Innovation Network National Coordinating Center, under contract with the Centers for Medicare & Medicaid Services (CMS), an agency of the U.S. Department of Health and Human Services and the W.K. Kellogg Foundation.

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Category 1: Educational Plan and Capacity

The Educational Plan & Capacity category encompasses the following sections:

1. School Overview
2. Family and Community Engagement
3. School Culture and Climate
4. Student Recruitment, Enrollment, and Retention
5. Program Overview
6. Curriculum and Instructional Design
7. Student Performance Standards
8. High School Graduation Requirements (High Schools Only)
9. Supplemental Programming
10. Special Populations and At-Risk Students
11. School Calendar and Schedule
12. Student Discipline Policy and Plan
13. Educational Program Capacity

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Section 1 – School Overview

1. Educational Need, Anticipated Student Population, and Challenges

- Describe the proposed student population and their educational needs
- Explain how the school will increase opportunity and/or access for “at-risk” students
- Provide rationale for enrollment numbers and grades served
- Identify enrollment priorities
- Describe non-academic challenges the school is likely to encounter

2. Geographic Location

- Describe the geographic location and rationale for the school location
- The rationale should align to the items identified above

3. Plan, Mission, Vision, and Goals

- Vision – The fundamental purpose of the school. Why does it (need to) exist?
- Mission – Outlines how the school will operate and what it will achieve long term

Section 1 – School Overview

3. Plan, Mission, Vision, and Goals (Continued)

- Together the mission and vision should:
 - i. Identify the students and community to be served;
 - ii. Articulate the long-term goals for the school and the students it serves;
 - iii. Illustrate what success will look like; and
 - iv. Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission’s stated priorities for new schools (WAC 108).

4. Request for Additional Planning Year

- Provide a rationale for this request and describe the circumstances surrounding the proposed delay in opening the school.

Attachment 2: Pending Authorization and School Opening Form (TEMPLATE)

Family and Community Engagement

WORDS OF WISDOM

“One of the parts of the application process I appreciated the most was the focus on co-designing the school model with the community we will be serving. While this part of the process was very time consuming it was a vital part of the process to ensure that we were able to design a model that was truly designed alongside--not for--our future scholars and families.”

- Amanda Gardner, Co-Founder – Catalyst Public Schools

Section 2 - Family and Community Engagement

1. **Describe and provide evidence of how the school has assessed family and community demand for the proposed school.**
 - Discuss specific methods, tools, data, etc. that was used to assess demand
2. **Describe how the community outreach activities have demonstrated to the applicant that there is adequate and diverse stakeholder support for the program.**
 - How have families have demonstrated their intent to enroll in the proposed school?
3. **Describe the specific role to date of the family and community members involved in developing the educational program and the culture and climate of the proposed school.**
4. **Describe how the school will engage family in the life of the school and share how this plan will be inclusive.**

Section 2 - Family and Community Engagement

5. Explain the plan for building family-school partnerships that strengthen support for learning and encourage family involvement.

- Describe in detail any commitments or volunteer activities the school will seek from or offer to families of students.

6. Describe the community resources that will be available to students and families through partnerships with community-based organizations.

Attachment 3: Evidence of support and demand from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding (MOU), enrollment commitment documentation. Please indicate if contracts/MOUs documents are “Draft” or “Final”. 75 pages maximum.

Section 3 – School Culture and Climate

1. Describe the culture of the proposed school.

- Promote student agency and increase educational equity
- Promote a positive, inclusive, and rigorous academic environment and reinforce intellectual, social, and emotional development for all students, including those identified as “at-risk” in the Charter School Law.

2. Describe how students will be included in the creation and ongoing development of the school’s culture and climate.

3. Describe how school leaders, teachers, and staff will create and implement this culture for students and each other starting from the first day of school.

4. Describe the plan for enculturating students who enter the school mid-year.

Section 3 – School Culture and Climate

5. Describe a typical school day from the perspective of:
 - a. A general education student; and
 - b. At least two different diverse learners (see Section 10) in a grade that will be served in the school's first year of operation.
5. Describe a typical instructional day for a teacher in a grade that will be served in the school's first year of operation.
6. Describe the systems and structures the school will use to identify students who are disengaged at school or at risk of dropping out. Explain how the school's culture will support those students.

Section 4 – Student Recruitment, Enrollment, and Retention

1. Describe the school's strategy for marketing and student recruitment ahead of the school's opening and throughout the charter contract.
 - Alignment to school culture and climate
 - Inclusive and equitable
2. Describe the school's plan for outreach to at-risk students. The plan must adhere to admissions and enrollment practices outlined in RCW 28A.710.050.
3. Describe how the school will maintain a high level of recurrent enrollment (keeping students from year to year).

Section 4 – Student Recruitment, Enrollment, and Retention

Attachment 4: The school’s enrollment policy, which should demonstrate inclusiveness and include the following:

- a. A non-discrimination statement that complies with state and federal law. In addition to the statement, the policy should articulate that a student may not be denied enrollment due to a disability;
- b. A general timeline and plan for student recruitment/engagement;
- b. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
- c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
- d. If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
- e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 5 – Program Overview

1. Describe how the applicant will “provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;”
2. Provide the Educational Program Terms, which are the essential design elements of the school model;
3. Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has
 - A sound base in research, theory, and/or experience
 - Has been or is likely to be rigorous, engaging, and effective for the anticipated student population

Section 5 – Program Overview

4. Describe how it will increase educational equity;
5. Highlight the aspects of the program that will promote agency;
6. Highlight the culturally responsive aspects of the program.

Note: The Educational Program Terms are different from school-specific goals (Section 23) that the proposed school must develop as a part of its Academic Performance Framework, because Educational Program Terms focus on process rather than student outcomes. In other words, the school-specific academic performance goals focus on what students will achieve. By contrast, the Educational Program Terms should capture the essentials of what students will experience.

Section 5 – Program Overview

Examples of Educational Program Terms:

Catalyst Public Schools: Bremerton

1. Diversity, Equity, and Inclusion (DEI) Framework of Practice

To create world-class schools that ensure all students thrive, regardless of background, culturally responsive practices related to diversity, equity, and inclusion (DEI) must be at the heart of all we do. Marrying neuroscience research with culturally relevant teaching practices is a key lever for eliminating opportunity gaps, especially for traditionally marginalized youth.

2. Data-Driven Instruction and Dynamic Supports

At Catalyst, scholar learning is personalized so scholars receive support where and when they need it. Scholars move into, through, and out of academic and emotional supports as they are ready, based upon data. These types of supports are known to be effective in serving all scholars, especially those from traditionally marginalized groups, and have been found to be one of the most influential practices used to create high-performing schools.

Section 5 – Program Overview

3. Transformational Leadership Development

- The Science of Hope, Optimism, and Purpose
- Positive Youth Development
- Critical consciousness development (CCD) and Leadership

4. World Class Staff Development

Great teachers are developed, not born. The strongest school-related factor of student achievement is the quality of the teacher in each and every classroom. Similarly, frequent teacher feedback and the use of data to drive instruction are two of the most impactful practices implemented in high-performing schools.

Section 5 – Program Overview

Impact Public Schools: Puget Sound Elementary

1. School-based mentor groups

All students participate in Mentor Groups an average of nine sessions each week. Mentor Group attendance is recorded in the IPS Learning Management System (LMS) and available for review.

2. Personalized learning pathways for every student

Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review.

3. Project-based learning (PBL)

Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.

Section 5 – Program Overview

Rainier Prep Charter School

1. Rainier Prep provides a longer school day to ensure that students have more time to learn.
2. Rainier Prep provides a daily advisory program
3. Rainier Prep focuses on increasing achievement in STEM.

Section 6 – Curriculum and Instructional Design

1. **Describe the basic learning environment (e.g., classroom-based, independent study) including class size and structure.**
 - Alignment to the school's mission, vision, and culture.
 - How the learning environment and pedagogy is culturally responsive?
2. **Give an overview of the curricular choices the school intends to use.**
 - Demonstrate alignment with applicable state standards.
3. **If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each.**
 - Appropriate and effective for the anticipated student population. Describe how the curriculum is
 - Vertically and horizontally aligned for all grades the school will serve.
 - Culturally responsive and free of bias (i.e. racial, gender, etc.).

Section 6 – Curriculum and Instructional Design

4. **Describe the primary instructional strategies that the school will expect teachers to use.**
 - Strategies are culturally responsive
 - Well-suited for the anticipated student population
 - Promote student agency and increase educational equity
5. **Describe the processes, methods and systems teachers will have for providing differentiated instruction.**
 - How are teachers empowered to meet the needs of all students?
6. **Describe how the school will accelerate the learning of those students who are entering with skills below grade level or who are not meeting growth and/or proficiency standards.**

Section 6 – Curriculum and Instructional Design

7. **If the school will employ a specific Social-Emotional Learning (SEL) curriculum for all students, include a description of the chosen curriculum (or a description of how one will be developed).**
 - How will the curriculum will be presented?
 - How is the SEL curriculum is proven to be inclusive and effective with the school's anticipated student population including those defined as at-risk?

Section 6 – Curriculum and Instructional Design

Attachment 5: A sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve, if know. If unknown see below.

Attachment 6: If the curriculum is not already developed, provide a detailed plan for how the curriculum will be developed during the planning year and over the first 3 years of the school's operation using the Commission provided TEMPLATE. The Commission expects the plan to be ambitious, but achievable. If a school's model or curriculum is particularly complex, applicants may want to consider a multi-year phase-in of educational program terms or design elements.

Section 7 – Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with Washington State K-12 Learning Standards.

1. Provide and describe how the school as a whole will meet the Washington State K-12 Learning Standards.
2. If the school plans to adopt or develop additional academic or non-academic standards provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.
3. Explain the school's policies and standards for grade promotion and grade retention (holding students back).

Section 7 – Student Performance Standards

4. Describe how and when, performance standards, and grade promotion/retention criteria will be communicated in a culturally competent manner to families and students.

Attachment 7: The school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations. If the school plans to adopt additional exit standards beyond those required by the state, those should also be included.

Section 8 – High School Graduation Requirements (HS Only)

High schools are expected to meet the state graduation standards as established by the Washington State Board of Education (SBE).

1. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.
 - If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of not meeting the proposed graduation requirements.

Section 9 – Supplemental Programming

1. **If summer school will be offered, describe the program(s).**
 - Explain the schedule and length of the program
 - Provide a description of the anticipated participants
 - Anticipated resource and staffing needs
 - Processes for determining attendance when student interest/need exceeds capacity
2. **Describe any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer.**
 - How often will they occur?
 - How will they be culturally responsive?
 - Student participation in the development and implementation
 - How will they be delivered and funded?
 - What is the process when student interest in the program exceeds capacity?
 - How will the school will pay for student participation in district sponsored interscholastic programs?

Section 9 – Supplemental Programming

Note: *Extracurricular activities may be offered or coordinated by a school, but may not be explicitly connected to academic learning (sports teams or student clubs). Co-curricular activities are an extension of the formal learning experiences in a course or academic program (science fair or learning exhibitions if they are not formally graded or credited).*

3. **Describe how the school will notify families of supplemental programming opportunities. This plan should be inclusive of all families.**

Section 10 – Supports for Diverse Learners and At-Risk Students

CHARTER SCHOOLS ARE RESPONSIBLE FOR SERVING STUDENTS WITH SPECIAL NEEDS.

Pursuant to federal and state law, the Charter School Act, and the charter contract, charter schools are responsible for serving ALL students. This includes, but is not limited to:

- Students with Individualized Education Programs (IEPs);
- Students with Section 504 plans;
- English Language Learner (ELLs);
- Students identified as highly capable;
- Students experiencing homelessness;
- Students in foster care; and
- Students at risk of academic failure or dropping out.

Section 10 – Supports for Diverse Learners and At-Risk Students

- Schools are responsible for providing a continuum of supports to meet the needs of all students.
- Schools must provide appropriate staffing to meet the needs of all diverse learners, including the hiring of qualified, licensed and/or endorsed professionals.
- Schools must provide appropriate time and space to facilitate a variety of interventions or pull-out services, regardless of their proposed educational model.
- The budget must align to the proposed program and staffing model.
- All responses should indicate a general understanding of the legal requirements to serve each student population.

Section 10 – Supports for Diverse Learners and At-Risk Students

Note: At-risk students are defined in RCW 28A.710.010(2):

“At-risk student” means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

Section 10 – Supports for Diverse Learners and At-Risk Students

- 1. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions.**
- 2. Detail the overall plan to accommodate the needs of all diverse learners identified above. Include the comprehensive Multi-Tiered System of Supports (MTSS) framework. This framework should include a combination of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).**
- 3. For the diverse learner groups listed above, explain how the school will:**
 - Identify students who are eligible for services and programs using appropriate screeners and assessments;
 - Request and review appropriate student records (including IEP’s) from former schools/districts, in order to implement required services on the first day of school;
 - Offer and continuum of services and programs that are compliant with state and federal laws and based on research-based best practices;

Section 10 – Supports for Diverse Learners and At-Risk Students

3. Continued:

- Assess and monitor the progress of students;
- Provide adequate numbers of qualified, in-field staff (including contracted services) to meet the needs of students;
- Provide professional development for both specialized and general education teachers to ensure their ability to meet the needs of all diverse learners;
- Provide adequate facilities/space and time in the daily school schedule for the delivery of services;
- Redesignate or exit students from services;
- Inform and involve families in inclusive ways that are consistent with state and federal law;
- Evaluate the overall program.

Section 10 – Supports for Diverse Learners and At-Risk Students

4. For students in need of or receiving special education services, describe:

- Plans for promoting graduation and post-secondary planning for students receiving special education services (high schools only).

Section 11 – School Calendar and Schedule

1. **Describe the annual academic schedule for the school.**
 - How does the calendar support the educational program?
 - How does the calendar support the educational needs of the anticipated student population?
 - If there is an extended school year, provide the rationale.

2. **Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade and how they meet Washington state minimum instructional requirements as stated in RCW 28A.150.220(2).**
 - The application must provide the formula or calculation for the total annual number of instructional hours/days. A definition of “Instructional Hours” is provided in RCW 28A.150.205.
 - Note the length of the school day, including start and dismissal times.

Section 11 – School Calendar and Schedule

3. **Explain why the school’s daily and weekly schedule supports the proposed educational program and will be optimal for student learning.**

4. **Explain how the schedule/calendar will make time available for students in need of additional academic support or intervention.**

Attachment 8: A proposed school calendar for the first year of operation, including

- The total number of instructional days and hours;
- Holidays;
- Make-up days in case of inclement weather;
- State assessment days.

Attachment 9: A sample daily and weekly schedule for each division of the school.

Section 12 – Student Discipline Policy and Plan

1. Describe in detail the school’s overall approach to student discipline.
2. Describe how the school’s approach to discipline is culturally responsive, consistent with the school’s proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success.
3. Describe how the school will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
4. Describe how the school will ensure fairness and equity in the administration of discipline, including compliance with Individuals with Disabilities Education Act (IDEA) protections for students receiving special education services.

Section 12 – Student Discipline Policy and Plan

5. Describe how the school will review and respond to instances of disproportionality in the administering of discipline.
6. Describe how students and families will be informed of the school’s discipline policy.

Section 12 – Student Discipline Policy and Plan

Attachment 10: A proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies, including, but not limited to, RCW 28A.150.300. The policies and procedures must:

- Clearly state the types of behaviors for which discipline, including suspension and expulsion, may be administered;
- Have a real and substantial relationship to the lawful maintenance and operation of the school including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning;
- Provide for early involvement of parents in efforts to support students in meeting behavioral expectations;
- Provide that school personnel make every reasonable attempt to involve parents and students in the resolution of behavioral violations for which discipline may be administered;

Section 12 – Student Discipline Policy and Plan

Attachment 10: A proposed discipline policy continued:

- Identify other forms of discipline that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for;
- Identify school personnel with the authority to administer classroom exclusions, suspensions, expulsions, emergency expulsions, and other forms of discipline;
- Establish appeal and review procedures related to the administration of suspensions, expulsions, and emergency expulsions,
- Establish grievance procedures to address parents' or students' grievances related to the administration of classroom exclusions and other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activity. The procedures must, at a minimum, include an opportunity for the student to share the student's perspective and explanation regarding the behavioral violation;
- Describe the types of educational services the school offers to students during a suspension or expulsion and the procedures to be followed for the provision of educational services under WAC 392-400-610;

Section 12 – Student Discipline Policy and Plan

Attachment 10: A proposed discipline policy continued:

- Provide for reengagement meetings and plans;
- Provide a process for students who have been suspended or expelled to petition for readmission;
- Develop a review process of discipline policies and procedures with the participation of school personnel, students, families, and the community. The process must include the review of disaggregated discipline data.

Section 13 – Educational Program Capacity

- 1. Identify the key members of the school’s leadership team and their respective responsibilities. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success.**
 - These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.
- 2. Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:**
 - School leadership and administration;
 - Curriculum, instruction, and assessment;
 - Professional development;
 - Cultural competence/inclusiveness;
 - Increasing educational equity and closing the opportunity gap;
 - Experience working with diverse learners and students defined as “at-risk”; and
 - Family and community engagement.

Section 13 – Educational Program Capacity

3. **Specifically describe the applicant’s ties to and/or knowledge of the proposed community that the school will serve.**

4. **Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission.**
 - Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence (i.e. student performance data, etc.) of the leader’s ability to effectively serve the anticipated population.
 - Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school (or to turn the school around if performance is not meeting standards).
 - If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, participated in, or completed.

Section 13 – Educational Program Capacity

5. **If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring a strong compatible school leader.**
 - Describe the criteria to be used in selecting this leader.

6. **For any leadership/management positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring.**
 - Describe how this plan for recruitment and hiring will be inclusive.

Attachment 11: Qualifications and resume for the proposed school leader. Or a job description and qualifications for the school leader.

Attachment 12: Qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

Category 2: Organizational Plan and Capacity

The Organizational Plan and Capacity category encompasses the following sections:

14. Legal Status and Governing Documents
15. Board Members and Governance
16. Organization Structure
17. Advisory Bodies
18. Grievance/Complain Process
19. District Partnerships
20. Education Service Providers (ESP) and Other Partnerships
21. Staffing Plans, Hiring, Management, and Evaluation
22. Professional Development
23. Performance Framework
24. Facilities
25. Transportation, Safety, and Food Service
26. Operations Plan and Capacity

Section 14 – Legal Status and Governing Documents

1. Describe the proposed school's legal status, including nonprofit status and federal tax-exempt status.
2. Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.
3. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Washington State.

Section 14 – Legal Status and Governing Documents

Attachment 13: Governing Documents

- Articles of Incorporation;
- Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items or other evidence);
- Bylaws;
- Board Chair signed Statement of Assurances (TEMPLATE); and
- Other governing documents already adopted (ex: policies).

Section 15 – Board Members and Governance

1. Describe the board's approach to governance.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
4. Explain how this governance structure and composition will help ensure that:
 - The school will be an educational, financial and operational success;
 - The board will evaluate the success of the school, school leader and itself;
 - There will be active and effective representation of key stakeholders, including parents/family members; and
 - The school will be a culturally responsive education system.

Section 15 – Board Members and Governance

5. For each current and proposed board member identified on the Cover Sheet (Section D: Board Member Roster), summarize each member's desire to serve on the school's board and qualifications for holding this position.
6. Describe how often the board meets. Discuss the plans for any committees.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual or perceived conflicts in the future.

Section 15 – Board Members and Governance

8. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Explain the procedure by which board members have been selected. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
 - A timetable/schedule;
 - Specific topics to be addressed;
 - Participation requirements; and
 - Development of cultural competence.
9. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.

Section 15 – Board Members and Governance

10. If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:

- Indicate whether the existing nonprofit board governs the new school;
- To what extent the school will be a new nonprofit corporation governed by a separate board;
- If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
- If a new board has been formed, describe what its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.

Section 15 – Board Members and Governance

Attachment 14: Provide the following documents for each current and proposed board member identified on the Cover Sheet (Section D: Board Member Roster):

- Completed and signed Board Member Information form (TEMPLATE);
- Board member resume

Attachment 15: Signed Initial Background Check Certification form (TEMPLATE) to verify that a background check has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions for each board member and school leader.

Attachment 16: The board's proposed:

- Code of Ethics Policy; and
- Conflict of Interest Policy.

Section 16 – Organization Structure

1. Describe the organizational structure of the school including governance, management, and staffing structure.

Attachment 17: Provide organization charts that show the school governance, management, staffing plan, and structure in:

- The first year of school operations;
- At the end of the 5-year charter term; and
- When the school reaches full capacity, if beyond the 5th year of operation.

Note: Each organization chart must clearly delineate the roles and responsibilities, lines of authority and reporting among the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.

Section 17 – Advisory Bodies

1. Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each.

- Describe the planned composition of the advisory body
- The strategy/selection process for achieving that composition
- The role of parents/guardians, students, and teachers (as applicable)
- The reporting structure as it relates to the school's governing body and leadership

Section 18 – Grievance/Complaint Process

1. **Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school, or the school leader and/or principal's performance.**
 - The process should include how the final administrative appeal is heard by the governing board.
 - The process should include information regarding the Office of Superintendent of Public Instruction's (OSPI) citizen complaint and dispute resolution process.

Section 19 – District Partnerships

1. **Describe applicant's outreach to the local school district/s and/or Educational Service District (ESD).**
 - Describe any district partnership activities and/or meetings during the application development process.
 - If applicable, provide any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located.
 - Include the terms of that agreement and/or partnership.

Attachment 18: Evidence of outreach including emails, letters, meeting agendas or notes, etc. If applicable, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.).

Section 20 – Education Service Providers and Other Partnerships

1. **If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:**
 - Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable. See Sample Contract for more information.
2. **Describe any other proposed or existing partnerships or contractual relationships that have been or will be central to the development of the school's academic program or mission.**
 - Identify any organizations, agencies, or consultants that are partners in **planning and establishing** the school.
 - Briefly describe their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

Section 20 – Education Service Providers and Other Partnerships

3. **Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations (including those that serve culturally-specific populations), businesses, or other educational institutions that will support the academic program once the proposed school is in operation.**
 - Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.
4. **Describe any operational services to be contracted, such as business services, payroll, auditing services, program delivery or management, and professional development, including the anticipated costs and criteria for selecting such service. If the school plans to contract with an ESD for these services, the information should be provided in Section 19: District Partnerships.**

Section 20 – Education Service Providers and Other Partnerships

5. Describe any existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15: Board Governance.

Section 20 – Education Service Providers and Other Partnerships

Attachment 19: A term sheet for the Educational Service Provider that includes:

- Proposed duration of the service contract;
- Roles and responsibilities of the governing board, school staff, and ESP;
- Scope of services and resources to be provided by the ESP;
- Performance evaluations measures and timelines;
- Compensations structure, including clear identification of all fees to be paid to the ESP;
- Methods of contract oversight and enforcement;
- Investment disclosure; and
- Conditions for renewal and termination of the contract.

Attachment 20: Copies of the proposed contract(s) for any other organizational partner. At minimum, contracts should include:

- Proposed duration of the service contract;
- Roles and responsibilities of the governing board, school staff, and contractor;
- Scope of services and resources to be provided;
- Cost and compensations structure.

Section 21 – Staffing Plans, Hiring, Management, and Evaluation

1. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.
2. Describe the school's overall strategy, plans, and timeline for recruiting and hiring certificated, mission-aligned teaching staff (including paraeducators, support staff, and teachers with special education and ELL certification) in accordance with the state rules and regulations to verify credentials and conduct criminal background checks. Explain how the plan is inclusive.
3. Explain the school's plan for attracting and retaining high-performing teachers who have demonstrated an ability to increase student academic outcomes and increase educational equity. Explain how the school will assess a teacher's ability to serve the anticipated student population and be effective in teaching students identified as at-risk.

Section 21 – Staffing Plans, Hiring, Management, and Evaluation

4. Explain other key selection criteria or any special considerations relevant to the school's design that will be used in making hiring decisions.
5. Outline the proposed school's specific salary ranges for each position and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.
6. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and conditions of the contracts. Outline in detail the school's procedures for terminating school personnel.

Section 21 – Staffing Plans, Hiring, Management, and Evaluation

7. If the school intends to hire newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience, describe the overall plan to provide additional supports to those teachers.
8. Describe how the school's leader/s will enculturate all employees and foster a culture of collaboration among the administrative and teaching staff.
9. Explain and provide the rationale for the school leader evaluation tool provided in Attachment 22.
10. Explain and provide the rationale for the teacher evaluation tool provided in Attachment 22.

Section 21 – Staffing Plans, Hiring, Management, and Evaluation

Attachment 21: A completed staffing table (TEMPLATE).

The staffing chart includes:

- Year one positions, as well as positions to be added during the five (5) year charter contract;
- Administrative, instructional, and non-instructional personnel;
- The number of classroom teachers, paraprofessionals, and specialty teachers; and
- Operational and support staff;
- Provide the teacher-student ratio, as well as the ratio of total adults to students for the school;

Attachment 22: Evaluation tool(s) that the applicant team has identified or developed already for:

- School leader/principal
- Teachers

Section 22 – Professional Development

1. **Describe in detail the core components of teacher and staff professional development. Describe how these components will support effective implementation of:**
 - The school's mission, vision, values;
 - The proposed educational program including the educational program terms;
 - Educational equity, inclusion, and student agency;
 - Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations; and
 - Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.
2. **Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.**

Section 22 – Professional Development

3. **Identify the person, position, or organization responsible for professional development and how those people/positions are qualified to provide various professional development opportunities.**
 - Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.

Attachment 23: A schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.

Section 23 – Performance Framework

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per Washington Administrative Code (WAC) 108-30, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency, growth, and comparative performance based on state accountability measures, and attainment of school-specific goals. The financial performance standards will be based on standard accounting principles and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants must propose to supplement the Commission’s Performance Framework measures with school- specific academic and organizational goals. The Commission encourages applicants to closely examine the Performance Framework, and they are invited to incorporate the Performance Framework into their educational and organizational performance systems.

Section 23 – Performance Framework

- 1. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s educational program, performance goals, and state standards.**
- 2. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract. Describe how and when the data will be collected and with whom it will be shared.**
- 3. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

Section 23 – Performance Framework

- 4. If applicable, address how and when the school proposes to provide, at a minimum, summative norm- reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2, grades 9, 11-12).**

- Describe how and when data will be collected and with whom it will be shared

Attachment 24: A completed school-specific goals form (TEMPLATE) with school-specific academic and organizational goals and targets. At a minimum, the school must develop one academic and one organizational goal aligned to the mission of the school. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound.

Section 24 – Facilities

Charter school facilities must comply with applicable federal, state, and local health, safety, and accessibility requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

- 1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities (including, but not limited to playgrounds, large common spaces).**
- 2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.**
 - Specialty needs may include, but are not limited to, the following: equitable space to deliver pull out services for students receiving special education or other support services, science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.

Section 24 – Facilities

3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Section 24 – Facilities

6. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.

Attachment 25: Proof of the commitment regarding a specific secured facility. Or, up to 10 (ten) pages of supporting documents providing details about proposed facilities including maps, pictures, communications with relator/broker, etc.

Section 25 – Transportation, Safety, and Food Service

1. Describe the school transportation plan and arrangements for students. In addition to daily transportation needs, describe how the school plans to meet transportation needs of students with disabilities and students experiencing homelessness.
2. Describe any additional transportation needs that will be required for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, security technology, security equipment, and security policies that the school will employ.
4. Outline the plans for food service and other significant operational or ancillary services.

Section 25 – Transportation, Safety, and Food Service

Attachment 26: A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 13.1).

Section 26 – Operations Plan and Capacity

1. **Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:**
 - School leadership and governance;
 - Staffing;
 - Performance management;
 - General operations;
 - Day-to-day management of facilities; and
 - State and Federal compliance.

2. **Describe the organization’s capacity and experience in facilities acquisition, including managing build-out and/or renovations, as applicable.**

Attachment 27: Start-Up Plan - A detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align to the start-up budget.

Category 3: Financial Plan and Capacity

The Financial Plan and Capacity category encompasses the following sections:

27. Financial Plan
28. Financial Management Capacity

Section 27 – Financial Plan and Capacity

1. Describe the systems, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements and the Accounting Manual for Public School Districts.
2. Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.
3. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

Attachment 28: Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue estimator tool and allocation estimate guidance provided by the Commission.

Section 27 – Financial Plan and Capacity

Attachment 29: A detailed budget narrative, including description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:

- Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school’s core operation depends;
- Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;

Section 27 – Financial Plan and Capacity

Attachment 30: Sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting Manual.

- Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.
- Describe the school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract.

Attachment 31: Evidence of philanthropic funding commitments.

Section 27 – Financial Plan and Capacity

Attachment 32: The school's long-term fundraising plan. Be sure to include specifics about the timeline as well as the person responsible for each task. The plan should describe how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

Section 28 – Financial Management Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

Attachment 33: The most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities, if applicable. Be sure that the school level and overall operations are distinctly represented.

Attachment 34: The last three years of independent financial audit reports and management letters for the organization as a whole and any related business entities, if applicable.

Category 4: Existing Operators and Planned Growth

The Existing Operators and Planned Growth category encompasses the following sections:

29. Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

Applicants who already operate one or more schools, including charter management organizations (CMOs), or must respond to the following:

- 1. Provide a description of how the applicant has assessed the performance of its current school/s and determined it is capable and ready to open another school.**
 - Describe the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success.
- 2. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth.**
 - Include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

- 3. Provide a detailed description of any school(s) managed by the organization that has voluntarily closed or ceased operations. Include the closed school most recent performance data with an explanation as to why the decision was made to close the school.**
- 4. Disclose any schools that have been subject to enforcement action by its authorizer including but not limited to:**
 - Corrective Action;
 - Revocation/Non-voluntary closure; or
 - Non-renewal of a charter contract.

Attachment 35: For applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer, provide a status report regarding compliance with each preopening condition.

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

Attachment 35: For applicants authorized to open a school in the 2020 school year and beyond, whether by the Commission or another authorizer, provide a status report regarding compliance with each preopening condition.

Attachment 36: Portfolio Summary Template, complete all requested information for each of the organization's schools.

NEW CHARTER SCHOOL APPLICATION ORIENTATION
For Schools Opening in the 2022-2023 School Year

QUESTIONS AND ANSWERS



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

Due Dates

Applications are due on by **5:00 pm on August 28, 2020** via Box.

Three hard copies should to be mailed or hand delivered to the Commission office by: **5:00p.m. on September 15, 2020.**

The street address is noted on the front cover page of the Application. Be sure to allow time for postal service – service.

Street address: 1068 Washington St SE or, PO Box 40996
Olympia, WA 98504-0996 Olympia, WA 98504-0996

Questions? Need Help?

For questions please contact:

Amanda Martinez, New Charter School Application Coordinator
Washington State Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Telephone: 360.725.5511
E-mail: amanda.martinez@k12.wa.us

Applicant Resources

WASHINGTON STATE CHARTER SCHOOL COMMISSION WEBSITE:

- Main Page: <http://charterschool.wa.gov/>
- Application Information & Materials: <https://charterschool.wa.gov/applying/application-information/>
- Application Archive: <http://charterschool.wa.gov/applying/application-archive/>

ONLINE APPLICATION ACCESS AND SUBMISSION ON BOX:

June 22, 2020

THANK YOU

The Commission would like to thank you for spending time learning about the charter school application process. We cannot build this sector without dedicated people like you.