



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2020-2021 School Year

Issue Date: September 04, 2018

Updated: January 29, 2019

Due Date: March 1, 2019 5:00 p.m. PT

Washington State Charter School Commission

Mailing Address

P.O. Box 40996
Olympia, WA 98504-0996

Email: charterschoolinfo@k12.wa.us

Visit our website at: <http://charterschool.wa.gov>

Physical Address

1068 Washington Street SE
Olympia, WA 98501

© 2016 National Association of Charter School Authorizers (NACSA) and the Washington State Charter School Commission.

This document carries a Creative Commons license, which permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from this report in derivative works, under the following conditions:

Attribution You must clearly attribute the work to the National Association of Charter School Authorizers, and provide a link back to the publication at <http://www.qualitycharters.org/>.

Noncommercial You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from NACSA.

Share Alike If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit www.creativecommons.org. If you have any questions about citing or reusing NACSA content, please contact us.

For more information about the contents of this document, please contact:

Amanda Martinez, New Charter School Application Coordinator

Email: amanda.martinez@k12.wa.us

Phone: (360) 725-5511

The Washington State Charter School Commission (Commission) provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Executive Director:

Washington State Charter School Commission

Attn: Executive Director

PO Box 40996, Olympia, WA 98504-0996

charterschoolinfo@k12.wa.us

(360) 725-5511

CONTENTS

INTRODUCTION	4
ADMINISTRATIVE REQUIREMENTS	8
INSTRUCTIONS AND GUIDELINES.....	17
CATEGORY 1: GENERAL INFORMATION	24
Section A: School Information	26
Section B: Primary Contact Person	26
Section C: Enrollment Projections	27
Section D: Current and Prospective Board Member Roster	27
Section E: Start-Up Team	27
CATEGORY 2: EXECUTIVE SUMMARY.....	28
Section 1: Executive Summary (1500 Words).....	28
CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY	30
Section 2: Family and Community Engagement (1300 Words)	30
Section 3: Program Overview (1500 Words)	30
Section 4: Curriculum and Instructional Design (2700 Words).....	31
Section 5: Student Performance Standards (1300 Words).....	32
Section 6: High School Graduation Requirements (High Schools Only) (700 Words)	33
Section 7: School Calendar and Schedule (400 Words)	33
Section 8: School Culture (2000 Words)	34
Section 9: Supplemental Programming (700 Words)	34
Section 10: Special Populations and At-Risk Students (6000 Words).....	35
Section 11: Student Recruitment and Enrollment (600 Words)	37
Section 12: Student Discipline Policy and Plan (1500 Words)	37
Section 13: Educational Program Capacity (1200 Words)	38
CATEGORY 4: OPERATIONS PLAN AND CAPACITY	40
Section 14: Legal Status and Governing Documents (750 Words)	40
Section 15: Organization Structure and Partnerships (500 Words).....	40

Section 16: Governing Board (2200 Words) 41

Section 17: Advisory Bodies (300 Words) 43

Section 18: Grievance/Complaint Process (750 Words) 43

Section 19: District Partnerships (300 Words) 43

Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words) 43

Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words) 44

Section 22: Professional Development (1200 Words) 45

Section 23: Performance Framework (1000 Words) 45

Section 24: Facilities (800 Words) 47

Section 25: Start-Up and Ongoing Operations (1400 Words) 48

Section 26: Operations Capacity (800 Words) 48

CATEGORY 5: FINANCIAL PLAN AND CAPACITY 49

 Section 27: Financial Plan (2600 Words) 49

 Section 28: Financial Management Capacity (500 Words) 50

CATEGORY 6: EXISTING OPERATORS 51

 Section 29: Existing Operators (2700 Words) 51

CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND
IMPLEMENTATION GRANT 52

 Section 30: OPTIONAL Federal Charter School Planning and Implementation Grant (1200 Words) 57

INTRODUCTION

The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240, and ratified when Engrossed Second Substitute Senate Bill 6194 became law in April 2016, to serve as a statewide charter school authorizer. The 11-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter School Act, the Commission has established its strategic vision for authorizing to guide its work:

The Washington State Charter School 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 expands the authority of teachers and school leaders and encourages and accelerates 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, responsiveness to all students and their families, and effective, engaged governance boards.

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.

The Commission is an agency that is guided by its mission, strives to achieve its vision and aspires to operate in alignment with a set of core values.

Mission

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

Values

- Student-Centered*
- Cultural and Community Responsiveness*
- Excellence and Continuous Learning*
- Accountability/Responsibility*
- Transparency*
- Innovation*

Vision

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

The Charter School Act requires the Commission to annually issue a solicitation for applications (New Charter School Application) to open new charter schools. Through the issuance of this New Charter School Application, the Commission seeks applicants to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), in 2013 to develop a rigorous, thorough, and transparent response and review process and has enhanced the process each year.

The Commission is committed to authorizing schools that are culturally responsive. To that end, the Commission requires applicants to demonstrate how they will implement the following concepts throughout their application:

Cultural Inclusion

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best work.” The process of inclusion seeks to engage each individual and make each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission.¹

¹ Puget Sound Educational Service District. (2014). Racial Equity Policy. (p. 7) Seattle, WA: Blanford, S

Culturally Responsive Education Systems

Culturally responsive educational systems are grounded in the belief that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high-quality teachers, programs, and resources.

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.²

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.

Cultural competence is:

- Knowing the community where the school is located,
- Understanding all people have a unique world view,
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,
- Being alert to the ways that culture affects who we are,
- Places the focus of responsibility on the professional and the institution,
- 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.

² Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Eligibility

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2020-2021 school year. If an applicant submits an application for the 2021-2022 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2020-2021). Applicants for the 2021-2022 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

By law, 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.

Applications will be reviewed for satisfaction of the eligibility requirements (see Completeness Review). If these eligibility requirements are not met, the application may be summarily rejected.

Additionally, for schools opening in 2020 -2021, applicants will have the option of also applying for federal Charter School Program (CSP) planning and implementation grants – *when* they submit their New Charter School Application (See Section 30). Approved new charter school applicants are then eligible to collaborate with Office of the Superintendent of Public Instruction (OSPI) to complete CSP requirements for the CSP federal planning and implementation funds.

ADMINISTRATIVE REQUIREMENTS

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;** revisions have been made to process and 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.

Amanda Martinez, New Charter School Application Coordinator Telephone: (360) 725-5511
Washington State Charter School Commission Email: amanda.martinez@k12.wa.us
PO Box 40996
Olympia, WA 98504-0996

Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application will be allowed consistent with the *New Charter School Application Timeline (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 at:

<http://charterschool.wa.gov/applying/application-updates/>

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.

Applicants are encouraged to review the requirements of this New Charter School Application carefully, and submit any comments and recommendations to the New Charter School Application Coordinator. Where application requirements appear to prohibit or restrict an organization's participation, an explanation of the concern as well as suggested alternative language should be submitted in writing to

the New Charter School Application Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

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. Applicants may submit specific complaints to the New Charter School Application Coordinator if the applicant believes the New Charter School Application contains inadequate or improper criteria, or that the application evaluation process unnecessarily restricts competition, or is flawed or unfair. The complaint must be made in writing to the New Charter School Application Coordinator before the due date set forth in the *Timeline*. The complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest Procedures described on pages 14-15.

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 modification to the New Charter School Application will be in writing and made in the form of an amendment to the New Charter School Application, and will be posted at <http://charterschool.wa.gov/applying/application-updates/>

The Commission's decision on a complaint is final and no further administrative appeal is available.

Delivery of Applications

The application, in its entirety, must be received by Commission no later than **5:00 p.m. PT on March 1, 2019**. All applications must be submitted using the secure, online Epicenter program, with hard copies mailed to the New Charter School Application Coordinator. Submissions are time stamped when they are submitted to the Epicenter program. **No submissions will be accepted after the deadline.**

Applicants should allow sufficient time to ensure timely receipt of the application by the New Charter School Application Coordinator. Late submissions will not be accepted and will be automatically disqualified from further consideration.

The Commission assumes no responsibility for delays caused by applicant's technical difficulties, network problems or any other party.

All application documents submitted in hard copy become the property of the Commission and will not be returned.

1. For Sections 1-30 of the narrative application:
 - a. As a separate paragraph, indicate the beginning of proprietary or confidential information with the following language (ALL CAPS and **bold**): **BEGIN PROPRIETARY/CONFIDENTIAL INFORMATION**; and
 - b. As a separate paragraph, indicate the end of proprietary or confidential information with the following language (ALL CAPS and **bold**): **END PROPRIETARY/CONFIDENTIAL INFORMATION**.

2. For Attachments 1-35:
 - a. Each page containing the information claimed to be exempt from disclosure must be identified with the language (all caps and bold) **PROPRIETARY/CONFIDENTIAL INFORMATION** printed on the lower right-hand corner of the page.

3. Applicants must use the guidance provided above to state clearly that the application contains any proprietary or confidential information, and should include as a footnote to the proprietary or confidential text or pages reasons that this information may be considered proprietary.

Marking the entire application as proprietary, confidential, or exempt from disclosure will not be honored.

To the extent consistent with RCW 42.56, the Public Disclosure Act, the Commission shall maintain the confidentiality of applicant's information marked confidential or proprietary. If a request is made to view proprietary information, the Commission will notify the applicant of the request and of the date that the records will be released unless the applicant obtains a court order enjoining that disclosure. If the applicant fails to obtain the court order enjoining disclosure, the Commission will release the requested information on the date specified.

The Commission's sole responsibility shall be limited to maintaining the above data in a secure area, and to notify the applicant of any request(s) for disclosure for so long as the Commission retains the applicant's information in Commission records. Failure to label such materials, or failure to timely respond after notice of request for public disclosure has been given, shall be deemed a waiver by the applicant of any claim that such materials are exempt from disclosure.

Completeness Review

All applications will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If an application is found to be incomplete (i.e. missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted,



the applicant will be disqualified from further review. Applicants will be notified of an application's completeness or incompleteness per the *Timeline*. It should be noted that *findings of completion* are not indicative of the *quality* of the application. For findings of incompleteness, applicants will have 24-hours to remedy any identified area of incompleteness. Changes or updates will need to be completed within 24-hours of the Application Coordinator sending the Completeness Review report. Applications that remain incomplete after the 24-hour completeness window will be disqualified from further review. Applicants are encouraged to reapply in future years.

Waiver of Minor Administrative Irregularities

The Commission reserves the right to waive minor administrative irregularities contained in any application.

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.

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.

Due Diligence

The decision to approve an application to open and operate a charter public school requires a thorough vetting of the applicant and the components of the application. The Commission may engage in due diligence to verify and evaluate the information submitted as part of the evaluation process. Due diligence may include, but is not limited to:

1. Contacting individuals who may have knowledge about the information submitted and/or individuals associated with the applicant organization in order to evaluate the accuracy and validity of the information provided in the application; and
2. Review of information and documentation obtained from external sources in order to evaluate the accuracy and validity of the information provided in the application.

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission for use in determining whether the application meets the criteria for approval.

Amendments and Revisions

The Commission reserves the right to revise the *Timeline* 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 <http://charterschool.wa.gov/applying/application-updates/>.

Applicants are responsible for checking the Commission’s website for changes and should do so frequently. The Commission will not be responsible for notifying applicants of changes in any other manner. All changes must be authorized and issued in writing by the New Charter School Application Coordinator. If there is any conflict between amendments, or between an amendment and the New Charter School Application, whichever document was issued last in time shall be controlling.

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 selecting or contracting with any and all applicants.

Withdrawal of Application

Applicants may withdraw an application that has been submitted prior to the Commission Resolution Meeting (identified on the *Timeline*). To accomplish application withdrawal, a written request (an email attachment is allowed) signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator by 5:00 p.m. PT on May 27, 2019.

Failure to respond to the Commission according to the *Timeline* below, or failure to respond to an inquiry or communication from the Commission to the applicant's designated representative, shall be deemed a withdrawal.

Optional Applicant Debriefing Conference

Applicants whose applications are not approved by the Commission may request an optional debriefing conference to discuss the evaluation of their application within the date range specified in the *Timeline*. The request must be in writing (email acceptable) and addressed to the New Charter School Application Coordinator.

The purpose of this debriefing is to discuss the factors considered in the evaluation of the application and address questions and concerns about the applicant's performance with regard to the New Charter School Application requirements. This conference will not include any discussion of, or comparison to applications from any other applicant, nor will it be an opportunity to challenge the evaluation ratings or argue the merits of the application.

Protest Procedures

Only applicants whose applications are not approved by the Commission AND who participate in a debriefing conference may make protests. Upon completion of the debriefing conference, the applicant will have five (5) business days to file a formal protest of the New Charter School Application with the New Charter School Application Coordinator.

Protests must be received by the New Charter School Application Coordinator no later than 5:00 p.m. PT on the fifth (5th) business day following the debriefing. Protests may be submitted by email, but must be followed in hard-copy form with an original signature.

In the event a protest may affect the interest of another applicant that also submitted an application, such applicant will be given an opportunity to submit its views and any relevant information on the protest to the New Charter School Application Coordinator.

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole

administrative remedy available to applicants. All protests must be in writing, addressed to the New Charter School Application Coordinator, and signed by the protesting party or an authorized Agent.

1. The protest must state the New Charter School Application issue date, the grounds for the protest with specific facts believed to support the applicant’s protest, and complete statements of the action(s) being protested.
2. The protests must contain a description of the relief or corrective action being requested.
3. Only protests stipulating an issue of fact concerning the following subjects will be considered:
 - a. A matter of bias, discrimination, or conflict of interest on the part of an evaluator; and/or
 - b. Non-compliance with procedures described in the New Charter School Application or Commission policy.
4. Protests not based on the issues itemized in paragraph 3 will not be considered.
5. Protests will be rejected as without merit if they address issues such as:
 - a. An evaluator’s professional judgment on the quality of an application; and/or
 - b. The Commission’s assessment of its own and/or other agencies’ or communities’ needs or requirements.
6. Upon receipt of a protest, a protest review will be held by the Commission. The Commission will assign responsibility for responding to the protest to a person who was not involved in the New Charter School Application or evaluation process; this person will prepare a recommendation report and submit it to the Commission.
7. The Commission will consider the protest recommendation report, record all available facts, and issue a decision; the decision must be issued within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

The final determination of the protest shall:

1. Find the protest lacking in merit and uphold the Commission’s action, denying the protest; or
2. Find only technical or harmless errors in the New Charter School Application and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
3. Find merit in the protest and provide the Commission options, which may include:
 - a. Correcting the errors and reevaluating all applications;

- b. The reissue of the New Charter School Application and conducting a new process; and/or
- c. The making of other findings and the determination of other courses of action as appropriate.

Notification of Commission Decisions

All applicants will be notified by email after a decision has been made. The date of notification will be the date the email is sent.

Electronic Availability

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at <http://charterschool.wa.gov/applying/application-updates/>. Applicants are responsible for checking this site for notices and changes and should do so frequently.

Revisions to the New Charter School Application

In the event it becomes necessary to revise any part of this New Charter School Application, addenda will be published at <http://charterschool.wa.gov/applying/application-updates/>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the New Charter School Application and will be placed on the website.

The Commission also reserves the right to cancel or reissue the New Charter School Application in whole, or in part, prior to execution of a contract.

Minority and Women-Owned Business Participation

In accordance with RCW 39.19, the Commission encourages participation in applications in response to this New Charter School Application by organizations certified by the Office of Minority and Women's Business Enterprises (OMWBE), on a direct or subcontractor basis. However, no preference for charters, including such organizations, will be given in the evaluation of applications, no minimum level of OMWBE participation shall be required as a condition for approval of a charter, and applications will not be rejected or considered non-responsive on that basis.

Terms and Provision of the Sample Contract

Submission of an Application constitutes acceptance of the solicitation contents and the sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission's website at <http://charterschool.wa.gov/applying/application-materials/>.

INSTRUCTIONS AND GUIDELINES

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This New Charter School Application requires information that will allow the Commission to consider and determine if the application presents a school that is sufficiently well planned and researched, and that it not only has a compelling and rigorous academic model, but is fiscally and operationally sound as well. This New Charter School Application also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

In order for a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this New Charter School Application. Failure to address all questions may result in the application being deemed incomplete.

Applicants are encouraged to reference the New Charter School Application Evaluation Rubric (for schools opening in 2020-2021) when preparing their applications to ensure that the responses not only answer the items below, but also address all of the evaluation rubric criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission's performance framework (WAC 108-30), which is available on the Commission's website at <http://charterschool.wa.gov/operating/performance-framework/> and incorporated by reference.

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 p.m. PT on November 30, 2018** to the New Charter School Application Coordinator by email, postal service, or hand delivery. Once the Commission receives an applicant's NOI, the applicant will receive access to the secure, online Epicenter program.

Applications must be submitted no later than **5:00 p.m. PT on March 1, 2019**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application for schools opening in 2020-2021, all electronic submissions must be uploaded to the Commission assigned secure, online Epicenter program, by the deadline.

Learning Opportunities

Four in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted on September 26, 2018 (Olympia), September 27, 2018

(Bellingham), October 3, 201 (Spokane), and October 4, 2018 (Seattle). The purpose of these full work-day orientations is to deepen understanding of:

1. The Commission's expectations as articulated in the New Charter School Application;
2. How applications will be evaluated;
3. The purpose and format of the Capacity Interview and Public Forum; and
4. Changes that have occurred to the New Charter School Application since the last cycle.

For more information regarding the New Charter School Application Orientations, please visit <http://charterschool.wa.gov/applying/application-process/>.

Components of the Application & Application Process

Narrative Application

The application is the formal application to the Commission and is a comprehensive description of the school's educational, organizational, and financial plans.

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 21-24.

Capacity Interview

Applicants will have the opportunity to participate in a performance task to demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their application from the evaluator team.

Public Forum

The public forum will provide an opportunity for the public to learn more about and to provide input on, each application. While the public forum is not scored, information gleaned from this process 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.

Commission Resolution Meeting

Applicants are invited to attend the Commission's May 30, 2019 meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.

Electronic Submission Instructions

1. **Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents. A secure, online, Epicenter account assigned to each applicant, with template documents and instructions, will be available to applicants after they have submitted their NOI.** The applicant must populate the required templates, as well as upload associated attachments and narrative sections of the application to the Epicenter program by the deadline.
2. Applicants should populate each template and upload each section attachment in Epicenter. **Applicants should ensure that documents are uploaded in the file format specified.** An overview of how to use Epicenter will be included in the training sessions referenced in the section titled *Learning Opportunities*.
3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline. Changes or edits to the submitted application will not be allowed after 5:00 p.m. PT on March 1, 2019 except if requested by the Commission. If the applicant has completed their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.
4. **Applicants will not be able to modify their application after 5:00 p.m. PT on March 1, 2019.** Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit five **(5) identical photocopies of the application to the New Charter School Application Coordinator. Additionally, one (1) redacted electronic copy (in PDF form) must be uploaded to Epicenter.** . The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts (see *Timeline* for due date).

Hard Copy Preparation Instructions

Applicants should print their application directly from the application uploaded to Epicenter *prior* to the March 1, 2019 deadline.

1. All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.
2. All application documents should be bound in a 3-ring binder.
3. Attachments should be numbered and offset with labeled tabs.
4. **Hard copies and the redacted electronic (PDF) copy should be submitted to the Commission per the *New Charter School Application Timeline* on pages 24-25. Submit to:**

Postal/Courier Service:

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

Hand Delivered:

Amanda Martinez
New Charter School Application Coordinator
1068 Washington Street SE
Olympia, WA 98501

Specifications

1. Applicants MUST submit applications electronically through the secure, online Epicenter program provided by the Commission, and must use the following templates (available on the Commission's website and in the applicant's Epicenter account):
 - a. Charter School Commission Application Cover Sheet (Category 1) – ALL APPLICANTS (MS Word Document)
 - b. Pending Authorization and School Opening Form Template (Section 1: Attachment 1) – ALL APPLICANTS (MS Word Document);
 - c. Statement of Assurances (Section 14: Attachment 11) – ALL APPLICANTS (MS Word Document).
 - d. Charter School Board Member Information Form (Section 16: Attachment 14) – ALL APPLICANTS (MS Word Document)
 - e. Background Check Certification Form (Section 16: Attachment 15) – ALL APPLICANTS (MS Word Document);
 - f. Staffing Chart Template (Section 21: Attachment 19) – ALL APPLICANTS (MS Word Document);
 - g. Mission-Specific Goals Form (Section 23: Attachment 23) – ALL APPLICANTS (MS Word Document);
 - h. Financial Plan Workbook (Updated 1.29.19) (Section 27: Attachment 27) – ALL APPLICANTS (MS Excel Document);
 - i. Portfolio Summary Template (Section 29: Attachment 33) – EXISTING OPERATORS ONLY (MS Excel Document).

- j. CSP Statement of Assurances (Section 30: Attachment 34) – ALL APPLICANTS applying for CSP subgrant (MS Word Document).
- k. CSP Budget Form and Narrative (Section 30: Attachment 35) – ALL APPLICANTS applying for CSP subgrant (FormS Excel Document, Narrative MS Word Document).

2. **All word limits must be followed. Applications exceeding the stated word limits will be rejected.**
3. If a particular section or question does not apply to the applicant team or application, respond “Not Applicable” AND state the rationale. Do not leave sections blank or your application may be found to be incomplete.
4. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).
5. Any footnotes made *within a narrative section* of the application will be added into that section’s word count. To avoid exceeding section word limits, applicants should attach a section’s footnotes as a separate document to the section to which they pertain. Please title the attachment: **Section Number.Footnotes**.
6. The following is a table of attachments to accompany the application and their associated category and section. Note that not all attachments will be applicable to all applicants. This list does not contain all required attachments. Attachments must be labeled by Section and Attachment number. As examples, Section 1: Attachment 1, Section 6: Attachment 5. All Attachments must be uploaded directly to the applicant’s Epicenter account. It is the responsibility of the applicant to ensure they submit all relevant attachments.

Category 1: General Information	
Sections A-E: General Information	Charter School Commission Application Cover Sheet
Category 2: Executive Summary	
Section 1: Executive Summary	<u>Attachment 1</u> : Pending Authorization and School Opening form
Category 3: Educational Program Design and Capacity	
Section 2: Family and Community Engagement	<u>Attachment 2</u> : Evidence of community support/engagement in the application process
Section 3: Program Overview	No Attachments

Section 4: Curriculum and Instructional Design	<u>Attachment 3</u> : Course scope and sequence <u>Attachment 4</u> : Curriculum development plan (if applicable)
Section 5: Student Performance Standards	<u>Attachment 5</u> : Exit standards for graduating students or students completing the last grade in that school.
Section 6: High School Graduation Requirements (High Schools Only)	No Attachment
Section 7: School Calendar and Schedule	<u>Attachment 6</u> : <ul style="list-style-type: none"> ▪ Year 1 of operation school calendar; ▪ Daily schedule; and ▪ Daily and weekly schedule
Section 8: School Culture	No Attachments
Section 9: Supplemental Programming	No Attachments
Section 10: Special Populations and At-Risk Students	No Attachments
Section 11: Student Recruitment and Enrollment	<u>Attachment 7</u> : Enrollment policy
Section 12: Student Discipline Policy and Plan	<u>Attachment 8</u> : Discipline policy
Section 13: Educational Program Capacity	<u>Attachment 9</u> : <ul style="list-style-type: none"> ▪ School leader resume and/or job description; and ▪ Plan for recruiting and hiring a strong and capable school leader <u>Attachment 10</u> : Leadership team job descriptions and/or resumes
Category 4: Operations Plan and Capacity	
Section 14: Legal Status and Governing Documents	<u>Attachment 11</u> : Governance documents: <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of nonprofit status ▪ Bylaws; ▪ Board Chair signed Statement of Assurances; and; ▪ Other governing documents
Section 15: Organization Structure and Partnerships	<u>Attachment 12</u> : Organizational charts <u>Attachment 13</u> : Copies of Proposed Contracts

Section 16: Governing Board	<p><u>Attachment 14</u>: Board member documents:</p> <ul style="list-style-type: none"> ▪ Completed and signed Charter School Board Member Information Forms; and ▪ Board member Resumes <p><u>Attachment 15</u>: Signed Initial Background Check Certification form assuring that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p> <p><u>Attachment 16</u>:</p> <ul style="list-style-type: none"> ▪ Code of Ethics Policy; and ▪ Conflict of Interest Policy
Section 17: Advisory Bodies	No Attachments
Section 18: Grievance/Complaint Process	No Attachments
Section 19: District Partnerships	<u>Attachment 17</u> : If available, Memorandum Of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.)
Section 20: Educational Service Providers (ESP)	<u>Attachment 18</u> : ESP contract term sheet
Section 21: Staffing Plans, Hiring, Management, and Evaluation	<u>Attachment 19</u> : Staffing chart <u>Attachment 20</u> : Leadership evaluation tools <u>Attachment 21</u> : Teacher evaluation tools
Section 22: Professional Development	Attachment 22: Professional development schedule
Section 23: Performance Framework	<u>Attachment 23</u> : Mission-Specific Goals form
Section 24: Facilities	<u>Attachment 24</u> : Facility documents
Section 25: Start-up and Ongoing Operations	<u>Attachment 25</u> : Start-up plan <u>Attachment 26</u> : Insurance coverage
Section 26: Operations Capacity	No Attachments
Category 5: Financial Plan and Capacity	
Section 27: Financial Plan	<u>Attachment 27</u> : Financial plan workbook <u>Attachment 28</u> : Budget narrative <u>Attachment 29</u> : Evidence of philanthropic funding commitments noted in budget <u>Attachment 30</u> : Fundraising plan

Section 28: Financial Management Capacity	<p><u>Attachment 31</u>: Recent internal financial statements</p> <p><u>Attachment 32</u>: Independent financial audit reports and management letters</p>
Category 6: Existing Operators	
Section 29: Existing Operators	<u>Attachment 33</u> : Portfolio Summary Template
Category 7: Federal Charter School Program Grant Application (Optional)	
Section 30: Federal Charter School Program Grant Application	<p><u>Attachment 34</u>: Signed CSP Grant Statement of Assurances</p> <p><u>Attachment 35</u>: OSPI Project Budget Form and line item Budget Narrative</p>

7. When submitting resumes, label each document with the individual’s affiliation with the proposed school (Board member, School Leader, teacher, etc.).
8. Review all elements of the application for completeness before submitting.
9. Late or incorrectly formatted applications will not be accepted.

New Charter School Application Timeline*

The article below represents the timeline for the 2018-2019 New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable for applicants. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Pacific Time (PT). The Commission reserves the right to revise the timeline. Any revisions will be posted on the Commission’s website at <http://charterschool.wa.gov/applying/application-updates/>

All Applicants will receive email notification.

Date	Activity
September 04, 2018	New Charter School Application Release

*Dates, times, locations, and activities subject to change.

CATEGORY 1: GENERAL INFORMATION

Submit the below information, Sections A-E, on the Charter School Application Cover Sheet.

Section A: School Information

1. School Name;
2. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High);
3. Grade Levels Served (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12);
4. School District;
5. Neighborhood/Community;
6. Phone;
7. Fax;
8. Website Address;
9. Street Address;
10. Sponsoring Entity (Nonprofit Organization, Governmental, College or University, State Board of Education);**
11. Open Date;
12. Contracted Educational Service Provider (EMO, CMO, Other);
13. Calendar Type (Standard or Extended School Year); and
14. Number of Instructional Days.

Section B: Primary Contact Person

1. Name;
2. Position;
3. Address;
4. Mobile Phone;
5. Alternate Phone;
6. Email address; and
7. Current Employer.

**In Washington state, a “charter school applicant” must be a nonprofit corporation that is 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.

Section C: Enrollment Projections

Complete the template provided. This table is derived from the applicant's School Information in Section A regarding grades served. The number of students must include the minimum and maximum planned enrollment per grade per year.

Section D: Current and Prospective Board Member Roster

1. Name;
2. Title on Board;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

Section E: Start-Up Team

1. Name;
2. Title/Position on Start-up Team;
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary (1500 Words)

The Executive Summary should provide a concise summary of the following:

1. **Educational Need, Anticipated Student Population, and Challenges:** Describe the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter. Explain how the school will increase opportunity and/or access to students who have been identified as at-risk as defined in RCW 28A.710.010(2). Provide the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projections provided on the cover sheet. Describe how the applicant team has assessed demand and/or need for the school.
2. **Geographic Location:** Describe the geographic location of the school and the rationale for selecting the school location, and student body. Be explicit in the rationale for the location and align to the evidence of educational need, community/parent demand, anticipated student population and challenges. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
3. **Plan, Mission, Vision, and Goals:** Describe the school plan and state the mission, vision, and goals of the proposed school.
 - a. The **vision** is a statement of the fundamental purpose of the school, describing why it exists; the **mission** statement outlines how the school will operate and what it will achieve long term. The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, 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).
 - b. The long-term **goals** should articulate what the school hopes to achieve once it is at capacity and fully operational. Unlike the mission-specific goals, these are meant to be long-range and speak to operational and academic success.

- 4. Request for Additional Planning Year.** If the applicant is planning to open their school in the fall of 2021, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.

Attachment 1: Pending Authorization and School Opening Form

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Engagement (1300 Words)

1. Describe and provide evidence of how the school has assessed parent/guardian and community demand for the proposed school.
2. Describe the specific role to date of the parents/guardians and community members involved in developing the educational program and proposed school.
3. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
4. Describe the community resources that will be available to students and families. 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. Include, as **Attachment 2**, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Section 3: Program Overview (1500 Words)

The Program Overview should:

- 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;”
 - Provide the Educational Program Terms, including the essential design elements of the school model;
 - 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, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population; and

- Highlight the culturally responsive aspects of the program.

The Educational Program Terms identify the characteristics of the essential components of the educational program that the applicant considers critical to the school's success *and* for which the applicant is prepared to be held accountable to the Commission and the public. The Commission's oversight and evaluation of the proposed school's educational program will focus on successful implementation of the program's design elements and educational program terms. **Applicants should identify no fewer than three and no more than five Educational Program Terms.**

The Educational Program Terms should be *minimum* expectations. Applicants need not – and should not – include all of the things that they want the school to be. Rather, applicants should include a set of minimum measurable programmatic components that will enable the Commission to objectively validate that the program the proposed school is offering is fundamentally consistent with what the school is advertised to be.

Articulate the Educational Program Terms in a way that indicates the objective measurable evidence that can be used to determine whether the proposed school has met the expectations. Avoid general statements about the school culture or learning environment. **Focus on specific, measurable components** that will establish that culture or learning environment.

The Educational Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.

Note: The Educational Program Terms are different from *mission-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 mission-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*. See the Commission's website for examples of Educational Program Terms.

Section 4: Curriculum and Instructional Design (2700 Words)

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study) and essential design elements, including class size and structure. Demonstrate alignment to the school's mission and vision. Include in your description how the learning environment is culturally responsive.
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 3**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the anticipated student population. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

-OR-

If the curriculum is not already developed, provide, as **Attachment 4**, 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.).

4. Describe the primary instructional strategies that the school will expect teachers to use, how these strategies are culturally responsive, and why they are well-suited for the anticipated student population.
5. Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Section 5: Student Performance Standards (1300 Words)

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 standards beyond the state standards, 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 policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.
4. Provide, as **Attachment 5**, 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.

Section 6: High School Graduation Requirements (High Schools Only) **(700 Words)**

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

1. Describe how the school will meet the requirements described in **Attachment 5**. 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 dropping out and/or not meeting the proposed graduation requirements.

Section 7: School Calendar and Schedule (400 Words)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). In **Attachment 6**, provide the school's proposed 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, and state

assessment days. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. A definition of “Instructional Hours” is provided in RCW 28A.150.205. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school. The application must provide the formula or calculation for the total annual number of instructional hours/days.

2. Describe the structure of the school day and week. Include 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. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning.

Section 8: School Culture (2000 Words)

1. Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.
2. Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure.
4. 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.
5. Describe a typical instructional day for a teacher in a grade that will be served in the school’s first year of operation.

Section 9: Supplemental Programming (700 Words)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be

funded. Address the 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, including how often they will occur, how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.
3. Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.
4. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

Section 10: Special Populations and At-Risk Students (6000 Words)

Schools are responsible for hiring licensed and endorsed special education professionals pursuant to federal and state law. School personnel shall participate in developing Individualized Education Plans (IEPs), 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.

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.
2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.
3. Specifically explain how the school will identify and 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:

- a. Methods for identifying students with special education needs and avoiding misidentification;
 - b. Specific scientifically research based interventions the school will provide to support the identification of needs for students with disabilities;
 - c. 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 ensure academic, social, emotional, and functional success for students with special education needs;
 - d. 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 ensure the attainment of each student's goals as set forth in the IEP;
 - e. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
 - f. Plans for promoting graduation for students with special education needs (high schools only); and
 - g. Plans to provide adequate qualified staffing for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
- a. The charter school will identify and place English learners in the English language development program ([ESEA Sec. 8101 \(20\)](#));
 - b. The charter 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 in WAC 392-160-040, an alternative instructional program ([WAC 392-160-010](#));
 - c. The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services ([ESEA Sec. 3121\(a\)\(b\)\(c\)](#)); and [RCW 28A.180.040\(g\)](#));
 - d. The charter school will provide adequate, qualified staffing for English learners ([Title VI of the Civil Rights Act of 1964, 34 CRR §100.3](#));
 - e. The charter school will meet the parent notification requirements for families of English learners ([WAC 392-160-015](#));
5. Explain how the school will meet the needs of homeless students and students in foster care.
6. Explain how the school will identify and meet the learning needs of at-risk students as 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.

7. Describe how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and
 - c. Plans for providing qualified staffing for intellectually gifted students.

Section 11: Student Recruitment and Enrollment (600 Words)

1. Describe the school's plan for student recruitment and marketing and how it is culturally inclusive and will provide equitable access to interested students and families. Specifically 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
2. Provide, as **Attachment 7**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
 - a. 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;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - 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 12: Student Discipline Policy and Plan (1500 Words)

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the school's 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 plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

- a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
- b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- d. Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and
- e. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for any amount of time.

2. Describe how students and parents/guardians will be informed of the school's discipline policy.

Section 13: Educational Program Capacity (1200 Words)

1. Identify the key members of the school's leadership team. 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:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management;
 - d. Cultural competence/inclusiveness;
 - e. Family and community engagement; and
 - f. Special populations.

3. Specifically describe the applicant’s ties to and/or knowledge of the proposed community that the school will serve.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school’s development.
5. 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. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed or participated. Provide, as **Attachment 9**, the qualifications and resume for this individual.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 9**, a job description and qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

6. Describe the responsibilities of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as **Attachment 10**, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
7. 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.

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents (750 Words)

1. Describe the proposed school's legal status, including nonprofit status and federal tax-exempt status.
2. Submit, as **Attachment 11**:
 - a. Articles of Incorporation;
 - b. Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items or other evidence);
 - c. Bylaws;
 - d. Board Chair signed Statement of Assurances; and
 - e. Other governing documents already adopted.
3. 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.
4. 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. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.

Section 15: Organization Structure and Partnerships (500 Words)

1. Submit, as **Attachment 12**, organization charts that show the school governance, management, staffing plan, and structure in:
 - a. The first year of school operations;
 - b. At the end of the 5-year charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart must clearly delineate the roles and responsibilities of and 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. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 13**, copies of the proposed contract(s). Be sure to address and 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.

Section 16: Governing Board (2200 Words)

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
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. 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.
3. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational, financial and operational success;
 - b. The board will evaluate the success of the school, school leader and itself;
 - c. There will be active and effective representation of key stakeholders, including parents; and
 - d. The school will be a culturally responsive education system.
4. For each current and proposed board member identified in Category 1 Section D (Board Member Roster), summarize each member's desire to serve on the school's board and qualifications for holding this position. In **Attachment 14**, provide the following documents for each individual identified:
 - a. Completed and signed Board Member Information Form;
 - b. Board member resume
5. In **Attachment 15**, provide a signed Initial Background Check Certification form 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,

6. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
7. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. 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. A timetable/schedule;
 - b. Specific topics to be addressed;
 - c. Participation requirements; and
 - d. Development of cultural competence.
8. 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.
9. 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:
 - a. Indicate whether the existing nonprofit board governs the new school;
 - b. To what extent the school will be a new nonprofit corporation governed by a separate board;
 - c. 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
 - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.
10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed:
 - a. Code of Ethics Policy; and
 - b. Conflict of Interest Policy.
11. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual or perceived conflicts.

Section 17: Advisory Bodies (300 Words)

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 and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Section 18: Grievance/Complaint Process (750 Words)

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 (300 Words)

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. As applicable provide, as **Attachment 17**, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.).

Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words)

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
 - a. 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;
 - b. As **Attachment 18**, provide a term sheet that includes:
 - i. Proposed duration of the service contract;
 - ii. Roles and responsibilities of the governing board, school staff, and ESP;
 - iii. Scope of services and resources to be provided by the ESP;
 - iv. Performance evaluations measures and timelines;
 - v. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - vi. Methods of contract oversight and enforcement;
 - vii. Investment disclosure; and
 - viii. Conditions for renewal and termination of the contract.

2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words)

1. 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.
2. 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. Explain the school's strategy for retaining high-performing teachers.
3. 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 accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.
4. Outline in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.
5. Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff;
 - e. And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.
6. Provide the teacher-student ratio, as well as the ratio of total adults to students for the school.
7. Explain how the school leader will be evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the applicant team has identified or developed already.

8. Explain how teachers will be evaluated each school. Provide, as **Attachment 21**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Section 22: Professional Development (1200 Words)

Describe the school's teacher and staff professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development.
2. 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. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide, as **Attachment 22**, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.
4. 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 23: Performance Framework (1000 Words)

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 federal, state accountability measures, and attainment of mission-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 and mission-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.

1. Provide, as **Attachment 23**, a completed mission-specific goals form with the school's mission-specific **academic and organizational** goals and targets. Provide 1-3 goals **each** for academics and 1-3 goals for organizational effectiveness. 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.
2. 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. Be sure to address how the school will participate in all state required assessments.
3. If applicable, address how 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. K through grade 2 or High School grades).
4. 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.
5. 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.
6. Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data **with and for classroom teachers**.

Section 24: Facilities (800 Words)

Charter school facilities must comply with applicable state and local health and safety 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.
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.
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. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).
6. 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.
7. 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.
 - a. Provide proof of the commitment as **Attachment 24**.
 - b. **Attachment 24** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Section 25: Start-Up and Ongoing Operations (1400 Words)

1. Provide, as **Attachment 25**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
2. 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.
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Outline the plans for food service and other significant operational or ancillary services.
5. Provide, as **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 Capacity (800 Words)

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management;
 - d. General operations;
 - e. Facilities management; and
 - f. State and Federal compliance.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan (2600 Words)

1. Describe the systems, policies, 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.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.
4. 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.
5. Submit a completed Financial Plan Workbook (Commission Template), as **Attachment 27**. 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.
6. As **Attachment 28**, present 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 (including inflation for General Apportionment), 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:
 - a. 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;
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;

- c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening, and
 - d. Provide, as **Attachment 29**, evidence of philanthropic funding commitments.
- 7. Provide, as **Attachment 30**, 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 (500 Words)

- 1. Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
- 2. Provide, as **Attachment 31**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.
- 3. For the organization as a whole and any related business entities, provide, as **Attachment 32**, the last three years of independent financial audit reports and management letters.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators or Proposed Charter Management Organization Development (2700 Words)

Applicants who already operate one or more schools, including charter management organizations (CMOs), or applicants who plan to grow into their own CMO must respond to the following:

1. 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. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.
2. Using the Portfolio Summary Template, complete all requested information for each of the organization's schools and provide as **Attachment 33**.
3. For applicants authorized to open a school in the 2017 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each preopening condition.
4. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

CATEGORY 7: OPTIONAL CHARTER SCHOOL PROGRAM PLANNING AND IMPLEMENTATION SUBGRANT

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies (SEA) with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design, and initial implementation of new charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

The Office of Superintendent of Public Instruction (OSPI) was awarded a competitive CSP grant under this federal program for \$6,973,743. In order to improve efficiency, OSPI's federally approved grant application proposed that the New Charter School Application for both the Washington State Charter Schools Commission (Commission) and approved school district authorizers will serve as the application for CSP subgrants. This portion of the New Charter School Application was designed to minimize redundancies in application preparation as both the CSP and New School Application require similar information.

While the New Charter School Application will serve as the application for the CSP subgrant, the authorization of a charter school by a Washington charter school authorizer *does not* guarantee OSPI's approval of a CSP subgrant award. Additionally, the OSPI CSP grant management staff will conduct its own independent review to determine eligibility of potential subgrantees, the proposed subgrant specific goals, budgets, and line items.

Note: This section of the New Charter School Application is an *optional* section. Completion or non-completion does not contribute to the overall review or recommendation of an application. In order to receive a CSP planning and/or implementation subgrant, a school must first be authorized, have their charter contract signed by the authorizer, and have an approved affirmative motion by the charter school's board accepting the terms of the the CSP Statement of Assurances (Attachment 34). Subgrantees are required to work directly with OSPI's CSP grant management staff in order to comply with all processes and procedures of the CSP grant, and are subject to additional oversight and reporting requirements specific to the CSP grant.

Purpose of the CSP Grant

The Office of Superintendent of Public Instruction (OSPI) has received a competitive grant under this federal program to carry out the following objectives:

Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through sub-grants for planning, program design and implementation.

Objective 2: Increase the number of high-quality charter school seats by enhancing the capacity of charter school leaders and board members at new and existing charter schools.

Objective 3: Increase the quality of the state’s charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.

The Washington SEA CSP grant offers two types of subgrant awards:

- a. One-year *planning and design* of the new charter school educational program subgrants, and
- b. Up to two-year *initial implementation* of the new charter school subgrants.

Washington CSP Sub-grant Awards CSP Grant Period (2016-2019)				
Award Type	Planning and Design	Year 1 Implementation	Year 2 Implementation	Total Possible Funds Awarded per School
Amount	\$200,000 (1 year only)	\$305,000	\$280,000	\$785, 000 (Not to exceed \$800,000)

OSPI’s Charter School Program Grant expires on September 30, 2019. Continued funding beyond this date requires the approval of an annual “No Cost Extension” by the US Department of Education. OSPI intends to apply for and anticipates approval of this extension, but applicants should understand that continued funding of subgrants is dependent upon this approval.

Uses of Funds

The CSP Grant is a reimbursement program, which means recipients will be reimbursed following proof of spending on allowable, approved activities.

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes National Staff Development standards.

- C. Initial implementation of the charter school including:
- i. Informing the community about the school,
 - ii. Acquiring necessary equipment and educational materials and supplies,
 - iii. Acquiring, developing or aligning curriculum, and
 - iv. Other initial operational costs that cannot be met from State or local sources.

Additionally, applicants are responsible for obtaining and reviewing the Federal CSP Regulations and Guidance. Applicants are also responsible for being aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance; 2 CFR Part 180; Non-procurement Debarment And Suspension as adopted at 2 CFR Part 3485; Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards under 2 CFR Part 200 as adopted at 2 CFR Part 3474 (BLOCK 8); and 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, 99 (Education Department General Administrative Regulations, EDGAR).

Eligibility

All applicants must have been authorized by the Commission in order to be eligible to receive Washington State CSP Grant funds. Additionally, applicants must demonstrate that they meet the following federal definition of a public “charter school” in the ESEA (P.L. 107-110, Section 5210(1)):

- A. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
- B. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- C. Operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- D. Provides a program of elementary or secondary education, or both;
- E. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- F. Does not charge tuition;
- G. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
- H. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- I. Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- J. Meets all applicable Federal, State, and local health and safety requirements;

- K. Operates in accordance with State law; and
- L. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

The school must provide to OSPI the executed charter contract between the school and its authorizer, in addition to the school's enrollment policies to ensure that all relevant documents and practices comply with the federal definition and requirements of a charter school.

Verification Prior to Subgrant Application Approval

Prior to a final approval of a subgrant application, the Charter School Program Grant Coordinator will verify, with the US Department of Education that the applicant has not previously received a CSP grant.

Technical Assistance and Professional Development

All subgrantees agree to participate in technical assistance (TA) and professional development (PD) as a condition of the CSP subgrant award. The goal of this training is to support subgrantees as they implement and manage their subgrant to ensure compliance with the terms set forth in this application. Trainings may be provided in conjunction with other TA and PD provided by OSPI and charter school authorizers as part of a school's pre-opening conditions, onboarding process, or ongoing compliance with a charter contract. Additional subgrant specific training may also be required. Training topics may include operational processes, board and staff development, subgrant compliance, data systems, and reporting requirements. Notifications will be sent out in advance and every effort will be made to accommodate the subgrantee's availability. Application for subgrant funds indicates acknowledgment and consent to these requirements.

CSP Subgrant Monitoring

OSPI is committed to providing rigorous fiscal and programmatic monitoring of subgrantees to ensure the proper use of public funds. The importance of adhering to the following monitoring and compliance activities cannot be overstated. Failure to fulfill the requirements may lead to the denial of reimbursement funds or the rejection of continued funding of the subgrant.

The OSPI grants management staff provides monitoring of subgrantees. This process includes, but is not limited to:

- The grant management staff reviews and approves each subgrant budget in iGrants prior to release of grant funds.
- Monthly & Quarterly Progress Report submissions that include expenditure documentation, subgrantee progress towards grant project goals and objectives, and authorizer oversight including any concerns or corrective actions.

- Mid-year fiscal Desk Review protocols may include review of subgrantee expenditure documentation and requests, inventory, amounts reported (allocations, cash receipts, monthly and total expenditures, and current accruals and obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Budget revisions are reviewed and approved through iGrants.
- School Finance and Operations are reviewed as part of the Year 2 Implementation site visit.
- Grant management concerns and any corrective actions required are reported to the subgrantee's fiscal manager and authorizer.

Elements of OSPI programmatic monitoring include:

- A Year End Progress Report is required after every year of the CSP subgrant award year. The progress report describes the subgrantee's progress toward its subgrant project goals and objectives, reporting on subgrant expenditures, and school operations.
- A site visit by the CSP grant management staff to review progress toward subgrant goals, observe the educational program, confirm statutory compliance, discuss eligibility for and receipt of federal funds/programs, provide awareness of CSP grant requirements, certifications, and assurances.
- Review of charter documents and performance data.
- Any complaints, concerns, or findings brought to the attention of either charter authorizers or OSPI are investigated by OSPI and reported to the subgrantee and its authorizer, along with any suggested Technical Assistance and/or required corrective action.
- The Final CSP Subgrant Report is a programmatic monitoring element. The report includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes.

Use of Weighted Enrollment Preferences

In the event a subgrant applicant plans to use or establish weighted enrollment preferences (also known as a weighted lottery) during their funding cycle, the school must submit a proposal, in advance, that is consistent with state and federal regulations, and receive approval by their authorizer, Commission, OSPI CSP Grant management staff, and the US Department of Education in order to maintain eligibility for a subgrant award or renewal. Failure to comply with this requirement may result in the loss or renewal of this subgrant.

Please note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the *Commission* regardless of the school's authorizer.

(3) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining

enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.

Subgrantees must submit their weighted enrollment request to their authorizer and to the Commission in writing. Once approval is obtained by both, the subgrantee will then work with the CSP Grant Coordinator to submit an official waiver to the US Department of Education. The waiver process can take time and may require multiple revisions. It is the responsibility of the subgrantee to allow for adequate time for all levels of approval. For that reason, it is suggested that subgrantees begin this process well in advance of their proposed enrollment period and scheduled lottery date.

Award Process

Following the review of each subgrant application and authorization process, including the execution of a charter contract, award notification emails will be sent to applicants informing them of their award status. The notification may include a request for additional information which must be provided within 30 days. Once the final review is completed, the OSPI CSP grant management staff will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received final approval. The approximate award date is September 1, 2019.

All goals and objectives stated in the application must be completed in the allowed budget period.

Section 30: OPTIONAL Charter School Planning and Implementation Subgrant (1500 Words)

CSP Application Requirements

1. Provide specific CSP subgrant goals and objectives (no more than 5). State goals and objectives clearly in terms of the measures or assessments the school plans to use evaluate progress. All goals must be specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals, however, they must directly correspond to the proposed subgrant budget line items;
2. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the US Department of Education;
3. A description of how the charter school will continue operation once the federal grant has expired;

4. A description of the administrative relationship between the charter school and the charter school's authorizer and the charter school and the CMO (if applicable).

In addition to the above requirements, to initially apply for this one-time planning grant, applicants must provide for the purposes of Section 30 of this application:

- **Attachment 34**, a signed CSP grant Statement of Assurances
- **Attachment 35**, the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures. Applicants are expected to read the *General Budget Guidelines & Restrictions* in order to prepare these documents.

For questions or assistance with regards to *this* section of the New School Grant Application, please contact Casey Caronna, CSP Grant Coordinator at: casey.caronna@k12.wa.us.