

CHARTER SCHOOL SITE VISIT GUIDE

**A Resource for School Leaders and Staff of the
Commission-Authorized Charter Schools**

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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 St. SE
Olympia, WA 98501

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

Krystal Starwich, Deputy Director

Email: krystal.starwich@k12.wa.us

Phone: (360) 725-5511

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Washington State Charter School Commission

Attn: Executive Director

PO Box 40996, Olympia, WA 98504-0996

charterschoolinfo@k12.wa.us

(360) 725-5511

Contents

About This Guide	4
Monitoring Process Overview	6
Preparing For The Visit	9
Sample Schedules.....	11
Submission Of Pre-Visit Documents - Logistics.....	14
Required Pre-Visit Documents List	15
During The Visit - Logistics.....	20
After The Visit.....	24
Appendix A: Site Visit Schedule Overview And Checklist For Leaders Of Authorized Charter Schools.....	25
Appendix B: Interview Process & Sample Questions	28
Appendix C: Smartsheet School Site Visit Portal	37
Appendix D: Resources Directory	38
Appendix E: Glossary	39
Appendix F: Charter Contract Reference Guide.....	41

Note: These standards and procedures may be modified or amended by the Commission. Notice of any subsequent modifications or amendments to this document will be provided to charter schools and posted to the Commission’s website.

ABOUT THIS GUIDE

Purpose

The purpose of site visits is to serve as a tool to inform continuous improvement for the Washington State Charter School Commission (Commission), its authorized schools and to provide data points in determining a charter school's compliance with its charter contract. *Site visits are conducted for schools in their first year of operation only and will be henceforth referred to as "First Year Site Visits."*

Background

Established in April 2013, the Commission is the state's only state-wide charter school authorizer. The Commission is responsible to provide oversight to charter schools, and to that end, to develop, implement, and publicly report on standards and methods for monitoring the quality and effectiveness of charter schools. As a result, the Commission is responsible for non-renewing and/or revocation of a charter school's charter contract when the school fails to meet the provisions of their *Charter Contract*, and the academic, financial and organizational performance frameworks. This includes monitoring for compliance with all public school state and federal requirements.

Mission

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

Values

Accountability/Responsibility

Transparency

Innovation

High Expectations

Vision

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

Monitoring Authority

As Washington's only state-wide charter school authorizer, the Commission has oversight responsibilities of the charter schools it authorizes. The primary authority for the Commission oversight activities is identified in RCW 28A.710.180:

1. Each authorizer must continually monitor the performance and legal compliance of the charter schools it oversees, including collecting and analyzing data to support ongoing monitoring according to the *Performance Framework* in the *Charter Contract*.
2. An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this charter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this charter, adhere to the terms of the *Charter Contract*, and do not unduly inhibit the autonomy granted to charter schools.
3. In the event that a charter school's performance or legal compliance appears unsatisfactory, the authorizer must promptly notify the School of the perceived problem and provide reasonable opportunity for the School to remedy the problem, unless the problem warrants revocation in which case the revocation procedures under RCW 28A.710.200 apply.
4. An authorizer may take appropriate corrective actions or exercise sanctions short of revocation in response to verified deficiencies in charter school performance or legal compliance. Such actions or sanctions may include, if warranted, requiring a school to develop and execute a Corrective Action Plan within a specified time frame.

Additionally, Section 16.1 of the *Charter Contract*, which states:

Breach by the School Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

MONITORING PROCESS OVERVIEW

General Process

The Commission has developed a charter school monitoring process that meets the authorizer's responsibilities under RCW 28A.710.100 (1) (e).

(1) Authorizers are responsible for:

- (e) Monitoring, in accordance with *Charter Contract* terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; state and federal organizational and financial requirements; and
- (f) Determining whether each *Charter Contract* merits renewal, nonrenewal or revocation.

The Commission's monitoring process aligns with the terms of the *Charter Contract* and the *Performance Framework*.

The Commission Monitoring Review is an annual process, consisting of the following components:

- Formal site visit and/or quality school reviews to include interviews of school leadership, board member, student and families, teacher, special education and ELL staff and operations staff, and classroom visits
- Desk audit/documentation review.

The First Year Site Visit is not intended to evaluate or judge instructional practices, but instead to determine compliance with the *charter contract*.

Each fall the Commission will schedule First Year Site Visits in the spring and work collaboratively with the schools to develop a site visit schedule. Consistent with the Commission's *Performance Framework* and *Charter Contract*, the Commission conducts formal site visits during the first year of each school's charter term. The cumulative evidence collected during these site visits, become part of a body of evidence that inform the necessity for intervention, the Annual Performance Report and ultimately renewal recommendations that are provided to Commissioners. The Commissioners make all final charter renewal decisions.

Below is a summary of in-person or virtual and self-reporting monitoring schools can expect to complete during their charter terms.

Monitoring Schedule					
Oversight Component	Year 1	Year 2	Year 3	Year 4	Year 5
Academic	<ul style="list-style-type: none"> School Report Card and Washington School Improvement Framework rating School Specific Goal reporting 				
Organizational	<ul style="list-style-type: none"> Quarterly Board Observations Quality School Reviews Annual Compliance Calendar 				
	<ul style="list-style-type: none"> First Year Site Visit SPED WISM (OSPI) 	<ul style="list-style-type: none"> Consolidated Program Review (limited) Accountability Audit (SAO) 	<ul style="list-style-type: none"> Accountability Audit (SAO) 	<ul style="list-style-type: none"> Consolidated Program Review (Full) 	<ul style="list-style-type: none"> Renewal Site Inspection Visit
Financial	<ul style="list-style-type: none"> Quality School Review Annual Compliance Calendar 				
	<ul style="list-style-type: none"> Financial Statement Audit (CPA Firm) 				

Given the close ties between school oversight and the renewal process, the Commission evaluates authorized charter schools through the lens of the Commission *Performance Framework* and the *Charter Contract* during all visits. These visits provide evidence of compliance and inform feedback that is provided to the schools regarding the extent to which schools are meeting the *Performance Frameworks* expectations and the provisions of their *Charter Contract*.

The Commission understands the many burdens on a school’s schedule and appreciates the cooperation of school leaders and staff throughout the site visit process. The Commission has designed this guidance document to provide practical information about First Year Site Visits, so schools know what to expect and how to prepare. Familiarity with the following procedures and protocols will help to ensure that each visit runs smoothly. At the end of this document is a checklist (Appendix A) to assist schools in preparing for and participating in the school site visit.

First Year Site Visits

The Commission will formally visit all schools during their first year of operation; however, the Commission retains the right to conduct site visits as frequently as it deems necessary to monitor a school’s progress toward meeting expectations as stated in the *Charter Contract* and *Performance Framework*. In person first year site visits, generally last between two and two-and-a-half-days, depending on the unique circumstances of the School and/or concerns of the Commission. Virtual or hybrid, first year site visits generally are spread out over a week and may include one day of Commission staff on site. Site visit teams visit classrooms, review documents and interview school leaders, the School Board, parents, students, teachers, and other personnel. The *Performance Framework*, *Charter Contract*, Annual Compliance

Calendar, and Pre-Opening Conditions Calendar are used as guides for gathering evidence. The First Year Site Visit allows the Commission to hold the School externally accountable for how it operates. It serves as one of several ways the Commission will collect data to evaluate a charter school's organizational performance and effectiveness in order to determine a school's rating on each measure as well as a rating for the framework as a whole. The Commission will not publish data collected during the site visit on its website, but it will incorporate evidence collected during the site visit into the school's Annual Performance Report, which is published on the website. The First Year Site Visits will focus on required public school state and federal health, safety, civil rights and other requirements, as well as the School's compliance related to adherence to the educational program detailed in the *Charter Contract*.

For First Year Site Visits, Commission staff and/or its designee(s) will conduct the site visits. Schools will receive notification, logistical information, and preparation materials at least four weeks in advance of the site visit.

As part of the Commission document review and site visit, schools that are being monitored must provide the Commission with all documentation that is required under the *Charter Contract*. Additionally, charter schools will be reviewed on all aspects indicated on the Commission *Annual Compliance Calendar*.

Some charter schools require more frequent monitoring. A charter school's performance, as measured by the *Performance Framework*, is the one source of data used to determine whether a charter school would require more frequent monitoring. In addition to the *Performance Framework*, the following data points will be considered by the Commission to determine the extent that more frequent formal monitoring is required:

- Time school has been in operation;
- Feedback from parents, students, staff and community (e.g. complaints, surveys, phone calls, letters, or email correspondence, end-of-year reports, etc.);
- Information gathered through Quality School Reviews and board observations;
- Compliance to the *Charter Contract*;
- Number of students served by the School;
- Complaints filed with OSPI and/or other state/federal agencies;
- Timely and accurate responses to Commission inquiries.

Please note that for the 2020-21 school year, in accordance with safety guidelines amended during the COVID-19 pandemic, all references to “in person” monitoring through board meeting observations, quality school reviews, or site visits should be assumed to be modified to a virtual visit via Zoom videoconferencing. Footnotes embedded throughout guide to reiterate.

PREPARING FOR THE VISIT

Scheduling Visit Dates

First Year Site Visits are conducted between April and June. Prior to a visit, the Commission will contact the School's leader regarding the planned visit dates. Factors considered in selecting these dates include holidays, testing and professional development schedules of the schools, and Commission staff, as well as the availability of external reviewers. While the Commission attempts to accommodate a school's schedule, planned visit days are generally not changed unless a serious conflict exists, namely if many students will not be in attendance or participating in typical instruction. Once a school leader knows the day(s) of the site visit, he/she should share that information with staff and board members and begin preparing for the visit.

The Commission considers the totality of the circumstances in evaluating the information gathered during a site visit. The Commission asks that schools refrain from varying the School's regular daily routine in anticipation of the visit.

Point of Contact

The Commission's Oversight Specialists are the initial points of contact for issues related to First Year Site Visits. As the visit date approaches, the Commission will assign a Site Visit Team Leader to your school and will work with the School to develop a schedule for the days of the visit. The schedule will include classroom visits, interviews, time and time to debrief with school leaders and other staff. In the weeks leading up to the visit, the School's primary contact will be the assigned Site Visit Team Leader, though schools should always feel free to contact an Oversight Specialist with questions or concerns that the Team Leader may be unable to address.

Team Composition

The Commission's Oversight Specialists are responsible for creating site visit teams. Site visit teams could include external consultants. The Commission team considers multiple factors such as school performance, past visit reports, school size and location in order to build monitoring teams with expertise that corresponds to the unique profile of each school.

The Visit Schedule

The Commission site visit team generally conducts a First Year Site Visit over the course of two to two-and-a-half days, depending on the size and structure of the School. Using the teacher schedules and the School's organization chart provided by the School Leader, **the School designated Team Leader should collaborate with the Commission staff Site Visit Team Leader to draft an interview schedule before the visit.** This schedule identifies the times when team members will conduct classroom visits and interview teachers (usually during their preparation periods). The schedule also includes interviews of school board

members, students, school leadership, specialists, staff developers, coordinators, families, operations personnel and other out-of-classroom staff.

Most days typically begin at 8 a.m. and conclude at 5 p.m. If this timeframe falls outside of the School’s normal operating hours, please inform the custodial and security staff of the site visit team’s expected presence and inform the site visit team of special procedures for entering or exiting the building before or after regular school hours.

Once the schedule has been drafted and at least **2 weeks prior to the site visit**, the school’s team lead should input the drafted schedule into the Smartsheet **Site Visit Interview Planning Tool**. Once drafted, Commission staff will add its assigned staff to each interview slot and include Zoom call-in details if necessary. The **Site Visit Interview Planning Tool** is linked in the **Smartsheet School Site Visit Portal**, showcased in Appendix C. Commission staff will share the school specific link with schools at least **2 weeks** prior to the site visit.

Name	Interview Type	Title (if applicable)	Company/Organization (if applicable)	Affiliation (if applicable)	Email	Phone	Interview Date	Interview Time	Location/Zoom ID	Commission Staff Assigned	Notes
Henry Jones	School Leadership Team	School Leader	Summit Sierra		henry@summitps.org	202-111-5555	04/08/21	8:00 AM		Joshua Halsey	

SAMPLE SCHEDULES

Charter School Commission Site Visit - Day One		
	Date	
Time	Team Lead	Team member 2
8:00	Arrival – Team Orientation	
8:30	Teacher Interview	Assessment Coordinator Interview
9:15	Civil Rights Coordinator Interview	Community Engagement Coordinator Interview
10:00	Classroom Visits (2)	HICAP Coordinator Interview
10:30	School Leaders Interview	
11:15	Parent Panel Interview	Student Group Interview
12:00	Student Group Interview	Parent Panel Interview
12:45	Lunch	Lunch
1:45	Board Member(s) Interview	Teacher Interview
2:30	Teacher Interview	Classroom Visits (2)
3:15	Document Review	Document Review
4:00	Team Discussion/ Drafting	
4:30	Debrief with School Leaders	

Day 2

Charter School Commission Site Visit - Day Two		
	Date	
Time	Team Lead	Team member 2
8:00	Arrival – Team Orientation	
8:15	School Operations Manager Interview	Document Review
9:00	ELL Coordinator Interview	Classroom Visits (2)
9:45	SPED Teacher Interview	HICAP Coordinator Interview
10:15	Document Review	Teacher Interview
11:00	SPED Coordinator Interview	Student Group Interview
11:45	Parent Panel Interview	504 & McKinney Vento Coordinator Interview
12:30	Lunch	Lunch
1:30	Classroom Visit (SPED)	Classroom Visit
2:00	Team Notes Review	Team Notes Review
3:00	Team Discussion/ Questions/ Drafting	
4:00	Debrief with School Leaders	

Hybrid Virtual/In Person Schedule Sample

Charter School Commission Site Visit – Week Overview			
Mode	Day	Time	Team Lead
Virtual	Monday	9:00	Arrival – Team Orientation
Virtual	Monday	9:30	School Administration Interview
Virtual	Monday	10:30	School Operations Manager Interview
Virtual	Monday	11:15	Classroom Observation
Virtual	Tuesday	8:45	Classroom Observation
Virtual	Tuesday	9:30	Coordinator Interview (Testing and ELL)
Virtual	Tuesday	10:30	Classroom Observation
Virtual	Tuesday	1:15	Teacher Interview
Virtual	Tuesday	2:30	Coordinator Interview (Community Engagement Community)
Virtual	Tuesday	4:15	Parent Panel Interview
Virtual	Wednesday	10:00	Classroom Observation SPED
Virtual	Wednesday	10:00	Coordinator Interview (Special Education)
Virtual	Wednesday	12:00	Student Panel Interview
Virtual	Wednesday	1:45	Coordinator Interview (HiCap, 504, Civil Rights & McKinney Vento Coordinator)
Virtual	Wednesday	2:30	Board Interview
In Person	Thursday	8:00	School Tour
In Person	Thursday	8:30	Classroom Observation
In Person	Thursday	9:00	Documentation Review/Signage Review
In Person	Thursday	10:30	Classroom Observation
In Person	Thursday	12:00	Team Discussion/ Questions/ Drafting
Virtual	Friday	12:00	Debrief with School Leaders

SUBMISSION OF PRE-VISIT DOCUMENTS - LOGISTICS

The Commission uses pre-visit documents in order to gain familiarity with the organizational structure and programs of each school prior to the site visit. This practice allows the site visit team to maximize time on campus interviewing board members and school staff during the visit.

Schools scheduled for site visit are required to submit all the documents noted below, in the timeframe outlined in Appendix A. The Commission understands that program schedules and staffing assignments may be fluid very early in a semester and works with schools to get accurate and timely information.

Please be sure that pre-visit documents provide consistent, up-to-date information, such as teacher room numbers and class names, so the Commission can develop an accurate visit schedule. Again, we recognize that this process takes valuable time, but complete and timely receipt of these documents helps to ensure that the visit runs efficiently. Please note that while the Commission site visit team reviews all submitted information, team members might not decide to ask questions about specific documents during the visit. Depending on a school’s educational program, Commission staff may request additional documentation.

Commission staff will use the **Smartsheet Document Checklist** to note which, of the documents listed below, are already on file with the Commission. The school should upload documents directly to the checklist:

Document	Collected Through Annual Compliance Calendar?	Collected through Pre-Opening?	Collected through Charter Contract?	Status	Document Description
<p>INSTRUCTIONS: Please review the document list below. While your school may have submitted much of this evidence in the past, we assume that it has been updated since prior submission (especially for documents submitted prior to school opening). Please select the Attachments icon (right side of the Add comment box for each row) and select the files you want to attach. If additional context is needed, please provide in the "Add comments" column. As necessary, Commission staff will also use the "Add comments" box.</p>					
Education Program Terms Supplemental Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid blue; padding: 5px;"> <input type="text" value="On File"/> </div>	<p>Education Program Terms in the Charter Contract. Additional materials that may help better understand its implementing the program Terms. Materials may include Learning Plans, schedules, extended day calendars, attendance records, evidence of student projects, student work, and proficiency data from previous years.</p>
OSPI Reopening Plan Template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Academic Calendar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Articles of Incorporation (including bylaws)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<p>If the school wishes to make modifications or changes to the School's Bylaws, the proposed changes must be submitted to the Commission within 30 days of the meeting.</p>

REQUIRED PRE-VISIT DOCUMENTS LIST

- **Academic Calendar:** Only if updated since submitted through Annual Compliance Calendar process.
- **Articles of Incorporation (including bylaws):** Only if updated since Charter contract and/or immediate notification submission.
- **Assessment Documents:** Provide examples of the School's key assessments, such as interim assessments or unit tests. In addition, documents, tools, and results should be provided that demonstrate the School's systems for collecting and analyzing data and indicate how the School Leader and staff use assessment results. These documents might include sample data binders, rubrics, item analysis, action plans and/or report cards.
- **Board roster and resume:** Only if updated since most recent Annual Compliance Calendar/Charter contract submission.
- **Board self-evaluation (or template)**
- **Course and Program Enrollment analysis:** A description of the process the school uses to annually review disaggregated course and program enrollment data to identify potential disparities based on sex, race, ELL status, and disability. The Commission understands that evidence of implementation of the process may not be available as schools are in their first year of operation.
- **Education Program Terms Supplemental Evidence:** Review Educational Program Terms in *Attachment 4* to the *Charter Contract*. Provide any additional materials that may help the site visit team better understand how the school is implementing the Educational Program Terms. Materials may include Personalized Learning Plans, discipline records, extended day calendars, mentor group attendance records, evidence and assessment of student projects, student schedules, goals and proficiency data from Math and ELA daily sessions, etc. Schools must provide evidence of implementation of educational terms as stated in the charter contract.
- **Evidence of Collaboration with the local Child Welfare Agency (if applicable):** To show adequate service provision for students in foster care, provide evidence that the school has collaborated with Children's Administration through ongoing and regular contact. Evidence may include logs, meeting minutes, correspondence, agendas, etc.
- **Evidence of existence and implementation of instructional materials policy and procedures that includes a process for evaluating and eliminating bias**

- **Evidence of homeless student transportation (if applicable):** Completed forms, written agreements, transportation request forms, logs, etc. to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring LEAs, start and stop dates, etc.

- **Evidence of homeless student intake forms (if applicable):** (separate from housing questionnaire) Specific to homeless students. (Form used to determine homeless student's needs, provide referrals for services such as medical, dental, housing and mental health, and inform parents and unaccompanied youth of available school services and supports.)

- **Evidence of implemented procedures to identify and determine initial and continuing eligibility for English Language Learners:** The Commission will review evidence the School has and implements procedures to identify and determine initial and continuing eligibility of English Learners.
 - A. Procedures for the identification, assessment, placement, and reporting of potential ELLs.
 - B. Home Language Survey (HLS) or information on LEA registration forms that incorporate required elements from the HLS and are retrievable from any student file.
 - C. State-approved English language proficiency placement test score sheet with administration date, retrievable from any student file.
 - D. State-approved English language proficiency annual test score sheet, retrievable from any student file.
 - E. Written parent waiver of English language development services, retrievable from any waived student's file.
 - F. Parent notification forms:
 - Initial placement.
 - Continued eligibility.
 - Transition from English language development services

- **Evidence of onboarding/board orientation materials**

- **Evidence of professional development:** The Commission will review evidence of professional development to ensure teachers and staff receive adequate training in content areas, to serve special populations (including ELL, health, homeless and foster care, and highly capable), and regarding civil rights compliance, including employee responsibilities to report and respond to discrimination the school's discrimination complaint procedures. Evidence of professional development must include evidence of content, evidence of participation, and evidence of support of implementation:
 - Examples of evidence of training content:
 - Agenda for each training.
 - Contracts.
 - Clock hour forms.

- Training materials or citation of training materials.
 - Examples of evidence of participation:
 - Schedule of trainings and sign-in sheets.
 - Invoices.
 - Meeting notices.
 - Examples of school support of implementation of professional development:
 - Follow-up coaching calendar, completed observation form.
 - Staff meeting agendas.
 - Evidence of collaboration.
- **Evidence of updated safety protocols/guidance/communication:** (if school is providing hybrid or in-person instruction due to the COVID-19 pandemic) Schools should provide updated safety protocols/guidance/communication school has developed and shared with stakeholders during the COVID-19 pandemic.
- **Highly Capable (HICAP) Learners:** The Commission will review evidence the School has and implements procedures to identify, refer, and select HICAP students.
 - A. One example of a public announcement for a major HCP identification activity.
 - B. List the languages and describe the communication channels LEA uses to announce major HCP identification activities.
 - C. Identification procedure. Documentation must include:
 - Referral process
 - Screening process (if in place)
 - Assessment process
 - Selection system
 - Appeal process
 - D. HCP selection: board policy.
 - E. One completed referral that includes a parent/guardian signature indicating consent to test *and*, if eligible, to participate in the program.
- **Nondiscrimination Statement:** Each of the following documents that contains a nondiscrimination statement with all required components. Please upload only the relevant page(s) or indicate the page number where the statement is located:
 - A. Website (Screen Shot or Link)
 - B. Newsletter
 - C. Student/parent handbook or a similar publication.
 - D. Job announcement or employment application.
- **Organizational Chart:** If modified since charter contract approval, provide a chart that includes *all* types (certificated, contracted, classified, etc.) of staff members and illustrates the School's reporting structure. It need not include individual staff members by name, but should reflect all

positions in the School and relationships with any management company or charter management organization.

- **School leader evaluation (or template):** Only if updated since most recent Annual Compliance Calendar submission

- **School Specific Non-Academic Goal Results:** Only if updated since most recent Annual Compliance Calendar submission

- **School staff hiring process:** Provide any documentation outlining the process for hiring staff and demonstrating how the school materially complies with applicable state and federal laws, rules, regulations, and provisions of the *Charter Contract* relating to employment considerations. Evidence may include sample job postings and/or offer letters.

- **Section 504 plan documentation:** including the following: parent consent for initial evaluation, evaluation documentation, parent consent for initial placement, Section 504 plans, and evidence of manifestation determination meetings (if applicable)

- **Staff Directory:** Provide a complete staff directory that includes each person's room/office number; for teachers, grades and subjects taught should be included as well. In advance of the visit, please make sure that the school's required coordinators are accurate on the OSPI website. The directory should also list non-instructional staff, including persons in the School who may not be employees, such as special education contractors or cafeteria and security personnel utilized by the School.

- **Staff Qualifications:** If updated since most recent Annual Compliance Calendar submission, fill out the Commission-required Staff Qualifications form, detailing each current teacher's certification, teaching area and grade and note the qualifications of contracted personnel to include related service personnel. The template is available in your school's annual compliance reporting template.

The Commission recognizes that teacher rosters are subject to change from the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the Site Visit Team Leader. **Please make sure to highlight teachers whose certifications and endorsements qualify them for serving special populations (i.e. special education, ELL).**

- **Student application and enrollment forms:** Provide templates in all languages the school shares with families during the student application process. Enrollment forms should include a *student housing questionnaire*, *request for immunization records* and a *home language survey*.

- **Student discipline analysis:** A description of the process the school uses to annually review disaggregated discipline data to identify potential disparities based on sex, race, ELL status, and

disability. The Commission understands that evidence of complete implementation of the process may not be available as schools are in their first year of operation.

- **Teacher Schedules:** Provide schedules that clearly indicate where each teacher will be and what subject and grade he or she will teach throughout the days of the visit (remote vs. in person). Please also indicate non-instructional time, e.g., prep or planning periods, team meetings, lunch, etc. Again, in order to facilitate scheduling, please be sure to clarify class names and locations. If a teacher’s schedule contains class names for internal purposes such as “Harvard” or “801B,” please provide an explanatory key. The Commission uses this information to schedule teacher interviews with every effort to avoid conflicts with classroom instruction, though situations may arise when the visit team may ask that coverage be provided for a teacher in order to accommodate an interview. The Commission recognizes that teacher schedules are subject to change from the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the Site Visit team leader. *School should also include related services provider schedules to include all contracted personnel.*
- **Updated Student and Employee Handbooks:** Handbooks should include evidence of school’s discipline policy, complaint process, comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act, nondiscrimination policy and procedure for students and employees, sexual harassment policy and procedure for students and employees

DURING THE VISIT - LOGISTICS

Site visit team members will visit classrooms, interview teachers, students, families, coordinators, administrative staff and school board members and review documents during the visit. Team members then analyze the evidence collected from these to generate conclusions about the links between student achievement data, the educational program and organizational capacity.

Document Review

Site visit team members also examine a broad range of documents during the visit. The Family Educational Rights and Privacy Act (FERPA) permits the Commission (as the School's authorizer), its staff, and external reviewers to inspect student records including student performance data, Individualized Education Programs (IEPs) and discipline records during a site visit. All external members of the visit team have signed, and are bound by, confidentiality agreements.

Please make all requested documents available for review in the team's private meeting space upon its arrival. Please also provide these materials in an organized and clearly identified manner, e.g., in labeled binders or folders. The School should also arrange electronic access to documents too large or unwieldy to print (e.g., curriculum documents or school policies). In addition, throughout the visit, the site visit team may request additional documents to pursue a line of inquiry.¹

In order to minimize the work in preparing these documents for the visit, and to enable the Commission to understand the School's actual operation, please provide, whenever possible, existing documents. If school leaders have any questions about the requested documents, they should contact the Team Leader well before the visit date.

- **Map of School:** Provide a basic floor plan that team members can use to locate classrooms and offices. This does not need to be a formal blueprint.
- **Signage:** The Commission will observe if the following signage is posted:
 - Gun-free, drug-free, and tobacco-free signage has been posted at the main entrances to buildings accessed by students, parents or the public.
 - School documents (forms, posters, brochures and parent information) show the name and contact information of the designated homeless student liaison and provide information regarding services and supports for students experiencing homelessness.

¹ For 2020-21 site visits, all documents should be provided electronically

- OSPI Sexual Harassment Poster or the LEA’s sexual harassment policy is posted in all school buildings in a location visible to both students and staff.

Classroom Visits

In order to maximize information gathering and ensure an in-depth understanding of the School’s educational program, members of the site visit team often begin visiting classrooms at the start of the visit. While they are unlikely to visit all classes, site visit team members do attempt to visit a representative sample of classrooms, particularly those in the core areas of instruction. Note that while site visit team members visit classrooms as indicated on the visit schedule, they may also visit additional classrooms, especially in the same grade or subject as time allows or to pursue a line of inquiry.

During their time in the classroom, site visit team members may observe instruction and inspect curriculum resources and the work of students on display as well as in folders, journals and written assignments in order to assess the School’s compliance and fidelity to its Educational Program Terms. For instance, if a school has noted in its Education Program Term elements that all students will be enrolled in a computer science course, site visit team members will not only review staff qualifications and schedules, but will also want to attend a computer science class in session. Alternatively, if a school has indicated that “students will experience effective teaching aligned to our teaching framework and multiple assessment to measure growth and inform instruction,” site visit team members will want to review the school’s teaching framework and interim assessments, and see those implemented during the site visit. In other words, the school should use the classroom visit as an opportunity to demonstrate fidelity to and implementation of the Education Program Terms and design elements.

Team members do not interrupt instruction and are not present to evaluate teachers but may briefly talk to students or teachers at opportune moments. Teachers should have lesson plans, grade books and related documents, as well as artifacts of student work, available for review. Please inform teachers and students that visitors may be entering and leaving their classes throughout the day, please reassure them that they are not obligated to greet or respond to visitors in any way. Teachers should refrain from deviating from their typical routine or pedagogical style. (See Appendix B for FAQ teacher questions).

As articulated above, for the 2020-21 school year, most classroom visits will be conducted virtually. The Commission Site Visit Team Lead will coordinate with the school Team Leader to determine the most efficient way for Commission staff to observe classrooms remotely.

Interviews

The site visit team will conduct interviews with several school stakeholders. Interviews typically take 45-60 minutes and may not require all the time set in the visit schedule. In addition, the Commission may choose to cancel an interview noted in the schedule if team members feel they have enough evidence to support a given conclusion. If team members would like to add an interview, the Team Leader will work with the School Leader in order to find a mutually suitable time. *Please note that school personnel will not attend interviews other than their own.* Sample interview questions are provided in Appendix B. The

Commission will provide schools with access to a **Comprehensive Question Bank** via the Smartsheet Portal in advance of the site visit, that the school can use to further prepare for interviews.

Indicator	Sub-Indicator	Question Bank	Pre-Site Visit + Suggested Questions	Supplemental Questions for SY 2020-21	Inquiry, Documents, Resources	Source of Feedback
	Education Program Terms:					Final Report
	School Specific Goals:					Final Report
1	Education Program				Education Program Terms Supplemental Questions OSPI Reopening Plan Template Academic Calendar Assessments	School Leader Board of Directors Teacher
	A. Material Terms of the Contract	<input type="checkbox"/> Describe the School's mission and vision and how they are realized in the operation of the School. (BOD, School Leadership Team and Teachers Only) <input type="checkbox"/> What are the School's educational program terms? (No interviewee is expected to memorize the terms but should be able to articulate how they are implemented at the school.) <input type="checkbox"/> How is the effectiveness of the educational program terms evaluated? (School Leadership Team Only) How are the educational program terms incorporated into instruction and assessments? Families: (Given the School's mission and vision), what it means to your family? Why did you choose to send your child(ren) to this School? What does the School expect of your child(ren) academically? Students: <input type="checkbox"/> What is the mission of the School? <input type="checkbox"/> How long have you attended school here? <input type="checkbox"/> Tell us what it's like to be a student here. <input type="checkbox"/> How does this School compare with others you've attended?			Education Program Terms Supplemental Questions	School Leader Board of Directors Teacher

- School Leader Interview:** During the pre-site visit logistics call, the School Leader(s) provides a general orientation to the School, indicating current priorities, immediate challenges, and program changes, as well as the reporting structure and the roles of key personnel. The Commission will conduct a more formal review with the school leader during the site visit.
- Instructional Staff Interviews:** These interviews primarily involve teachers from visited classes, though the team may schedule interviews with other teachers, instructional staff, contracted staff, and/or paraprofessionals. As noted above, team members make every attempt to schedule interviews with teachers when they are not instructing students; however, the Commission may request coverage for a class so that a teacher can participate in an interview.

Please provide accurate teacher, contracted staff and paraprofessional schedules for the day(s) of the visit in order to avoid, to the extent possible, any conflicts with classroom instruction. Please let all personnel know about scheduled interview times according to the visit schedule. It is preferable to conduct interviews in the teachers' own classrooms so that they can readily refer to their curriculum and other materials; however, when that is not possible, please identify another private space such as an unused classroom or office². In such cases, teachers, and contracted staff are encouraged to bring documents with them such as curriculum guides, grade books, assessment calendars, etc. The School's *Educational Program Terms*, as stated in their *Charter Contract*, provide a framework for the types of questions teachers should expect to answer during the interviews. Please ensure that teachers, and

² Commission staff understand that teachers and staff will likely be working remotely during the 2020-21 school year

contracted staff understand that the purpose of the School visit is **to evaluate the overall School program**, not individual staff members. The Commission does not use staff names and minimizes the identification of titles and positions in its site visit reports. In addition, team members do not provide feedback to individual teachers regarding their visited performance in the classroom.

- **Administrator Interviews:** The Commission interviews other school leaders, besides the principal or head of school, generally at the beginning of the visit. Site visit team members may follow up with school leaders later in the visit as additional questions emerge and clarification of issues is needed. In addition, the Commission and School Site Visit Team lead will schedule other key staff members such as the School’s Special Education Coordinator, Civil Rights Coordinator, Assessment Coordinator, ELL Coordinator, HICAP Coordinator, McKinney-Vento Coordinator, Operations leads, Community Engagement Coordinator, other school coordinators or curriculum specialists, for interviews.
- **School Board Interview:** The Board member(s) interview requires approximately 45 minutes. As oversight is one of the major responsibilities of the Board, the Commission requires that 1-3 board members attend the interview (not enough members to constitute a quorum). The Board interview primarily focuses on governance and the Board’s plans; it also includes discussion of school performance, legal compliance and fiscal soundness. While school leaders may be ex-officio, non-voting members of their School’s Board, the Commission may ask them not to participate in part or the entire Board interview.
- **Students and Families:** The student and family interviews focus on the school’s educational program from a student or parent/guardian perspective, family engagement and communication, the school environment and enrollment practices. If needed, the site visit team can schedule the family interview in the evening to accommodate parent or guardian schedules. The school should identify parents and families who provide a representative sample of the student body, and who represent special populations and at-risk students.

Debrief with School Leaders

The site visit team will provide some preliminary feedback to the Board and School leaders at the end of the visit. Participation by other school staff at this briefing is left to the discretion of the School Leader; typically, senior school leaders attend and sometimes Board members as well.

The Board will have an opportunity to comment on the site visit process and make recommendations for improvements, both during the discussion and via a follow-up form.

AFTER THE VISIT

First Year Site Visit Report

Following the site visit, the team will send the school a report based on observations, data, artifact collection, and interviews conducted during the site visit. The report will follow the line of inquiry laid out in the *Organizational Performance Framework*. The Commission will issue the report **within 45 days** of the site visit. Based on evidence provided and collected during the visit, the report may include required actions to which schools have a specified number of days to respond.

Catalyst Public Schools Site Visit Report



Indicator	Sub-Indicator	Aggregated Rating	Final Notes/Justification	Requests for further information
	LEGEND			
	SUB-INDICATOR			
	MEETS STANDARD (MS)			
	DOES NOT MEET STANDARD (DNMS)			
	REVIEWER INSTRUCTIONS			
	Reviewer			
	Organizational Overview			
	School Name: Catalyst Public Schools			
	Name of School Leader: Amanda Gardner Tatiana Epanchin			
	Grades Served: 1st, 5th, and 6th Grade			
	Total Student Enrollment:			
1	Education Program			
	A. Material Terms of the Contract			
	B. Education Requirements			
	C. Students with Disabilities Rights			
	D. English Language Learner Rights			
	Indicator Recommendation			
	Required Actions			
	Recommended Report Notes and Recommendations			

Corrective Action

If the charter school is unable to produce any of the required documents or information listed under each of the compliance indicators, the school will receive a Letter of Inquiry. The letter will specifically describe missing or incomplete documents or information and request that the items or evidence be sent to the Commission **within 10 working days** of receipt of the written letter. A charter school unable to produce required documents or document compliance with all requirements could be subject to further Commission action including, but not limited to, Corrective Action.

Based on observations, interviews, data and artifacts collected during the Site Visit, the Commission may also include additional areas of Corrective Action within its report.

APPENDIX A: SITE VISIT SCHEDULE OVERVIEW AND CHECKLIST FOR LEADERS OF AUTHORIZED CHARTER SCHOOLS

The following checklist is intended to assist school leaders in adequately preparing for school site visits.

Schedule Overview		
Timeline	Activity	Responsible
8 weeks before site visit	Commission staff schedule dates of site visit with school	Commission
5 weeks before site visit	Commission staff review and update document checklist	Commission
4 weeks before site visit	Determine school site visit team Lead	School
3-4 weeks before site visit	School sends required documents to Commission	School
2-3 weeks before site visit	Commission staff verify completeness of required documents with school	Commission
2-3 weeks before site visit	Commission staff review documents submitted and prepare for site visit	Commission
2 weeks before site visit	School complete site visit interview tool	School
1 weeks before site visit	Finalize site visit schedule	Commission/School
3 days before site visit	Logistics call with Commission staff and school site visit team lead	Commission/School
Site visit	Site visit	Commission/School
4 weeks following site visit	Commission staff consensus meeting and draft preliminary report	Commission
45 days following site visit	Final Report Due	Commission
45 days following site visit	As applicable, Letter of Concern issued	Commission
10 days after issuance of letter of concern	School responds to Letter of Concern with requested evidence	School

Eight weeks prior to the School site visit

- Commission and school leader determine schedule the initial dates or range of dates (typically hold a certain week) to conduct the site visit.

Five weeks prior to the School site visit

- Board and school leader determine School site visit Team Leader. School leader shares information with the School’s Board, staff, students and parents regarding the School site visit. The Commission will also identify a site visit lead from its staff members.
- Lead the school in preparing the requested materials for the visit as detailed in the **Required Pre-Site Visit Documentation** section of the *Commission Charter School Site Visit Guide for School Leaders* and in the **Smartsheet Site Visit Document Checklist**.

Three to four weeks prior to the School site visit (Commission designated date)

- Complete and/or upload all the above documents noted to the **Smartsheet Site Visit Document Checklist**
- Once documents are submitted, work with the Commission staff to clarify any uncertainties.

Two weeks prior to the School site visit

- School selects and notifies parents, board members, teachers, coordinators, and administrators of date, time, and location (or links) for an interview with Commission's site visit team. School submits draft **Site Visit Interview Tool**.
- Work with the Commission staff to plan for the school site visit, including the development of a final schedule for the visit. This may take several iterations to complete.
- Arrange logistical components of the visit, including reserving a private and secure room with the appropriate number of outlets for the site visit team to meet, conduct interviews and review documents.

10 days before the School site visit

- Speak with the Site Visit Team Leader by telephone to review and finalize the visit schedule and discuss school materials and documents.
- Confirm logistical components of the visit, including a private and secure room with the appropriate amount of outlets for the site visit team to meet, conduct interviews and review documents.
- School leader to conduct initial overview interview with Commission Site Visit team

The day before the School site visit

- Finalize the schedule
- Confirm the team's private meeting space
- Remind teachers to make lesson plans, grade books and related documents related to the Educational terms, as well as artifacts of student work, available for review during the visit.
- Inform custodians, security and other relevant personnel about the scheduled arrival/departure times of the visit team and materials.
- Ensure required signage is posted at main entrances and in widely-trafficked areas accessed by students, parents, or the public

45 days after site visit

- Commission must send final site visit report to school, inclusive of letter of concern as applicable.

10 days after issuance of letter of concern

- As necessary, school must respond to letter of concern with requested evidence of compliance*

APPENDIX B: INTERVIEW PROCESS & SAMPLE QUESTIONS

General Guidance

All members of an interview group population should be made aware of the opportunity to participate in the interviews; individuals (except for students) should be randomly selected.

All interview groups will be facilitated by a member of the site visit team. The team member will introduce him/herself and establish the context for the visit and the interview. He/she will set the norms for the conversation, establish the time frame, and let the group know that questions asked are drawn from a set pool of interview group questions. The team member facilitates the conversation, opening with common questions asked of all groups at all schools. Questioning may then become more specific and tailored to the specific school context. Whenever possible the team member will guide the focus group members to ground their answers with specific evidence and data. Attendance should be limited to the group members requested by the Commission staff. For instance, teacher interviews should be limited to instructional staff, and not include any members of the school leadership team. Please be prepared to present evidence during the interview.

Team members may record the interview and ask follow-up questions, as appropriate.

The Commission suggests 3-6 participants in each interview group. Please include no more than 10 attendees per interview group.

Schools can access a comprehensive question bank through their **Smartsheet School Site Visit Portal**, featured in **Appendix C**.

Interview Group	Guidance	Sample Questions
Board of Directors	<p>The site visit schedule will include an interview with members of the School’s Board of Directors. For the purposes of compliance with the Open Public Meetings Act (42.30 RCW), a contingency of members <i>less than</i> a quorum should plan to attend this interview.</p> <p>The Commission typically schedules this meeting in the morning in order to</p>	<ul style="list-style-type: none"> ▪ Describe the School’s mission and vision and how they are realized in the operation of the School. ▪ Describe the role and responsibilities of the Board. What areas or decisions are outside the scope of this role? ▪ What are the board’s committees and how are they deployed to accomplish board work?

	<p>work around the schedules of the Board members.</p> <p>The School Leader, even if s/he serves on the Board, may not attend this meeting.</p>	<ul style="list-style-type: none"> ▪ Does the board evaluate the school leader and CMO? How frequently are school leaders and CMOs evaluated formally? Informally? What methods/tools are used to evaluate the school leader and CMO? ▪ Does the board have an evaluation process for itself? How frequently is the board evaluated? What methods/tools are used to evaluate the board? How are evaluations used? Evaluative? Formative? Change course? ▪ What are the criteria the Board utilizes to determine whether the School is successful? ▪ Describe the board’s onboarding process for new members. Following onboarding, does the board engage in ongoing professional development? ▪ What are the School’s educational program terms? (Board members are not expected to memorize the terms, but should be able to articulate how they are implemented at the school.) ▪ Describe your relationship with the Leadership Team. How and when does the board meet with school leader and CMO?
<p>School Leadership Team</p>	<p>Administrators who are directly responsible for implementing the educational program and overseeing the operations of the School should attend this interview.</p> <p>The time reserved for “additional fact finding” in the afternoon may be used to interview with this group of</p>	<ul style="list-style-type: none"> ▪ Describe the School’s mission and vision and how they are realized in the operation of the School. ▪ What are the educational program terms and how is their effectiveness evaluated? ▪ Describe the School’s educational program in terms of instruction and assessment.

	<p>administrators to clarify issues or questions.</p>	<ul style="list-style-type: none"> ▪ What are the School’s academic priorities? ▪ What are the School’s strategies for addressing identified student academic concerns and how does the School support teachers in their implementation of these strategies? How do you track the strategy? ▪ If the school has not addressed previous concerns, what do you believe to be the cause? ▪ How is the effectiveness of your performance evaluated? ▪ Describe the process for supervision and evaluation of teachers. What are your expectations for what constitutes excellent instruction? ▪ What are the School’s greatest strengths and challenges? ▪ Describe your relationship with the Board of Directors. ▪ Describe the roles of each member of the administrative team. ▪ What information does the school leader provide to the board and how frequently?
<p>Teachers</p>	<p>All general education teachers should be offered the opportunity to participate in this interview.</p> <p>The interview group should contain a representative sample of teachers in terms of their experience, years at the School, subject, and/or grade level.</p> <p>Please do not include teachers who are directly responsible for supervising/evaluating other teachers.</p>	<ul style="list-style-type: none"> ▪ Given the School’s mission and vision (Provided to teacher), how they are realized in the operation of the School? ▪ Describe the School’s educational program terms. (Teachers are not expected to memorize the terms but should be able to articulate how they are implemented at the school) How are their effectiveness evaluated? ▪ What assessments do you use to track student learning?

	<p>Administrators and board members may not be present at this interview.</p>	<ul style="list-style-type: none"> ▪ What are the School’s academic priorities? ▪ What are the School’s strategies for addressing identified student academic concerns and what support do you receive in implementing these strategies? ▪ How does the School review your performance? ▪ Are you required to follow any specific formats or procedures in your teaching and lesson planning? ▪ What professional development and other forms of support are made available to you? ▪ What information do you provide to parents and how do you communicate it? ▪ How do you collaborate with Special Education and English Language Learners (ELL) staff?
<p>Special Education, 504, English Language Learners (ELL), HICAP and McKinney-Vento Administration</p>	<p>The School’s Special Education, 504, ELL, HICAP, and McKinney-Vento program administrators will be interviewed.</p> <p>The time reserved for “additional fact findings” in the afternoon may be used for supplemental interviews with these administrators as needed to clarify issues or questions which arise during the course of the visit.</p> <p>Administrators and board members may not be present at these interviews.</p>	<p><i>Special Education</i></p> <ul style="list-style-type: none"> ▪ What is your Special Education program model? ▪ What is the Child Find process? ▪ How do you ensure FAPE? ▪ What instructional supports and services are made available to special education students at this School? What scientifically research based interventions are implemented? ▪ Describe the types and frequency of progress monitoring conducted. ▪ Describe the accommodations and modifications made in the general education classrooms for students with diverse learning needs. ▪ What have been the outcomes for students with disabilities in terms of IEP goal achievement, promotion, graduation, and the

		<p>Smarter Balanced Assessment? What is their progress on internal assessments?</p> <ul style="list-style-type: none"> ▪ What professional development and other forms of support are made available to you? ▪ What system(s) is in place to ensure timely FAPE obligations? ▪ What process is used for transfer IEPs? How do you ensure comparable services? ▪ How do you ensure parent participation in the IEP process? Student participation? ▪ How do you ensure students eligible for special education services are not improperly excluded from school for disciplinary reasons? <p><i>504</i></p> <ul style="list-style-type: none"> ▪ What is the Child find Process? ▪ What services and accommodations are available to students eligible for a 504 Plan? ▪ How do you ensure Procedural Safeguards? ▪ How do you ensure students eligible for 504 services and accommodations are not improperly excluded from school for disciplinary reasons? <p><i>ELL</i></p> <ul style="list-style-type: none"> ▪ What English language support services do ELL students receive and how, where and by whom are those services delivered? ▪ How does the school identify limited English proficient parents and what interpretation and translation service are available?
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		<ul style="list-style-type: none"> ▪ What have been the outcomes for ELL students in terms of promotion, graduation, and SBAC assessment program passing rates? What is their progress on internal assessments? ▪ What is the process to monitor students exited from ELL services? ▪ Please describe the process the school uses to ensure that interpretation and translation services are provided to communicate vital information with Limited English Proficient (LEP) parents. How do you ensure interpreters are qualified and competent to serve in the role of an interpreter or to translate documents? ▪ What professional development and other forms of support are made available to you? To staff delivering services? ▪ How do you ensure ELLs are not improperly excluded from school for disciplinary reasons? <p><i>HICAP</i></p> <ul style="list-style-type: none"> ▪ What is the process for the identification of HICAP students? ▪ How are parents notified of the selection and appeal process? ▪ Describe the referral, screening, assessment, selection and appeal processes for HICAP students. ▪ What is the continuum of services available for HICAP students? ▪ How is the progress of HICAP students monitored?
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		<p>McKinney-Vento</p> <ul style="list-style-type: none"> ▪ What is the process to identify students eligible for support under McKinney –Vento? ▪ What procedures are in place to identify students who are in foster care? ▪ What supports does the school provide to students and families?
<p>Students</p>	<p>Student interview groups should include only students in Grade 4 and above. Depending on the ages of the students and the size of the School, one or three interview groups will be scheduled.</p> <p>Students should represent a variety of ages, grade levels, and time spent at the School.</p> <p>Administrators and board members may not be present at this interview.</p>	<ul style="list-style-type: none"> ▪ What is the mission of the School? ▪ How long have you attended school here? ▪ Tell us what it’s like to be a student here. ▪ How does this School compare with others you’ve attended? ▪ What happens if someone misbehaves? ▪ How do you get help if you need it? ▪ How safe is your school? ▪ Do you find your school work challenging? ▪ What would you like to change about this School? ▪ What would you like to keep the same? ▪ Do teachers work hard to make sure that students stay in school? ▪ Do teachers pay attention to all students, not just the top students? ▪ Do teachers make sure that all students are planning for life after graduation? ▪ Do teachers work hard to make sure that all students are learning? ▪ Are all students encouraged to go to college? ▪ Do you see school as preparing you for the future?

		<ul style="list-style-type: none"> ▪ Do your teachers always keep their promises? ▪ Do you feel safe and comfortable with your teachers at this school? ▪ Do your teachers always listen to students' ideas? ▪ Do your teachers treat you with respect?
Families	<p>This focus group should include parents or guardians whose children represent a variety of grades, years spent at the School, and including, if possible, students with disabilities and/or limited English proficient students.</p> <p>Interpreters will be provided upon request.</p> <p>Administrators and board members may not be present at this interview.</p>	<ul style="list-style-type: none"> ▪ (Given the School's mission and vision), what it means to your family? ▪ Why did you choose to send your child(ren) to this School? ▪ What does the School expect of your child(ren) academically? ▪ Have previous concerns been addressed? If not, what do you believe to be the cause? ▪ Is the School a safe place? ▪ What does the School do to support your child(ren)? ▪ What is your role/involvement in the School? ▪ What information does the School provide to you about your child's learning and how is it communicated? How often is it communicated? ▪ What are the School's biggest successes and challenges? ▪ What would you change about this School?
Student and family support services staff and required coordinators	<p>This focus group should include representative student support services staff including, but not limited to: family support and outreach, guidance and counseling staff, social worker, school psychologist, school coordinators, nurse, a crisis management team member, and/or community services liaison, if applicable.</p>	<ul style="list-style-type: none"> • What training have you received to complete the requirements of your position? • What internal and external resources are available to you to help you with your job? • How do you ensure adequate services are provided to the student population you serve?

<p>School operations and finance staff</p>	<p>This focus group should include school staff responsible for overseeing and monitoring the school’s budget and spending</p>	<ul style="list-style-type: none"> • How is the annual budget developed? Who provides input? How do you make mid-year course corrections? • How do you track and monitor spending? • How do you ensure funds are spent according to their assigned designations (i.e. IDEA, Title)
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APPENDIX C: SMARTSHEET SCHOOL SITE VISIT PORTAL

Schools can access all necessary resources via Smartsheet Site Visit Portal. **Commission staff will share site visit portal link at least 4 weeks prior to school visit.**

SCHOOL SITE VISIT PORTAL

Site Visit Role Assignments

RESOURCES

School Name - Site Visit Dates

Pre-Site Visit Review:
Team Lead:

All interviews should take approximately 45 minutes

Board Panel Interviews:
Teacher Interviews:
Stakeholder Interviews:
Family Panel Interview:
Student Panel Interview:
Classroom Visits:

Commission Resources

- Oversight Guidance Manual
- Charter School Site Visit Guide
- Annual Compliance Calendar

For Schools

- SCHOOL NAME Site Visit Document Checklist
- SCHOOL NAME Site Visit Interview Planning Tool
- Comprehensive Question Bank

Final Report

- Site Visit Report Template

School Name

Pre-site visit documents due
Draft interview schedule due date
site visit dates

UPCOMING INTERVIEW SCHEDULES

SCHOOL NAME Site Visit Interview Planning Tool : Washington Office of Superintendent of PUBLIC INSTRUCTION Report Abuse Help

	Name	Interview Type	Title (if applicable)	Company/Or... (if applicable)	Affiliation (if applicable)	Email	Phone
1	Henry Jones	School Leadership Team	School Leader	Summit Sierra		henryj@summitps.org	202-111-5

APPENDIX D: RESOURCES DIRECTORY

Charter School Commission (Commission) Leadership Team

Physical Address

1068 Washington St. SE
Olympia, WA 98501

<http://charterschool.wa.gov/>

Mailing Address

PO Box 40996
Olympia, WA 98504-0996

Main Line..... (360) 725-5511
charterschoolinfo@k12.wa.us

Joshua Halsey, Executive Director O: (360) 725-5511
joshua.halsey@k12.wa.us

Krystal Starwich, Deputy Director..... (360) 701-1590
krystal.starwich@k12.wa.us

Leslie Hayden, Oversight Specialist..... (360) 701-0856
leslie.hayden@k12.wa.us

Kara Lowe, Oversight Specialist (360) 549-6839
kara.lowe@k12.wa.us

Amanda Martinez, Executive Assistant..... O: (360) 725-5511
amanda.martinez@k12.wa.us

APPENDIX E: GLOSSARY

AMAO	Annual Measurable Achievement Objectives
CEDARS	Comprehensive Education Data And Research System
CMO	Charter Management Organization
CPR	Consolidated Program Review
CTE	Career and Technical Education
DAC	District Assessment Coordinator
EDS	Education Data System
ELL	English Language Learner
ELPA	English Language Proficiency Assessment
EMO	Education Management Organization
EOC	End-of-Course
EOP	Emergency Operations Plan
ESD	Educational Service District
FERPA	Family Educational Rights and Privacy Act
GAAP	Generally Accepted Accounting Principles
HIB	Harassment, Intimidation, and Bullying
HICAP	Highly Capable Learners
HIPPA	Health Insurance Portability and Accountability Act
HLS	Home Language Survey
HQT	Highly Qualified Teacher
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LEP	Limited English Proficiency
MSP	Measurements of Student Progress
NCLB	No Child Left Behind
OPMA	Open Public Meetings Act
OSPI	Office of Superintendent of Public Instruction

PPR	Per Pupil Revenue
RCW	Revised Code of Washington
SAC	State Advisory Committee
SAFS	School Apportionment and Financial Services
SAO	State Auditor's Office
SAS	Student Assessment System
SBAC	Smarter Balanced Assessment Consortium
SBEC	State Board of Education
SIS	Student Information System
SPED	Special Education
TBIP	Transitional Bilingual Instructional Program
WAC	Washington Administrative Code
WAMS	Washington Assessment Management System
WATCH	Washington Access to Criminal History
WCSA	Washington Charter School Association
WELPA	Washington English Language Proficiency Assessment
WINS	Washington Integrated Nutrition System
WISM	Washington Integrated System of Monitoring
WSCSC	Washington State Charter School Commission
WSIF	Washington School Improvement Framework

APPENDIX F: CHARTER CONTRACT REFERENCE GUIDE

EDUCATIONAL PROGRAM & ACADEMIC ACCOUNTABILITY	Article	Section or Attachment
Assessments	VIII	8.4
Content Standards	VIII	8.3
Educational Program Terms and Design Elements	VIII	8.1
Educational Program Terms and Design Elements		Attachment 4
English Language Learners	VIII	8.6
Graduation Requirements for High Schools	VIII	8.5
Material Revisions to the Educational Program Terms and Design Elements	VIII	8.2
Students with Disabilities	VIII	8.7

EMPLOYMENT	Article	Section or Attachment
Background Checks	XII	12.4
No Employee or Agency Relationship	XII	12.1
Retirement Plan	XII	12.2
Teacher Membership in Professional Organizations	XII	12.3

ENROLLMENT	Article	Section or Attachment
Annual Enrollment Review	VI	6.3
Decrease in Enrollment	VI	6.4
Enrollment Policy	VI	6.1
Enrollment Policy		Attachment 10
Maximum Enrollment	VI	6.2
Right to Remain	VI	6.6
Tuition Fees	VII	7.1

FINANCIAL ACCOUNTABILITY	Article	Section or Attachment
Access to Individuals and Documents	V	5.4
Accounting Methods and Records	IX	9.7
Annual Budget Statement	IX	9.14.1
Annual Budgets	IX	9.14.2
Audits	X	10.1
Bank Accounts	IX	9.5
Budget	IX	9.14
Compliance with Finance Requirements	IX	9.13
Disbursement Procedures	IX	9.12
Education Service Provider (ESP) Contract Guidelines		Attachment 6
Encumbrances	IX	9.4
Ethics	V	5.5
Filing and Notice	IX	9.11
Financial Records and Separate Accounting	IX	9.9
Governance, Managerial and Financial Controls	IX	9.2
Inventories	V	5.9
Legal and Accounting Compliance	IX	9.1
Litigation and Constitutional Challenges.	V	5.23
Location and Access	IX	9.10
Multiple School Applicants and Operators	V	5.24
Non-Commingling	IX	9.3
Non-Discrimination	V	5.8
Nonsectarian Status	V	5.3
Public Records	V	5.6
Quarterly Reports	IX	9.6
Record Keeping	V	5.7
School Funding	IX	9.14.3
State Accounting Requirements	IX	9.8
Taxes	XVII	17.11

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GENERAL OPERATION REQUIREMENTS	Article	Section or Attachment
Access to Individuals and Documents	V	5.4
Administrative Records	V	5.10
Complaints	V	5.2
Contracting for Services	V	5.17
Education Service Provider (ESP) Contract Guidelines		Attachment 6
Ethics	V	5.5
General Compliance	V	5.1
Inventories		5.9
Litigation and Constitutional Challenges.	V	5.23
Multiple School Applicants and Operators	V	5.24
Non-Discrimination	V	5.8
Nonsectarian Status	V	5.3
Notification to Commission	V	5.21
Public Records	V	5.6
Public School Status	V	5.2
Record Keeping	V	5.7
School Authorized as Part of a Charter Management Organization	V	5.18
School Authorized as Part of a Charter Management Organization	V	5.18
School Calendar	V	5.21
Staff Qualifications	V	5.13
Staff Training	V	5.14
Student Conduct and Discipline	V	5.15
Student Welfare and Safety	V	5.11
Third-Party Education Service Provider Contracts	V	5.19
Transactions with Affiliates	V	5.16
Transportation	V	5.12

GOVERNANCE	Article	Section or Attachment
Affiliation	IV	4.7
Board Roster and Disclosures		Attachment 3
Change in Status or Governance Documents	IV	4.6
Composition	IV	4.5
Conflicts of Interest	IV	4.8
Governance Documents		Attachment 2
Governing Law and Enforceability	XVII	17.3
Non-Profit Status	IV	4.3
Open Meetings	IV	4.9
Organizational Structure and Plan	IV	4.4
Public Disclosure Filing	IV	4.1
Statement of Assurances		Attachment 8

INSURANCE AND LEGAL LIABILITIES	Article	Section or Attachment
Faith and/or Credit Contracts with Third Parties	XIII	13.5
Indemnification	XIII	13.6
Insurance	XIII	13.1
Insurance Certification	XIII	13.2
Limitation of Liabilities	XIII	13.4
Risk Management	XIII	13.3

SCHOOL FACILITIES	Article	Section or Attachment
Accessibility	XI	11.1
Construction/Renovation and Maintenance of Facilities	XI	11.4
Health and Safety	XI	11.2
Impracticability of Use	XI	11.7
Inspections	XI	11.6
Location	XI	11.3
Physical Plant		Attachment 7
Use of the Facility by the School	XI	11.5

OVERSIGHT AND ACCOUNTABILITY	Article	Section or Attachment
Amendments	XVII	17.2
Annual Performance Review	XIV	14.2.1
Confidential Information	XIV	17.9
Construction/Renovation and Maintenance of Facilities	XI	11.4
Data and Reports	XV	14.2.2
Disposition of Assets upon Termination or Dissolution	XVI	16.10
Dissolution	XVII	16.9
Health and Safety	XI	11.2
Identification of Documentation Required for Annual Performance Report		Attachment 9
Impracticability of Use	XI	11.7
Inquiries and Investigations	XV	15.3
Inspections	XI	11.6
Invalid Provisions	XVI	16.5
Location	XI	11.3
Merger	XVII	17.1
New School Application and Response	XVII	17.15
Notice	XVIII	18.1
Notification of Perceived Problems	XV	15.4
Order of Precedence	XVII	17.10
Other Legal Obligations	XV	15.5
Other Remedies	XVI	16.3
Oversight and Enforcement	XVI	15.1-15.6
Oversight Fee	XVII	15.6
Performance Audits and Evaluation	XIV	14.2
Records Retention	XVII	17.8
Right to Review	XV	15.2
School Performance Framework	XIV	14.1
Termination by the Commission	XVI	16.2
Termination by the School	XVI	16.4
Termination for Conflict of Interest	XVI	16.8
Termination for Non-Allocation of Funds	XVI	16.7
Termination for Withdrawal of Authority	XVI	16.6
Use of the Facility by the School	XI	11.5
Waiver	XVII	17.12