

WASHINGTON STATE CHARTER SCHOOL COMMISSION

2015 RFP APPLICANT ORIENTATION

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Seattle, WA

March 30, 2015



WASHINGTON STATE
Charter School Commission

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2015 RFP Applicant Orientation

AGENDA:

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

2015 RFP APPLICANT ORIENTATION

ABOUT THE COMMISSION



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About the Commission

Established in April 2013, the Washington State Charter School Commission (Commission) is the state's only non-district and state-wide charter school authorizer. The Commission is governed by a nine-member board. The Governor, Lt. Governor and Speaker of the House each appoint three members, and each Commissioner serves for four years.

Led by Executive Director Joshua Halsey and guided by the Commission's Strategic Plan, the Commission staff leads the charter school applications process, manages the authorization work, provides support services and oversight to Washington State charter schools.

Currently, the Commission has authorized eight (8) charter schools across Washington State. The Commission accepts applications from any non-profit, public benefit corporation interested in starting a charter school in Washington State.

About the Commission

MISSION

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

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.

2015 RFP APPLICANT ORIENTATION

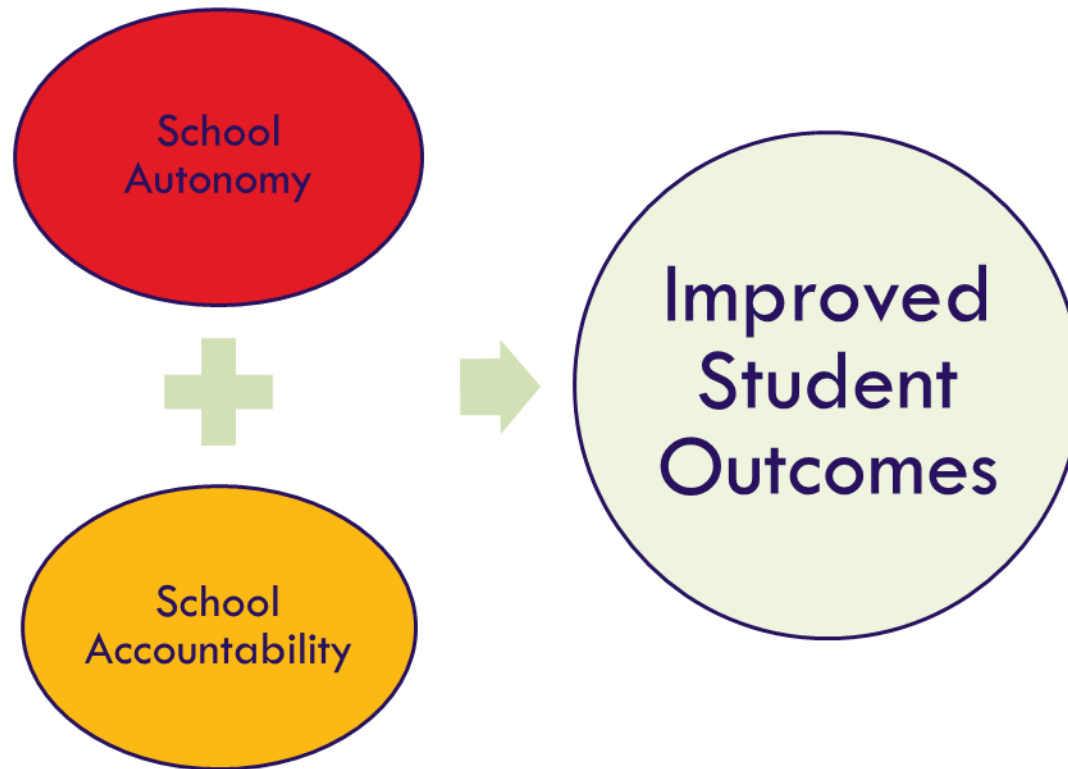
THE CHARTER BARGAIN & NEW SCHOOL APPLICATION PROCESS



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The Charter Bargain & New School Application Process


THE CHARTER BARGAIN



The Charter Bargain & New School Application Process

THE NEW SCHOOL APPLICATION PROCESS

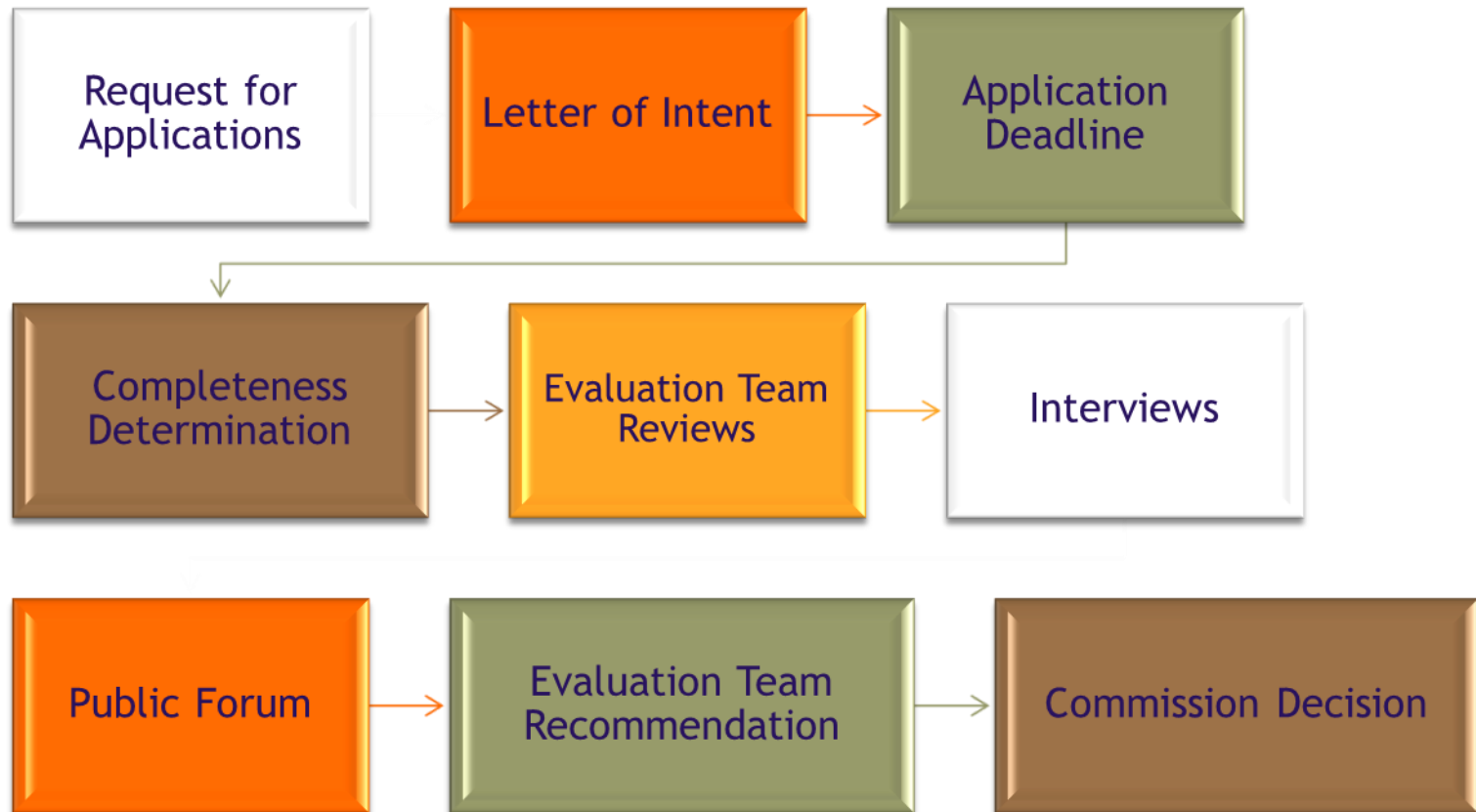
The purpose is to improve the educational options available to children and families by...



Approving only strong, demonstrably viable applications

The Charter Bargain & New School Application Process

APPLICATION STAGES



2015 RFP APPLICANT ORIENTATION

TIMELINE REVIEW



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Timeline Review

2015 REQUEST FOR PROPOSALS TIMELINE

Date	Activity
February 13, 2015	RFP Release
February 20, 2015	Online Proposal portal launch. Proposals will only be accepted via upload to the Charter Tools online Proposal submission platform: http://apps.charter-tools.com/application
February 27, 2015	Applicant questions and comments deadline
March 13, 2015	Commission's written answers to questions issued
March 17, 2015	Webinar session: This session will provide interested groups with information about the RFP content and process, including a demonstration of the online Proposal portal. Applicants will have the opportunity to ask questions during this orientation.
March 25 (Pasco) & 31 (Seattle), 2015	RFP Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: <ol style="list-style-type: none"> 1) The Commission's expectations as articulated in the RFP; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
April 17, 2015 5:00 p.m. PDT	Notice of Intent to Apply (NOI) due
April 20, 2015	Applicant complaints deadline
April 24, 2015	Commission's written response to Complaints issued
May 15, 2015 5:00 p.m. PDT	Proposal deadline
May 20, 2015	Completeness findings distributed
May 21, 2015 5:00 p.m. PDT	Deadline for corrections, only accepted via upload to http://apps.charter-tools.com/application
May 26, 2015	Final completeness determinations distributed
June 1, 2015 5:00 p.m. PDT	Deadline for eligible Applicants to deliver hard copies of Proposals

Timeline Review

2015 REQUEST FOR PROPOSALS TIMELINE CONTINUED

Date	Activity
June 29-30 & July 1, 2015	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to keep the date entirely open in their calendars. Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
July 20-31, 2015	Public Forums
July 31, 2015	Evaluation Team Recommendation Reports Released
July 31, 2015 5:00 p.m. PDT	Deadline for public comments regarding eligible Applicants
August 13, 2015	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
August 17, 2015	Applicant request for optional debriefing due
August 17-28, 2015	Optional Applicant debriefings
Within five business days of debriefing	Deadline for filing Protest
October 15, 2015	Commission meeting for Contract approval/denial
November 11, 2015	Deadline for final contracts to be signed

Timeline Review

SUBMISSION REMINDERS

- Submissions must be uploaded through Charter Tools (online application system)
- Late/improperly formatted submissions will not be accepted
- Use the template documents provided
- All word limits must be followed. Proposals exceeding the stated word limits will be not be reviewed.

CHARTER TOOLS ONLINE APPLICATION PORTAL:

- <http://apps.charter-tools.com/>

2015 RFP APPLICANT ORIENTATION

EVALUATION PROCESS OVERVIEW



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Evaluation Process Overview

MISSION

To authorize high quality public charter 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.

Evaluation Process Overview

WSCSC STRATEGIC AUTHORIZING VISION

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

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

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

Evaluation Process Overview

- Evaluation Teams
- Rubric
- Capacity Interviews
- Public Forums
- Staff Recommendations
- Commission Decision

Evaluation Process Overview

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

EVALUATION TEAMS

- Comprised of members internal and external to the Commission including local Washington representation
- Content knowledge of different elements of the application, such as education, finance, governance and charter authorizing practices
- All evaluators will be trained/oriented to ensure consistent applications of evaluation standards
- All evaluators are screened for conflicts of interest

Evaluation Process Overview

EVALUATION TEAM COMPOSITION

Roles

- Commission staff will lead the evaluation teams
- WA evaluators
- National evaluators

Substantive Experience/Expertise

- Educational Programs
- Organizational Planning
- Financial/Business Planning
- WA Context

Evaluation Process Overview

EVALUATION TEAM STEPS

- Individual Review and Rate
- Team Panel Calls
- Capacity Interviews
- Recommendation to the Commission

Evaluation Process Overview

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

RUBRIC: New 4 point rubric this year

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

Evaluation Process Overview

RATINGS FOR EVALUATION: RFP Rubric

- 4 – Exceeds:** Thorough, compelling, sophisticated understanding of the concept
- 3 – Meets:** Clear and complete response to all aspects, demonstrates capacity
- 2 – Partially Meets:** Partial, insufficient details, some capacity
- 1 – Does not Meet:** Provides little or no evidence of capacity or understanding

Evaluation Process Overview

RATINGS FOR EVALUATION: RFP Rubric (i.e. Section 17 - Governing Board)

Does Not Meet -0	Partially Meets -1	Meets -2	Exceeds-3
<p>The applicant does not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provides little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived</p>	<p>The applicant incompletely identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p>	<p>The applicant identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p>	<p>The applicant clearly and comprehensively identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p>
<p>Overall, the applicant has demonstrated a little or no understanding and capacity for board governance</p>	<p>Overall, the applicant has demonstrated a minimal understanding and capacity for board governance</p>	<p>Overall, the applicant has demonstrated an understanding and capacity for board governance</p>	<p>Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.</p>

Evaluation Process Overview

CAPACITY INTERVIEW

- Interview Purpose
- Interview Structure/Participation
- Logistics

Evaluation Process Overview

CAPACITY INTERVIEW: A rigorous application process will include the opportunity for an in-person capacity interview with all applicants (120 minutes).

Purpose?

- Affords evaluators the opportunity to ask clarifying questions about the application
- Allows evaluation team to probe or pressure-test specific components of the application
- Gives authorizers the ability to assess the capacity of the founding team to implement the program proposed in the application

Evaluation Process Overview

CAPACITY INTERVIEW

Structure/Participation:

- Only members of the applicant team that are expected to have a role in the establishment and operation of the approved school should attend the Capacity Interview (Sections D and E of the RFP, p. 25)
- The Team Leader and members of the evaluation team will conduct the in-person interviews.
- Performance Task: The applicant team will be asked to respond to a prompt provided by the Commission.

Evaluation Process Overview

CAPACITY INTERVIEW: Participation

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

While there is no official limit to the number of people who may attend the capacity interview, it is important that the applicants understand the purpose of the capacity interview. As stated on page 17 of the 2015 Request for Proposals (RFP), “Applicants will have the opportunity to **present their plan and demonstrate the team’s capacity** to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.”

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

Evaluation Process Overview

CAPACITY INTERVIEW: Structure

What is a performance task?

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

Evaluation Process Overview

CAPACITY INTERVIEW: Structure

What is the purpose of a performance task?

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

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

Evaluation Process Overview

CAPACITY INTERVIEW: Structure

What are the key performance task characteristics?

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

Evaluation Process Overview

CAPACITY INTERVIEW

How is the Performance Task assessed?

In the same way information collected about a team's capacity and wherewithal through the interview, the Performance task is **not scored** but **used as evidence**, and information to be used **as part of the overall body of evidence that supports capacity** ratings on the existing rubric as well as the overall recommendation.

Evaluation Process Overview

CAPACITY INTERVIEW: Logistics

- June 29-30 & July 1
- Puget Sound Educational Service District in Renton, Washington.
- Applicants' invite and specific guidance sent closer to dates
- 120 minutes
- No presentations or printed materials from the applicants are allowed
- You may bring a copy of your application and any notes you may want to have on hand. (Please do not bring any new support documents. They will not be accepted.)

Evaluation Process Overview

PUBLIC FORUM

- **Purpose (WAC 108-20-050)**

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

Evaluation Process Overview

PUBLIC FORUM

- Designed to provide an opportunity for parents, community members, local residents and school district board members and staff to learn about and provide input on each application.
- Public Forums are a required component of the application process (RCW 28A.710.140). Applicants must attend their public forum.
- The public forum is independent of the application process and may be used to evaluate the applicant.
- The Commission coordinates the conduct of the Public Forums
- July 20-31, 2015
- Applicant invite and specific guidance sent closer to dates

Evaluation Process Overview

PUBLIC FORUM:

Who Attends (Applicant)

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

Evaluation Process Overview

PUBLIC FORUM:

Who Attends (Public)

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

Who Attends (Commissioners)

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

Evaluation Process Overview

PUBLIC FORUM: Structure

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

Evaluation Process Overview

DUE DILIGENCE

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

Examples of Due Diligence

- Verify background of applicant team and board members
- Research/verify track records of other schools or entities with which applicants have been involved or managed
- Research/verify partnerships disclosed in application
- Between May 15th and June 30th
- An external evaluator, (NACSA) will conduct the due diligence.

Evaluation Process Overview

EVALUATION RESULTS

- Recommendation to the Commission
- Analysis of strengths/concerns

WHAT THE EVALUATION IS *NOT*:

- A decision
- A preference for one quality application over another

2015 RFP APPLICANT ORIENTATION

RFP CONTENT & EXPECTATIONS



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RFP Content & Expectations

KEY CATEGORIES OF THE APPLICATION

- Executive Summary
- Educational Program Design & Capacity
- Operations Plan & Capacity
- Financial Plan & Management Capacity

As applicable:

- Existing Operators (CMO/Network Replication)

Executive Summary

EXECUTIVE SUMMARY

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

1. The proposed plan for the school;
2. The geographic and population considerations of the school environment;
3. The challenges particular to those considerations; and
4. The Applicant team's capacity to successfully open and operate a high quality school given the above considerations.

Executive Summary

EXECUTIVE SUMMARY (cont.)

1. **Mission, Vision, Objectives, and Goals.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. The mission and vision statement provide the foundation for the entire proposal. The objectives are operations and governance focused; they are the conditions that must exist in order for the school's goals to be realized. The mission and vision statements, taken together, should:
 - a) Identify the students and community to be served;
 - b) Articulate the objectives and goals for the school;
 - c) Illustrate what success will look like; and
 - d) Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission's stated priorities for new schools (WAC 108).

Executive Summary

EXECUTIVE SUMMARY (cont.)

- 2. Educational Need and Anticipated Student Populations.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
- 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the research –based and other evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals. Provide as Attachment 1 a completed Pending Authorization and School Opening form.

Executive Summary

EXECUTIVE SUMMARY (cont.)

4. **Community Engagement.** Describe the relationships that the Applicant team has already and intends to establish to generate community engagement in and support for the proposed school, and specifically how the Applicant team has assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
5. **Leadership and Governance.** Pursuant to RCW 28A.400.303, provide as Attachment 2 the appropriate documentation verifying a criminal record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050 and through the federal bureau of investigation for each board member (Section D of Category 1: General Information of the online application portal).

Executive Summary

EXECUTIVE SUMMARY (cont.)

- 6. Request of Additional Planning Year.** If the applicant is planning to open their school in the fall of 2017, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.
- 7. Grades Served and Growth Plan:** Describe 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 attendance projection (Section C of Category 1: General Information of the online application portal).

RFP Content & Expectations

Mission Specific Goals: Academic

Academic mission specific goals are student outcome focused and should be aligned to the educational model defined in your application.

They are educational outcome goals which are academic in nature. Your mission specific academic goals are part of the Academic Framework and should be designed to measure progress towards these identified goals.

Academic Performance Framework

Indicator	Measure	
1. State Accountability:	1a. Washington State Achievement Index (Proficiency, Growth, Sub-Group Performance, College Readiness)	
2. Federal Accountability	2a.AYP Status and Performance Classifications <i>(Applicable only to schools receiving Title 1A funds)</i>	
3. Proficiency Comparisons <ul style="list-style-type: none"> • ELA • Math • Science 	3a. All Students	3a.1 Proficiency comparison to district
		3a.2 Proficiency comparison to schools serving similar students
		3a.3 Graduation rate comparison to district
		3a.4 Graduation rate comparison to schools serving similar students
	3b. Disaggregated by subgroup	3b.1 Subgroup proficiency comparison to district
		3b.2 Subgroup proficiency comparison to schools serving similar students
		3b.3 Graduation rate subgroup comparison to district
		3b.4 Graduation rate subgroup comparison to schools serving similar students
4. Growth Comparisons <ul style="list-style-type: none"> • Reading • Math 	4a. All students	4a.1 Growth comparison to district
		4a.2 Growth comparison to schools serving similar students
	4b. Disaggregated by subgroup	4b.1 Subgroup growth comparison to district
		4b.2 Subgroup growth comparison to schools serving similar students
5. Optional Mission Specific Goals	5a. Optional Mission Specific Academic Goals <ul style="list-style-type: none"> • SAT/ACT • Postsecondary enrollment • College remediation courses • FAFSA • College Bound (for Middle Schools) • Other academic goals 	

RFP Content & Expectations

Mission Specific Goals: Organizational

Organizational mission specific goals are tied to the school's mission, and vision. At its core, what does the school do? What are the school's long-term goals regarding the non-profit organization that runs it? Some example of organizational goal might include increasing family and community engagement at the school level, increasing expertise and capacity at the board level, or increasing teacher/staff effectiveness through intentionally designed and delivered professional development.

RFP Content & Expectations

SMART Goals:

- S: Specific**
- M: Measurable**
- A: Achievable/Assignable**
- R: Realistic/Relevant**
- T: Time bound**

RFP Content & Expectations

Mission Specific SMART Goals:

- **Specific: WHAT, WHERE, HOW?**

A SPECIFIC goal is distinct and defines and defines as much of the goals as possible and contains no ambiguous language

- **Measurable: FROM and TO**

A measurement gives feedback and lets you know when the goal is complete.

- **Achievable/Assignable: Action/WHO?**

A stretch and challenging (action oriented verb)/Assigned to individuals or groups

- **Realistic/Relevant: Feasible and aligned to your mission**

Challenging yet attainable – within the given time frame

- **Time bound: WHEN?**

Aggressive – yet realistic and attainable

Educational Program Design & Capacity

CRITERIA TO INCLUDE (EDUCATIONAL PROGRAM DESIGN AND CAPACITY):

2. Program Overview: Education Program Terms
3. Curriculum and Instructional Design
4. Student Performance Standards
5. Graduation Requirements (HS only)
6. School Calendar/Schedule
7. School Culture
8. Supplemental Programming
9. Special Populations and At-Risk Students
10. Student Recruitment/Enrollment
11. Student Discipline Policy and Plan
12. Conversion Schools (as applicable)
13. Family/Community Involvement
14. Educational Program Capacity

Educational Program Design & Capacity

2. Program Overview

- Provide the Education Program Terms including the essential design elements of the school model. Briefly describe the **research-based and/or other evidence** that promises success for this program with the anticipated student population. Highlight the instructional methods, assessment strategies and culturally responsive aspects of the program.
- The Education Program Terms identify the characteristics the essential components of the educational program that you consider critical to the school's success *and* for which you are prepared to be held accountable to the Commission and the public. The Commission's oversight and evaluation of your school's educational program will focus on successful implementation of the program's design elements and education program terms. **You should identify no fewer than three and no more than five Essential Terms.**

Educational Program Design & Capacity

2. Program Overview

- The Education Program Terms should be *minimum* expectations. You need not – and should not – include all of the things that you want the school to be. Rather, you should include **a set of minimum programmatic components** that will enable the Commission **to validate your program objectively** and to communicate about it accurately to the public. The Commission will use the Education Program Terms to validate that the program you are offering is fundamentally consistent with what you advertise the school to be.
- The Education 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. The Commission’s judgments about how successful the program is will continue to focus on achievement of the outcomes set forth in the academic framework.

Educational Program Design & Capacity

2. Program Overview

- Education Program Terms should be *minimum* expectations (programmatic components)
- Validate that the program you are offering is fundamentally consistent with what you advertise the school to be.
- Will be reflected in the Organizational Performance Framework.
- Will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.
- As part of the Organizational Framework, the Education Program Terms must be **measurable**. They will be the elements of the educational program for which the Commission will hold you accountable and should be verifiable.
- **You should identify no fewer than three and no more than five Essential Terms.**

Educational Program Design & Capacity

2. Program Overview

- Articulate the terms in a way that indicates the objective evidence that can be used to determine whether you have met the expectation.
- **Focus on specific, measurable components** that will establish that culture or learning environment. (Avoid general statements about the school culture or learning environment).
- Education Program Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on ***process*** rather than student *outcomes*.
- School-specific academic performance measures focus on what students will *achieve*. Education Program Terms capture the essentials of what students will *experience*.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Examples

Midtown Community Charter School

Vision: Midtown Community Charter School will implement a “no excuses” educational program for middle school students based on core operating principles that include high standards for student conduct, more time devoted to learning, and an unwavering focus on preparing all children to pursue post-secondary education. We recognize that students need more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Examples

Midtown Community Essential Terms

The Midtown Community philosophy will be reflected in the following observable, verifiable characteristics to which the Commission should hold the school accountable:

- **Student Conduct:** Teachers will implement a uniform and consistent system of formal and informal rewards and consequences for academic performance and behavior.
- **More Time:** Midtown will provide an extended school day, week and year to foster both academic achievement and participation in extracurricular activities.
- **College Preparatory Academics:** Every student at Midtown will be expected to take at least three years of mathematics, four years of English, three years of laboratory science, and three years of social science.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Example

Big Island Montessori Charter School

- **Vision:** Big Island Montessori Charter School subscribes to the principles of education articulated by Maria Montessori as characterized by an emphasis on independence, freedom within limits, and respect for a child's natural psychological development, as well as technological advancements in society.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Example

Big Island Essential Terms

The Big Island Montessori philosophy will be reflected in the following observable, verifiable characteristics to which the Commission should hold the school accountable:

- **Mixed age** classrooms
- **Uninterrupted blocks** of work time
- A **constructivist** or “discovery” model, where students learn concepts from working with materials in a prepared learning environment, rather than by direct instruction.
- All lead teachers will have either AMS (American Montessori Society) or AMI (Association Montessori International) **certification**

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Example

The New Urban High School (Project-based, 21st Century Learning)

Vision: New Urban High School (NUHS) will help students develop the academic, workplace and citizenship skills needed for the 21st century through implementation of four design principles for preparing children for success in the adult world including *personalization, adult world connection, performance-based assessment, and integrated instruction*. Responding directly to the needs of students, all four principles connect to the broad mission of preparation for the adult world. Moreover, all four call for structures and practices that schools do not now routinely employ. The design principles permeate every aspect of life at NUHS: the small size of the school, the openness of the facilities, the personalization through advisory, the emphasis on integrated, project-based learning and student exhibitions, the requirement that all students complete internships in the community, and the provision of ample planning time for teacher teams during the work day. We discuss each design principle below.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM TERMS: Example

New Urban High School Essential Terms

This NUHS philosophy will be reflected in the following observable, verifiable characteristics to which the Commission should hold the school accountable:

- **Personalization:** Each student will have a faculty advisor and an Individualized Learning Plan (ILP) that will guide his or her instructional program.
- **Adult World Connection:** All students will engage in adult world connections including substantial internships in the world of work; community service projects; and at least once field study of a professional work environment,
- **Performance-based assessment:** All students will develop projects, at least annually, that require them to solve problems and present findings to community panels. In addition, before graduation all students will complete an academic internship, a substantial senior project, and a personal digital portfolio.
- **Integrated instruction:** The daily schedule and annual calendar will support team-teaching as well as development and implementation of project-based instruction.

Educational Program Design & Capacity

3. Curriculum and Instructional Design

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 standard.

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.
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. Provide evidence that the educational program or essential design elements of the program are based on proven methods; 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;

Educational Program Design & Capacity

Curriculum and Instructional Design

4. 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 targeted students. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve;
5. If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the proposal 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
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Educational Program Design & Capacity

4. Student Performance Standards

1. Responses to the following items regarding the proposed school's student performance standards must be consistent with Common Core State Standards. Provide and describe the student performance standards for the school as a whole;
2. Provide the school's plan for using internal and external formative and summative assessments to measure and report student progress. Be sure to address how the school will participate in required state assessments;
3. If the school plans to adopt or develop additional academic standards beyond the state 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;
4. 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; and
5. Provide, as **Attachment 5**, the school's exit standards for graduating students. 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.

Educational Program Design & Capacity

5. Graduation Requirements (HS only)

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); and
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.

Educational Program Design & Capacity

6. School Calendar/Schedule

- 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 total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days; and
- 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. 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. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school.

Educational Program Design & Capacity

7. School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development;
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; and
5. Describe a typical day for a teacher in a grade that will be served in the School's first year of operation.

Educational Program Design & Capacity

8. Supplemental Programming

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 exceeds capacity;
2. Describe the extra- or co-curricular activities or programming the school will offer, 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;
3. Describe the specific programs or strategies the school will employ to address student mental, emotional, and social development and health; describe how they will be culturally responsive

Educational Program Design & Capacity

Supplemental Programming (cont.)

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.
5. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Please describe how this plan will be culturally inclusive.

Educational Program Design & Capacity

9. Special Populations and At-Risk Students

Schools are responsible for hiring special education licensed and endorsed educators pursuant to federal and state law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in 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;

Educational Program Design & Capacity

Special Populations and At-Risk Students (cont.)

3. Explain more specifically 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 instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the academic 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;
 - d. Plans for promoting graduation for students with special education needs (high schools only); and
 - e. Plans to provide qualified staff adequate for the anticipated special needs population.

Educational Program Design & Capacity

Special Populations and At-Risk Students (cont.)

4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Methods for identifying ELL students and avoiding misidentification;
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
 - c. Plans for monitoring and evaluating the academic progress and success of ELL students, including exiting students from ELL services; and
 - d. Plans for providing qualified staffing for ELL students.

5. Explain how the school will identify and meet the learning needs of at-risk students as defined RCW 28A.710.010(2):

Educational Program Design & Capacity

Special Populations and At-Risk Students (cont.)

“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.

Educational Program Design & Capacity

Special Populations and At-Risk Students (cont.)

6. 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.

Educational Program Design & Capacity

10. Student Recruitment/Enrollment

1. Describe the school's plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the school's plan for outreach to at-risk students; and
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 give an enrollment preference to siblings of already enrolled students; and
 - d. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Educational Program Design & Capacity

11. Student Discipline Policy and Plan

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:
 1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 2. 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;

Educational Program Design & Capacity

Student Discipline Policy and Plan (cont.)

- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
 - d. 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 more than ten days.
2. Describe how students and parents/guardians will be informed of the school's discipline policy.

Educational Program Design & Capacity

12. Conversion Schools (as applicable)

Proposed conversion schools must explain in detail the steps taken to engage the entire school community as well as the plan for continued stakeholder involvement.

1. Explain the plan to cultivate student and parent investment in the school turnaround, especially how the school plans to limit attrition from the existing student body. Describe how this plan will be culturally inclusive in engaging the parent and school community.
2. Discuss specific ways that you will engage and transform the existing school culture during the pre-launch period and the first year of operation.
3. Provide, as **Attachment 9**, evidence of demonstrated support for the proposed conversion. Specifically, proposed conversion schools **MUST** provide a petition signed by a majority of teachers currently assigned to the school and/or a petition signed by a majority of parents of students currently attending the school.
4. Provide demonstrable evidence of the Applicant's prior experience in taking over or turning around an under-performing school, and the specific activities the Applicant will engage in to transform the existing school culture.

Educational Program Design & Capacity

13. Family/Community Involvement

1. Describe the specific role to date of any parents/guardians and community members involved in developing the proposed school. Include any other evidence of parent/guardian and community support for the proposed charter school;
2. Demonstrate that the school has assessed and built parent/guardian and community demand for the proposed school and describe how the school will engage families and community members from the time that the school is approved through opening;
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; and

Educational Program Design & Capacity

Family/Community Involvement

4. Describe the community resources that will be available to students and families. Describe any existing and anticipated partnerships the school has or will have with community organizations, 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 10**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Design & Capacity

14. Educational Program Capacity:

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.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM CAPACITY: (Cont.)

3. Specifically describe the Applicant's ties to and/or knowledge of the target community.
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. 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 that they have completed or are currently participating in. Provide, as **Attachment 11**, the qualifications, resume, and professional biography for this individual. Provide specific evidence of the leader's ability to effectively serve the anticipated population.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM CAPACITY: (Cont.)

—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 instead provide as **Attachment 11** a job description and qualifications for the school leader, and a plan for recruiting and hiring 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 12**, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

Educational Program Design & Capacity

EDUCATIONAL PROGRAM CAPACITY: (Cont.)

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.

Operations Plan & Capacity

OPERATIONS PLAN & CAPACITY

The Operations plan provides information about the school's legal status, governance structure, and other plans for how the school plans to open successfully on day 1 and maintain stability and growth over the term of the charter.

Operations Plan & Capacity

CRITERIA TO INCLUDE (DESIGN):

15. Legal Status and Governing Documents
16. Organizational Structure and Relationships
17. Governing board
18. Advisory Bodies
19. Grievance/Complaint Process
20. District Partnerships
21. Education Service Providers
22. Staffing Structure
23. Staffing Plans, Hiring, Management and Evaluation
24. Professional Development
25. Performance Framework
26. Facilities
27. Start-Up and Ongoing Operations
28. Operations Capacity

Operations Plan & Capacity

SECTION 15: LEGAL STATUS AND GOVERNING DOCUMENTS

- 1.** Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.

- 2.** Submit, as Attachment 13:
 - a.** Articles of Incorporation;
 - b.** Proof of non-profit status and tax exempt status (or copies of filings for the preceding items);
 - c.** Completed and signed Statement of Assurances;
 - d.** Bylaws; and
 - e.** Other governing documents already adopted.

Operations Plan & Capacity

SECTION 15: LEGAL STATUS AND GOVERNING DOCUMENTS (cont.)

- 3.** Describe any subsidiaries owned or affiliated with the non-profit submitting this charter school application. Describe any other organizational/business endeavors the non-profit that is submitting this charter school application is involved in.

- 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 (5) 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.

Operations Plan & Capacity

SECTION 16: ORGANIZATION STRUCTURE AND RELATIONSHIPS

- 1.** Submit, as Attachment 14, organization charts that show the school governance, management, and staffing plan and structure in:
 - a.** The first year of school operations;
 - b.** At the end of the 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.

Operations Plan & Capacity

SECTION 16: ORGANIZATION STRUCTURE AND RELATIONSHIPS (cont.)

- 2.** Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as Attachment 15, copies of the proposed contract(s)

- 3.** Describe how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.

Operations Plan & Capacity

SECTION 17: GOVERNING BOARD

- 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.

Operations Plan & Capacity

SECTION 17: GOVERNING BOARD (cont.)

- 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 and school leader; and
 - c.** There will be active and effective representation of key stakeholders, including parents.
 - d.** The school will be a culturally responsive education system.

- 4.** List all current and prospective board members and their intended roles. For each individual identified, summarize interests in and qualifications for serving on the school's board. In Attachment 16, provide the following documents for each individual identified here:
 - a.** Completed and signed board Member Information Sheet;
 - b.** Resume; and
 - c.** Professional biography.

Operations Plan & Capacity

SECTION 17: GOVERNING BOARD (cont.)

5. 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.

6. 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;
 - b. Specific topics to be addressed; and
 - c. Participation requirements.
 - d. Development of cultural competence

Operations Plan & Capacity

SECTION 17: GOVERNING BOARD (cont.)

7. 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.
8. If this proposal is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Indicate whether the existing non-profit board governs the new school;
 - b. To what extent the school will be a new non-profit corporation governed by a separate board;
 - c. If the current non-profit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties. 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 non-profit's board will be. This should also be represented on the applicant's organizational chart.

Operations Plan & Capacity

SECTION 17: GOVERNING BOARD (cont.)

- 9.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 17, the board's proposed:
 - a.** Code of Ethics Policy; and
 - b.** Conflict of Interest policy.

- 10.** Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Operations Plan & Capacity

SECTION 18: ADVISORY BODIES

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body; the strategy 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 19: GRIEVANCE/COMPLAINT PROCESS

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. The process should include how the final administrative appeal is heard by the governing board.

Operations Plan & Capacity

SECTION 20: DISTRICT PARTNERSHIPS

Explain any proposed partnership agreement between the proposed charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement and/or partnership.

Operations Plan & Capacity

SECTION 21: EDUCATION SERVICE PROVIDERS (ESP) AND OTHER PARTNERSHIPS

Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission

If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

- 1.** Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;
- 2.** Provide a plan for the culturally inclusive engagement of families and the community;

Operations Plan & Capacity

SECTION 21: EDUCATION SERVICE PROVIDERS (ESP) AND OTHER PARTNERSHIPS (cont.)

- 3.** As **Attachment 18**, provide a term sheet that includes:
 - a.** Proposed duration of the service contract;
 - b.** Roles and responsibilities of the governing board, school staff, and ESP;
 - c.** Scope of services and resources to be provided by the ESP;
 - d.** Performance evaluations measures and timelines;
 - e.** Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f.** Methods of contract oversight and enforcement;
 - g.** Investment disclosure; and
 - h.** Conditions for renewal and termination of the contract
- 4.** Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Operations Plan & Capacity

SECTION 22: STAFF STRUCTURE

- 1.** 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.

- 2.** Describe how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Operations Plan & Capacity

SECTION 23: STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

- 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;

Operations Plan & Capacity

SECTION 23: STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION (cont.)

4. Outline in detail the school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks;
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the Applicant team has identified or developed already; and
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. 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.

Operations Plan & Capacity

SECTION 24: PROFESSIONAL DEVELOPMENT

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. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform;

Operations Plan & Capacity

SECTION 24: PROFESSIONAL DEVELOPMENT (cont.)

- 3.** Provide 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; and

- 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.

Operations Plan & Capacity

SECTION 25: PERFORMANCE FRAMEWORK

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the performance framework. Per Washington Administrative Code (WAC) 108 30, the performance framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting 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.

Operations Plan & Capacity

SECTION 25: PERFORMANCE FRAMEWORK (cont.)

Applicants may 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. Describe any mission-specific educational goals and targets that the school will have. 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. Describe any mission-specific organizational goals and targets that the school will have. 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;

Operations Plan & Capacity

SECTION 25: PERFORMANCE FRAMEWORK (cont.)

3. In addition to all mandatory 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;
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;

Operations Plan & Capacity

SECTION 25: PERFORMANCE FRAMEWORK (cont.)

6. Identify the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement; and
7. Explain the training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.

Operations Plan & Capacity

SECTION 26: FACILITIES

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 room, computer labs, library/media center, performance/dance room, auditorium, etc.;

Operations Plan & Capacity

SECTION 26: FACILITIES (cont.)

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);

Operations Plan & Capacity

SECTION 26: FACILITIES (cont.)

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.; and
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 22**.
 - b. **Attachment 22** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Operations Plan & Capacity

SECTION 27: START-UP AND ONGOING OPERATIONS

- 1.** Provide, as Attachment 23, 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;

Operations Plan & Capacity

SECTION 27: START-UP AND ONGOING OPERATIONS (cont.)

4. Outline the plans for food service and other significant operational or ancillary services; and

5. Provide, as **Attachment 24**, 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 (§ 4.14).

Operations Plan & Capacity

Section 28: Operations Capacity

- 1.** Describe the Applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a.** Staffing;
 - b.** Professional development;
 - c.** Performance management;
 - d.** General operations; and
 - e.** Facilities management.

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

- 3.** Describe the organizations procurement process for the purchase of services and goods that exceed ten-thousand-dollars (\$10,000).

Financial Plan & Capacity

FINANCIAL PLAN & CAPACITY:

The Financial plan section should provide information that allows the authorizer to assess the fiscal viability of the school. It will demonstrate not only a balanced budget but a financial management plan that will support the mission and programming of the school.

Financial Plan & Capacity

CRITERIA TO INCLUDE:

- 29. Financial Plan
- 30. Financial Management Capacity

Financial Plan & Capacity

29. Financial Plan

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 conducting an annual independent and state audit of the financial and administrative 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. 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 services;

Financial Plan & Capacity

Financial Plan (cont.)

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims;
7. Submit a completed Financial Plan Workbook as **Attachment 25**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission; and

Financial Plan & Capacity

29. Financial Plan (cont.)

8. As **Attachment 26**, present a detailed budget narrative including description of assumptions and revenue estimates, including but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).
 - 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
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated; and
 - c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Plan & Capacity

30. Financial Management Capacity

1. Describe the Applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
2. Provide as **Attachment 27**, 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 the following as **Attachment 28**: (a) the last three years of independent financial audit reports and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements.

Existing Operators

31. Existing Operators

Applicants who already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs must respond to the following questions:

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 29**.
3. For applicants authorized to open a school in the 2015 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.

2015 RFP APPLICANT ORIENTATION

QUESTION AND ANSWER



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

Questions? Need Help?

For questions please contact:

Colin Pippin-Timco, RFP Coordinator
Washington State Charter School Commission
PO Box 40996
Olympia, WA 98504-0996

Telephone: 360.725.5511

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Resources

WASHINGTON STATE CHARTER SCHOOL COMMISSION WEBSITE:

- Main Page: <http://charterschool.wa.gov/>
- Application Updates: <http://charterschool.wa.gov/applying/application-updates/>
- Application Process: <http://charterschool.wa.gov/applying/application-process/>
- Application Materials: <http://charterschool.wa.gov/applying/application-materials/>
- Application Archive: <http://charterschool.wa.gov/applying/application-archive/>

CHARTER TOOLS ONLINE APPLICATION PORTAL:

- <http://apps.charter-tools.com/>

Thank You!

Thank you for your time and interest in charter schools
in Washington.