

WASHINGTON STATE CHARTER SCHOOL COMMISSION

# NEW CHARTER SCHOOL APPLICATION ORIENTATION

For Schools Opening in the 2021-2022 School Year



## New Charter School Application Orientation

**AGENDA:**

- About the Commission
- The Charter Bargain & The New School Application Process
- Application Timeline Review
- Overview of the Evaluation Process
- Application Content & Expectations
- Frequently Asked Questions
- Epicenter
- Question & Answer

## Alphabet Soup

### COMMONLY USED ACRONYMS:

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

**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 2021-2022 School Year

# ABOUT THE COMMISSION



WASHINGTON STATE  
*Charter School 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, 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 eight operational schools with another four to open in fall of 2020.

## Charter Schools & WA State



## 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.

### VISION

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

### VALUES

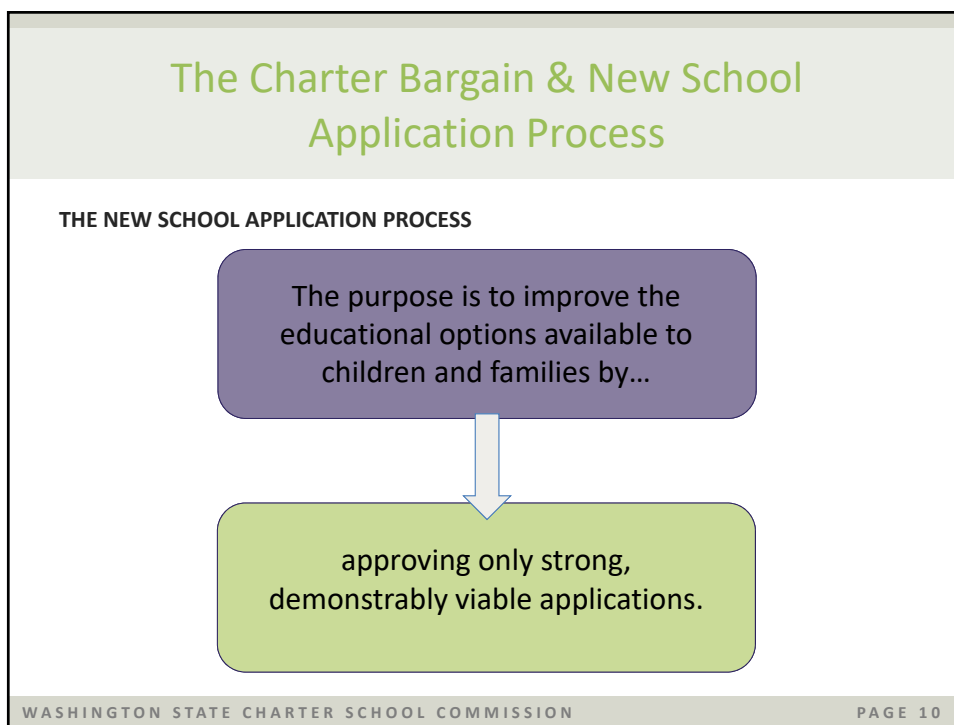
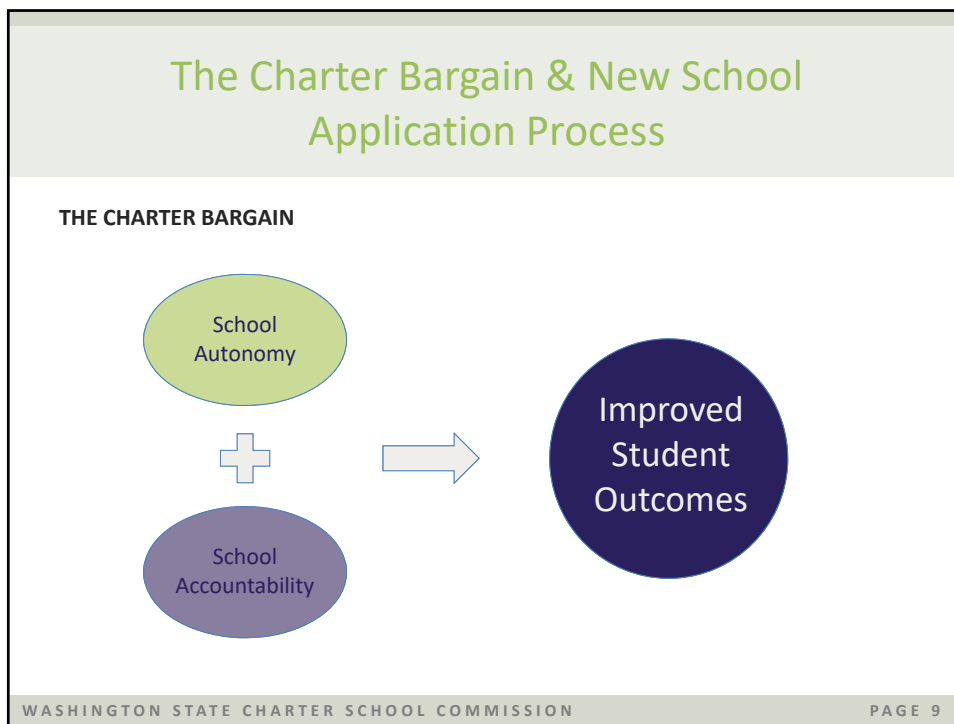
High Expectations  
Accountability/Responsibility  
Transparency  
Innovation

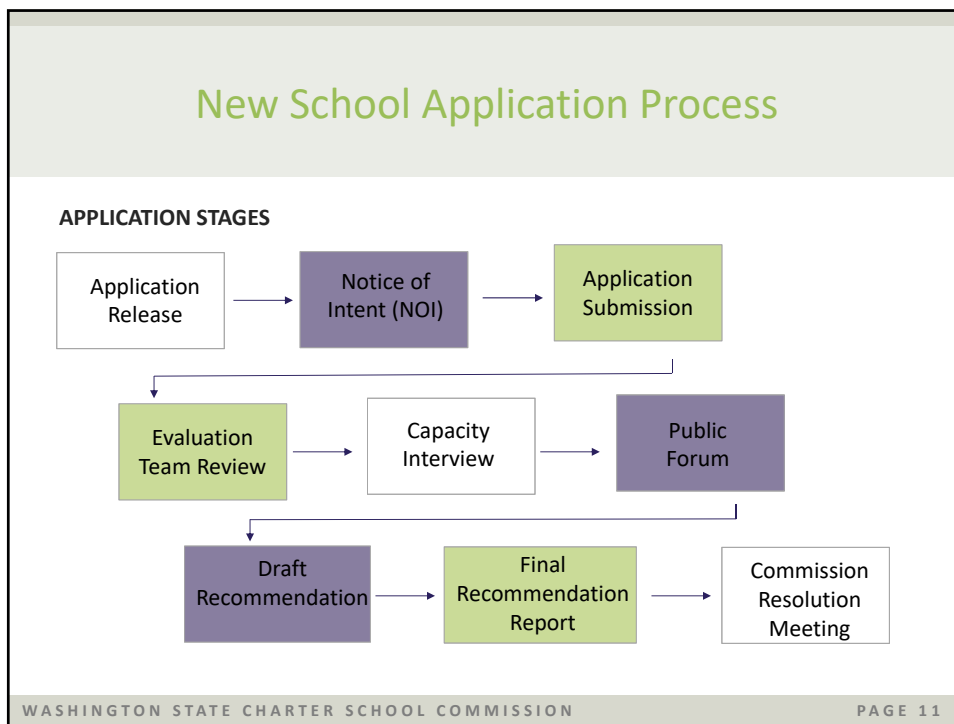
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# THE CHARTER BARGAIN & NEW SCHOOL APPLICATION PROCESS




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For Schools Opening in the 2021-2022 School Year

# TIMELINE REVIEW



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## Timeline Review

Date*	Activity
September 3, 2019	New Charter School Application released
October 1, 2019 – October 10, 2019	New Charter School Application Orientations October 1, 2019 (Moses Lake, WA) October 3, 2019 (Vancouver, WA) October 8, 2019 (Bremerton, WA) October 10, 2019 (Seattle, WA)
November 4, 2019	Applicant questions due
November 12, 2019	Answers to applicant questions released on website
December 2, 2019 5:00 p.m. PT	Notice of intent to Apply (NOI) due <i>Please note that a press release and notification to the school districts listed on the NOI will be sent out after this date.</i>
December 3, 2019	Epicenter accounts provided to applicants
December 12, 2019	Applicant complaints deadline
December 19, 2019	Commission's written response to complaints issued
February 28, 2020 5:00 p.m. PT	Application deadline including redacted copy <i>Please note that a press release and notification to the school districts listed on the Application will be sent out after this date.</i>
March 11, 2020	Completeness findings distributed (no later than this date)
March 17, 2020 5:00 p.m. PT	Deadline for eligible applicants to deliver hard copies of Application
April 15 & 17, 2020	Panel Calls
April 27-30, 2020 (Only if needed – May 4 <sup>th</sup> )	Capacity Interviews – <i>Dates to be assigned by the Commission</i>
May 11 -14 & 18-21, 2020	Public Forums – <i>Dates to be assigned by the Commission</i>
May 13, 2020 5:00 p.m.	Deadline for public comments regarding eligible applicants
June 11, 2020	Recommendation Reports Released
June 21, 2020	Deadline for applicant withdrawal
June 25, 2020	Commission Resolution Meeting
June 1, 2020	Applicant request for optional debriefing due
June 2-5, 2020	Optional debriefings
Within five business days of debriefing	Deadline for filing Protest
September 9, 2020	Deadline for final contracts to be signed

NEW CHARTER SCHOOL APPLICANT ORIENTATION  
For Schools Opening in the 2020-2021 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.

## 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

### COMPLETENESS REVIEW

- All applications will be reviewed for completeness, including all required sections, attachments, and signatures.
- Applications that exceed page count limits will be deemed incomplete.
- Applicants will receive notification of their application's completeness status in accordance with the Timeline.
- Applicants will have 24-hours to remedy any findings of incompleteness.
- After the 24-hour window has passed, applications will be reassessed for completeness and applicants will receive a final notifications.
- Applications deemed to be incomplete will not be evaluated.

## Evaluation Process Overview

### NEW SCHOOL APPLICATION RUBRIC

- 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.
- Applicants should reference the rubric continually when preparing their proposal.
- 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
<b>Section 11.1 and 11.4: Annual Academic Calendar</b>	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.	
<b>Section 11.2-11.3: Daily and Weekly Schedule</b>	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.	
<b>Section 11 (Attachments 8 &amp; 9): Annual Calendar and Sample Daily/Weekly Schedules</b>	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

### 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

### EVALUATION TEAMS

- Comprised of internal and external members (WA state and national)
- 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

### EVALUATION TEAM STEPS

- Individual Evaluator Review and Scoring
- Team Panel Calls
- Capacity Interviews
- Evaluator Final Rating submitted
- Public Forums
- Recommendation Report to the Commission

## Evaluation Process Overview

### **DUE DILIGENCE**

Due diligence must be part of any rigorous evaluation process. There are few specific guidelines for due diligence but it may be employed 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:**

A rigorous application process will include the opportunity for an in-person capacity interview with all applicants (3.5 Hours).

#### **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?

- April 27<sup>th</sup> - 30<sup>th</sup> (3.5 hours in length)

#### Where?

- Seattle – Location TBD

#### Who?

- Members of the evaluation (led by team lead) will conduct the in-person 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 4-10 individuals with a **deep knowledge of and a role in the implementation** of the proposed charter school.

## Evaluation Process Overview

### CAPACITY INTERVIEW: Interview Structure

Capacity Interview (total)		3.5 hours
Welcome and Introductions		10 min
Part 1	Performance Task introduction and scenario	10 min
	Performance Task observation	15 min
	Performance Task presentation & discussion	35 min
Break	<i>Evaluation team debriefs performance task and revises application interview questions as necessary</i>	20 min
Part 2	Applicant interview	120 min

## 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: Structure

#### What are the key performance task characteristics?

- Only by members of the applicant group that are expected to have a role in the establishment and operation of the approved school;
- **Time-bound**, instructions are clear and specific, and include defined deliverables that are realistic and appropriate for the allotted time;
- Scenarios aligned to one of three key areas of charter school operation (**academic, financial and/or operational plan**);
- **Simulate actual problems** faced by charter school operators;
- The exercise **can be applied to the applicant's own school design or model** and the response can and should be consistent with that model;
- Required to **develop responses on the spot** (e.g., no preparation is expected or permitted)
- Evaluators have the opportunity to observe applicant teams during the task process from the selection of the task through completion of the exercise.



## 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 supporting 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 and provide input on each application.
- Public Forums are a required component of the application process (RCW 28A.710.140). Applicants must attend their public forum.
- The public forum is independent of the formal evaluation process but may be used to verify information submitted in the application
- The Commission work with the applicant to coordinate their Public Forum. Commission staff effectively run the Public Forum.
- May 11<sup>th</sup> – 14<sup>th</sup> & 18<sup>th</sup> – 21<sup>st</sup> (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.

## Evaluation Process Overview

### PUBLIC FORUM:

#### Who Attends (Applicant)

- By statute, **applicants are required to attend**. Founding members are encouraged to attend, including board members.
- At least one member of the applicant team should be prepared to deliver a short presentation.
- Applicants should also feel welcome to bring other supporters who are not directly involved in the application process (community organizations, faith based organizations, potential parents and families, local elected officials).

## Evaluation Process Overview

### PUBLIC FORUM:

#### Who Attends (Public)

- By statute, public forums are opportunities for the public to learn more about and to provide input on each application.
- Public opinion from individuals and groups who are potentially impacted by the charter school operating in their neighborhood or school feeder pattern is of particular interest to the Commission.

#### Who Attends (Commissioners)

- At least three and no more than four Commissioner will be present at each forum.
- Additionally, Commission staff will be present at each forum to help with sign-in and crowd management.

## Evaluation Process Overview

### **PUBLIC FORUM: Structure**

- Commission Executive Director Opening Remarks
- Applicant Presentation (Up to 15 minutes)
- Public Comment (45 minutes)
- Applicant Response/Rebuttal to Public Comments (5 minutes)
- Commission Executive Director Closing Remarks

## Evaluation Process Overview

### **DUE DILIGENCE**

Due diligence must be part of any rigorous evaluation process. There are few specific guidelines for due diligence, though it may be employed to verify assertions made in the application.

### **Examples of Due Diligence**

- Verify background of applicant team and board members
- Research/verify track records of other schools or entities with which applicants have been involved or managed
- Research/verify partnerships disclosed in application

## 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 2021-2022 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.

## 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](mailto: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:**

- The inclusion of “educational equity” and “agency” (student, teacher, and family) in applicable sections of the application.
- Revised definitions regarding inclusion and cultural responsiveness as part of the implementation of the Commission’s Educational Equity Policy.
- Reorganization of multiple sections and prompts within the application to clarify expectations, combine like topics, and streamline the request for attachments.
- The inclusion of a logic model and changes to the executive summary.

## New This Year

- Revision of the Evaluation Rubric. This includes clarifying expectations, increasing objective criteria, eliminating redundancies, and ensuring alignment to the updated application.
- Moving away from a word count limit to a page count limit throughout the application. This gives applicants a bit more flexibility in their responses and streamlines the Completeness Review process for staff.

## 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 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
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to meet our long-term goals we will accomplish the following activities:</i>	<i>The following indicators allow us to know that our activities and interventions are reaching their intended populations and having their intended impact:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years and then 4-6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i>
<b>ASSUMPTIONS</b> (root cause analysis, prior learning/experience) <i>Enter a few key pieces of information that lead you to believe that the activities and interventions planned are the right ones.</i>		<b>EXTERNAL FACTORS</b> (barriers/facilitators) <i>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.</i>		

This template was adapted from similar templates prepared by Teligen, 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.

## 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

## 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".

## 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 student in a grade that will be served in the school’s first year of operation.**
6. **Describe a typical instructional day for a teacher in a grade that will be served in the school’s first year of operation.**
7. **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 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.**
  - Describe how the curriculum is appropriate and effective for the anticipated student population.
  - 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 plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

## 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 the plan for outreach to Families to apprise them of supplemental programming opportunities. Describe how this plan will be inclusive.**

## Section 10 – Special Populations and At-Risk Students

**CHARTER SCHOOLS ARE RESPONSIBLE FOR SERVING STUDENTS WITH SPECIAL NEEDS.**

- *This includes students with IEPs and Section 504 plans, ELLs, students identified as highly capable, and students at risk of academic failure or dropping out.*
- *Schools are responsible for hiring licensed and endorsed professionals pursuant to federal and state law to meet the needs of students.*
- *School personnel shall participate in developing Individualized Education Plans (IEPs), Section 504 plans, identify and refer students for assessment of special education needs, maintain records, and provide the delivery of special education instruction and services, as appropriate.*
- *All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.*

## Section 10 – Special Populations 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 – Special Populations 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. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs and Section 504 plans, ELLs, students identified as highly capable, and students at risk of academic failure or dropping out. Describe the school’s Multi-Tiered Systems of Support (MTSS) that address the education needs of all special populations and at-risk students.
3. Explain how the school will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
  - Methods for identifying students with special education needs using research-based screeners and assessments to avoid misidentification.

## Section 10 – Special Populations and At-Risk Students

### 3. Continued:

- Specific instructional programs, practices, and strategies the school will employ to provide a continuum of placements and services, ensure students' access to the general education curriculum, and provide opportunities for academic, social, emotional, and functional success for students with special education needs;
- Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to support the attainment of each student's goals as set forth in the IEP;
- Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
- Plans for promoting graduation and post-secondary planning for students with special education needs (high schools only); and
- Plans to provide adequate qualified staffing for the anticipated special needs population.

## Section 10 – Special Populations and At-Risk Students

### 4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

- Plans for how the school will identify and place English learners in the English language development program);
- Plans for how the school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable as provided by state regulations, an alternative instructional program;
- Plans for how the school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services;
- Plans for how the school will provide qualified staffing for English learners;
- Plans for how the school will meet the parent notification requirements for families of English learners.

### 5. Explain how the school will identify and meet the needs of homeless students and students in foster care.



## Section 10 – Special Populations and At-Risk Students

- 6. Describe how the school will meet the needs of highly capable students, including the following:**
- Methods for identifying highly-capable students using research-based screeners and avoiding underrepresentation by certain demographic subgroups;
  - Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - Plans for monitoring and evaluating the academic progress and success of highly capable students; and
  - Plans for providing qualified staffing for highly capable students.
  - Plans how the school will meet the parent notification requirements for families of highly capable students.
- 7. Explain how the school will identify and meet the learning needs of additional categories of at-risk students as defined in RCW 28A.710.010(2) not already discussed in this section.**

## 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.
5. 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, administration, and governance;
  - Curriculum, instruction, and assessment;
  - Professional development;
  - Cultural competence/inclusiveness;
  - Family and community engagement; and
  - Special populations.

## 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.

## 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 will be central to the school's program or mission. These could be academic or operational in nature.**
  - 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.**
  - 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 services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.**
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 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 purpose of the contracts.
3. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

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

4. **Describe the school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks.**
  - Explain how this plan includes inclusive hiring practices.
  - Explain other key selection criteria and any special considerations relevant to the school’s design.
  - 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.
5. **Explain the school’s strategy for retaining high-performing teachers who have proven to improve student academic outcomes and increase educational equity.**
6. **Outline in detail the school’s procedures for terminating school personnel.**

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

6. **Explain how the school leader will be evaluated each school year.**
7. **Explain how teachers will be evaluated each school year.**

### **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;

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

**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 and how these components will support effective implementation of the proposed educational program. Describe how the proposed professional development plan will incorporate:**
  - Cultural competency and inclusion
  - Instructional practices proven to be effective with the proposed student population
  - Describe how the school will increase staff capacity in the collection, analysis and use of performance data 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 prevention 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: 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 prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
2. 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.
3. 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:**
  - Staffing;
  - Performance management;
  - General operations;
  - Day-to-day management of facilities;
  - 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. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

**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 2021-2022 School Year

# QUESTIONS AND ANSWERS



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

## Due Dates

Applications (including redacted copy) are due on by **5:00 pm on February 28, 2020** via Epicenter.

Three hard copies should to be mailed or hand delivered to the Commission office by: **5:00p.m. on March 17, 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

## Timeline Review

### SUBMISSION REMINDERS

- Submissions must be uploaded through Commission assigned Epicenter account
- Late/improperly formatted submissions will not be accepted
- When applicable, Commission-provided templates must be used. All templates can be found on the Commission’s website and in Epicenter.
- All page limits must be followed. Proposals exceeding the stated page limits will not be evaluated and rated.

## 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](mailto: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: Epicenter

Link to be provided after receipt of NOI

## 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.