



WASHINGTON STATE
Charter School Commission
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NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2021-2022 School Year

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Washington State Charter School Commission

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INTRODUCTION

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

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

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

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

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

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

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

Mission

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

Vision

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

Values

Accountability/Responsibility

Transparency

Innovation

High Expectations

The Charter School Act requires the Commission to issue a solicitation for applications (New Charter School Application) to open new charter schools annually. Through the issuance of this New Charter School Application, the Commission seeks applicants to open new high-quality charter schools throughout the State of Washington that are aligned with its strategic vision. Since its inception, the Commission has worked to develop and refine a rigorous, thorough, and transparent new school solicitation process.

DEFINITIONS

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

Agency (Student, Teacher, Family)

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

Educational Equity

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

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

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

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

Inclusion

Inclusion involves bringing together and harnessing diverse forces and resources in a way that is beneficial to all. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection — where the richness of ideas, backgrounds, and perspectives are harnessed to create value. Organizations need diversity, equity, and inclusion to be successful.¹

Culturally Responsive Pedagogy

Culturally-responsive pedagogy is the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them.²

Cultural Competence

Cultural competence is based on integrating the awareness and learned skills needed to effectively and sensitively educate, work with, and serve people from diverse backgrounds and social identities. These skills enable the educator to build on the cultural and language assets and qualities that young people bring to the classroom rather than viewing them as deficits.³

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

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

¹ The Equity Lab, “Glossary of Commonly-Used Words and Ideas” www.equitylab.org

² Geneva Gay: https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/CulturallyResponsiveTeaching_TheoryResearchandPractice,%20Geneva%20Gay.PDF

³ Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Cultural competence is:

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

ADMINISTRATIVE INFORMATION AND REQUIREMENTS

ELIGIBILITY

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2021-2022 school year. Applicants may request an additional planning year (school to open in 2022-2023), but the school must provide good cause for delaying the proposed school's opening. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160. All applications will be reviewed for the same standards regardless of their intended opening date.

By law, only nonprofit organizations may operate charter schools in the state of Washington. An applicant must be either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

Additionally, contracts for management operation of a charter school may only be with nonprofit organizations. Contracts with education service providers for substantial educational services, management services, or both, must also be with a nonprofit organization. Proof of nonprofit corporation status of such contractors must be provided.

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

Please note that the terms "application" and "proposal" are used interchangeably throughout this document.

RESERVATION OF RIGHTS

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

PROPER COMMUNICATION

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

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AMENDMENTS AND REVISIONS

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

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

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

COST OF APPLICATION PREPARATION

Applicants are solely responsible for the costs associated with preparing and presenting an application, as well as any costs associated with participation in the application review process. The Commission will not reimburse applicants for any costs associated with this New Charter School Application.

APPLICATION PROPERTY OF THE COMMISSION

All materials submitted in response to this New Charter School Application become the property of the Commission. The Commission has the right to use any of the ideas presented in any material offered. Approval or rejection of an application does not affect this right.

WAIVER OF MINOR ADMINISTRATIVE IRREGULARITIES

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

ERRORS IN APPLICATION

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

MISREPRESENTATIONS ON APPLICATION

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

PLAGIARISM

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

MINORITY AND WOMEN-OWNED BUSINESS PARTICIPATION

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

NO OBLIGATION TO CONTRACT

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

WITHDRAWAL OF APPLICATION

Applicants may withdraw an application that has been submitted prior to the Commission Resolution Meeting (identified on the Timeline). To accomplish application withdrawal, a written request (an email attachment is allowed) signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator by 5:00 p.m. PT on June 21, 2020.



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

NOTIFICATION OF COMMISSION DECISIONS

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

TERMS AND PROVISION OF THE SAMPLE CONTRACT

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

COMPONENTS OF THE APPLICATION PROCESS

Application Orientation

Four in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted. The dates and locations of each orientation can be found on the Timeline. The purpose of these day-long orientations is to deepen applicants' understanding of:

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

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

Applicant Questions

Clarifying questions from applicants about the New Charter School Application, its content and/or evaluation standards will be allowed consistent with the *Timeline*. All questions must be submitted in writing (email acceptable) to the New Charter School Application Coordinator. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at <https://charterschool.wa.gov/applying/application-information/>. Questions received after the deadline will be answered at the Commission's discretion. For this reason, applicants are encouraged to read the application and pose any and all questions well in advance of the deadline.

Applicants submitting questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission website listed above will be considered official and binding.

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

Applicant Complaints

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the New Charter School Application requirements early in the New Charter School Application process. Applicants may submit specific complaints to the New Charter School Application Coordinator if the applicant believes the New Charter School Application contains inadequate or improper criteria, or that the application evaluation process unnecessarily restricts competition, or is flawed or unfair. The complaint must be made in writing to the New Charter School Application Coordinator before the due date set forth in the Timeline. The complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest Procedures described on pages 17-18.

The New Charter School Application process will continue while complaints are being reviewed and responses are presented. Should an applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this New Charter School Application accordingly. The modification to the New Charter School Application will be in writing and made in the form of an amendment to the New Charter School Application, and will be posted at <https://charterschool.wa.gov/applying/application-information/application-materials/>

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

Notice of Intent to Apply (NOI)

Prior to application, the nonprofit organization **must** first submit a Notice of Intent to Apply. The purpose of the NOI is to aid in planning for the Commission, as well as inform the public of the location of the proposed charter school. The NOI is nonbinding, and applicants may choose not to pursue a full application. Please note that after the submission of the NOI, the Commission, as a courtesy, will notify the school districts listed on the NOI. Additionally, the Commission will put out a press release. Applicants should be prepared for media inquiries.

Submission of Application

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

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided in Appendix B.

Completeness Review

All proposals will be reviewed for completeness before they are accepted and distributed to the evaluation teams. A proposal will be found to be incomplete if it is missing responses to required application sections, certifications, assurances, attachments, signatures, etc. or is incorrectly formatted. Applicants will be notified of a proposals' completeness or incompleteness per the Timeline. It should be noted that *findings of completion* are not indicative of the *quality* of the proposal. For findings of incompleteness, applicants will have 24-hours to remedy any identified area of incompleteness. Changes or updates will need to be completed within 24-hours of the New Charter School Application Coordinator sending the Completeness Review report. Proposals that remain incomplete after the 24-hour completeness window will be disqualified from further review. Applicants are encouraged to reapply in future years.

Evaluation

A team of trained evaluators use the New Charter School Application Evaluation Rubric to conduct an independent evaluation of written applications. Evaluators also conduct the Capacity Interview. The team is made up of individuals with expertise in education, school operations and, school finances. The Commission strives to create teams with geographic and demographic diversity.

Due Diligence

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

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

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission if there are any concerns regarding the applicant team, board members, organizational partners, or nonprofit entity.

Capacity Interview

Applicants who submit a completed proposal will be invited to an in-person Capacity Interview. The Capacity Interview is an opportunity for the applicant to demonstrate their team's capacity to open a high-quality charter school, as well as answer specific questions about their proposal. The Capacity Interview is facilitated by the state and national expert evaluators reviewing the applicant's proposal.

Interviews will be held **ONLY** on the days listed in the Timeline. **Applicants are encouraged to keep the dates entirely open in their calendars.** Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is highly unlikely that any changes to assigned interview times will be possible.

Public Forum

Applicants who submit a completed proposal must participate in a Public Forum facilitated by the Commission. The Public Forum provides an opportunity for the parents, community members, local residents, and school district board members and staff to learn about and provide input on the proposed charter school. Applicants are required to share with the Commission and the public an overview of their proposed school. The Public Forum will be facilitated by the Commission and held as close as possible to the location of the proposed charter school.

While the Public Forum is not scored, information gleaned from this process may be used to evaluate the applicant. Applicants will be given a notice of their scheduled Public Forum date no later than two weeks after Completeness Review findings are disseminated. Public Forums will **ONLY** be held on these days; applicants are requested to **keep the dates entirely open in their calendars.** Due to significant logistical challenges, it is highly unlikely that any changes to the agreed upon Public Forum will be possible.

Recommendation Report

Based on the applicant's proposal and Capacity Interview, the evaluation team provide their findings to Commission staff who then prepare an official recommendation report. The report will recommend either approval, conditional approval, or denial of a proposal. The recommendation is then submitted to the Commission for their consideration. The report is also made available to the applicant. The recommendation report is nonbinding and the Commission has final authority to approve or deny a proposal.

Commission Resolution Meeting

Applicants are invited to attend the Commission's June 25, 2020 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. Commission will pass resolutions approving or denying charter school applications.



Optional Applicant Debriefing Conference

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

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

Protest Procedures

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

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

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

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole administrative remedy available to applicants. All protests must be in writing, addressed to the New Charter School Application Coordinator, and signed by the protesting party or an authorized Agent.

1. The protest must state the New Charter School Application issue date, the grounds for the protest with specific facts believed to support the applicant’s protest, and complete statements of the action(s) being protested.
2. The protests must contain a description of the relief or corrective action being requested.
3. Only protests stipulating an issue of fact concerning the following subjects will be considered:
 - a. A matter of bias, discrimination, or conflict of interest on the part of an evaluator; and/or

- b.** Non-compliance with procedures described in the New Charter School Application or Commission policy.
- 4.** Protests not based on the issues itemized in item 3 will not be considered.
- 5.** Protests will be rejected as without merit if they address issues such as:
 - a.** An evaluator’s professional judgment on the quality of an application; and/or
 - b.** The Commission’s assessment of its own and/or other agencies’ or communities’ needs or requirements.
- 6.** Upon receipt of a protest, a protest review will be held by the Commission. The Commission will assign responsibility for responding to the protest to a person who was not involved in the New Charter School Application or evaluation process; this person will prepare a recommendation report and submit it to the Commission.
- 7.** The Commission will consider the protest recommendation report, record all available facts, and issue a decision; the decision must be issued within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

The final determination of the protest shall:

- 1.** Find the protest lacking in merit and uphold the Commission’s action, denying the protest; or
- 2.** Find only technical or harmless errors in the New Charter School Application and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
- 3.** Find merit in the protest and provide the Commission options, which may include:
 - a.** Correcting the errors and reevaluating all applications;
 - b.** The reissue of the New Charter School Application and conducting a new process; and/or
 - c.** The making of other findings and the determination of other courses of action as appropriate.

APPLICATION INSTRUCTIONS AND GUIDELINES

A clear vision and thoughtful planning are required to ensure that a high-quality charter school can be successful on day one. This New Charter School Application requires information that will allow the Commission to consider and determine if the application presents a school that is sufficiently well planned and researched, and that it not only has a rigorous academic model designed to meet the needs of its students, but is fiscally and operationally sound as well. This New Charter School Application also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

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

APPLICATION CONTENTS

The application must contain information responding to all requirements in the New Charter School Application.

Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures must be completed, properly signed, scanned, and submitted as a JPEG or PDF file. Failure to provide any information or required signatures may result in disqualification of the application.

APPLICATION FORMAT & SPECIFICATIONS

The application must be written in English. Applicants may write their application in any word processing program they choose, **however, the final application narrative must be submitted as a Microsoft Word document using the following formatting guidelines:**

- Calibri font
- 11-point font size
- One-inch (1") margins
- Single-spaced
- Tables, charts, and diagrams are allowed within the narrative portion of the application
- Page limits must be followed

All required attachments should be uploaded in the file format specified (see Appendix B).

Note that not all attachments will be applicable to all applicants. This list contains all required attachments. Attachments must be labeled by Section and Attachment number. As examples, Section 1: Attachment 2, Section 6: Attachment 5. All attachments must be uploaded directly to the applicant's

Epicenter account. It is the responsibility of the applicant to ensure they submit all relevant attachments.

When submitting resumes, label each document with the individual's affiliation with the proposed school (Board member, School Leader, teacher, etc.).

All sections, templates, and attachments should be clearly labeled. If a particular section or question/prompt does not apply to the applicant team or application, respond "Not Applicable" AND state the rationale. Do not leave sections blank or the application may be found to be incomplete.

Application responses/narrative should be clearly linked to the New Charter School Application sections to which they pertain. If information can be found in a previous section, the applicant should clearly reference the earlier section in the response/narrative.

All page limits for the application narrative must be followed. Application narratives exceeding the stated page limits will be rejected.

- Footnotes (at the end of a page) **WILL** count toward page count limits. There is no page count limit for Endnotes (at the end of the document).
- The use of cover sheets for each section is allowed and **WILL NOT** count toward page count limits.

Late or incorrectly formatted applications will not be accepted. Review all elements of the application for completeness before submitting.

PROPRIETARY OR CONFIDENTIAL INFORMATION

Any information in the application that the applicant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56, or other state or federal law that provides for the nondisclosure of the applicant's document, must be clearly designated as follows:

1. For Sections 1-29 of the narrative application:
 - a. As a separate paragraph, indicate the beginning of proprietary or confidential information with the following language (ALL CAPS and **bold**): **BEGIN PROPRIETARY/CONFIDENTIAL INFORMATION**; and
 - b. As a separate paragraph, indicate the end of proprietary or confidential information with the following language (ALL CAPS and **bold**): **END PROPRIETARY/CONFIDENTIAL INFORMATION**.
2. For Attachments 1-36:

- a. Each page containing the information claimed to be exempt from disclosure must be identified with the language (all caps and bold) **PROPRIETARY/CONFIDENTIAL INFORMATION** printed on the lower right-hand corner of the page.
3. Applicants must use the guidance provided above to state clearly that the application contains any proprietary or confidential information and should include as a footnote to the proprietary or confidential text or pages reasons that this information may be considered proprietary.

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

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

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

APPLICATION EVALUATION RUBRIC

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

SUBMISSION DEADLINES

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 p.m. PT on December 2, 2019** to the New Charter School Application Coordinator by email, postal service, or hand delivery. Once the Commission receives an applicant's NOI, the applicant will receive access to the Epicenter program. An overview of how to use the Epicenter program will be included in the training sessions referenced in the Timeline.

Applications must be submitted no later than **5:00 p.m. PT on February 28, 2020**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application, all electronic submissions must be uploaded to the Commission assigned secure, online Epicenter program by the deadline.

DELIVERY OF APPLICATIONS

Electronic Copy & Redacted Copy

The application, in its entirety, must be received by Commission no later than **5:00 p.m. PT on February 28, 2020**. All applications must be submitted using the secure, online Epicenter program. Submissions are time stamped and **will not be accepted after the deadline.**

The applicant must populate the required templates, as well as upload associated attachments and narrative sections of the application to the Epicenter program by the deadline. **Applicants should ensure that documents are uploaded in the file format specified.**

Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline. Changes or edits to the submitted application will not be allowed after **5:00 p.m. PT on February 28, 2020** unless if requested by the Commission. If the applicant has completed their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.

Additionally, one (1) redacted electronic copy (in PDF form) of the entire application (narrative and attachments) must be uploaded to Epicenter. The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, signatures, and any information marked as priority/confidential, as well as check images and receipts.

Applicants will not be able to modify their application after 5:00 p.m. PT on February 28, 2020.

Applications not uploaded, including applications that are partially uploaded, will be deemed incomplete.

Hard Copies (3)

Once the electronic submission is received and completeness review findings have been issued, all applicants proceeding in the evaluation process must submit **THREE (3) identical photocopies of the application to the New Charter School Application Coordinator.**

Applicants should print their application directly from the application uploaded to Epicenter *prior* to the February 28, 2020 deadline.

1. All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.

- 2. All application documents should be bound in a 3-ring binder.
- 3. Attachments should be numbered and offset with labeled tabs.

Hard copies must be submitted to the Commission per the Timeline. Submit to:

Postal/Courier Service:

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

Hand Delivered:

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

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

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

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

No fax transmissions will be accepted at any point in the process.

GENERAL INFORMATION

Cover Sheet

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

Section A: School Information

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

Section B: Primary Contact Person

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

Section C: Enrollment Projections

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

**In Washington state, a "charter school applicant" must be a nonprofit corporation that is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code.

Section D: Current and Prospective Board Member Roster

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

Section E: Start-Up Team

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

Note: Individuals may be listed as board members and as start-up team members if their role will change once the application is approved. A description of this transition should be provided within the application and reflected in the organizational chart, if applicable.

EXECUTIVE SUMMARY AND LOGIC MODEL (3 Pages)

Executive Summary

Applicants must submit an Executive Summary and Logic Model as part of their application. The Executive Summary and Logic Model will not receive a rating. However, the information contained in the Executive Summary should be consistent with the information provided in the application.

This Commission reserves the right to use the Executive Summary, in whole or in part, in the Recommendation Report, in press releases, on its website, or in any other communications related to the new charter school application process.

The Executive Summary should contain the following:

1. The community/neighborhood to be served and the anticipated student population including grades at full capacity;
2. A brief overview of community need and family demand for the school;
3. The mission, vision, values, and long-term goals of the school;
4. A brief description of the educational program including an explanation of how it is well suited to meet the needs of the anticipated student population;
5. A brief description of the organizational structure;
6. A brief summary of how the board's collective experience and expertise is well suited to support the operation of a high-quality charter school;
7. A brief summary of how the founding team's collective experience and expertise is well suited to support the operation of a high-quality charter school;
8. A brief description of the schools anticipated revenue sources. This includes, but is not limited to, state funding, federal funding, grant and other large or small philanthropic funding.
9. A brief summary of how the school will be an academic, operational, financial success.

Logic Model

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

The Commission expects applicants to develop and submit a logic model specific to the proposed school model. Developing a logic model allows an applicant to visually depict their understanding of the challenges ahead, the resources available, and the timetable in which to accomplish their goals.

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

The W.K. Kellogg Foundation has a helpful resource to support groups and individuals in the development of their logic model. To access this resource, please visit the following website: <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Attachment 1: Logic Model Form (TEMPLATE)

CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY

Section 1: School Overview (6 Pages)

1. **Educational Need, Anticipated Student Population, and Challenges:** Describe the proposed student population and the educational needs of the anticipated student population. Explain how the school will increase opportunity and/or access to students who have been identified as at-risk as defined in RCW 28A.710.010(2). Provide the rationale for the number of students and grade levels served in year one and the basis for the growth plan including enrollment numbers and grades served at capacity. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection. Describe the non-academic challenges (facilities, political/legal challenges, etc.) the school is likely to encounter.

2. **Geographic Location:** Describe the geographic location of the school and the rationale for selecting the school location. Be explicit in the rationale for the location and how it aligns to the educational need, anticipated student population, and non-academic challenges the school is likely to encounter.

3. **Plan, Mission, Vision, and Goals:** Describe the school plan and state the mission, vision, and goals of the proposed school.
 - a. The **vision** is a statement of the fundamental purpose of the school, describing why it exists; the **mission** statement outlines how the school will operate and what it will achieve long term. The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:
 - i. Identify the students and community to be served;
 - ii. Articulate the long-term goals for the school and the students it serves;
 - iii. Illustrate what success will look like; and
 - iv. Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission’s stated priorities for new schools (WAC 108).
 - b. The long-term **goals** should articulate what the school hopes to achieve once it is at capacity and fully operational. These are meant to be long-range and speak to operational and academic success.

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

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

Section 2: Family and Community Engagement (4 Pages)

1. Describe and provide evidence of how the school has assessed family and community demand for the proposed school. Discuss specific methods, tools, data, etc. that was used to assess demand.
2. Describe how the community outreach activities have demonstrated to the applicant that there is adequate and diverse stakeholder support for the program. Discuss the ways in which families have demonstrated their intent to enroll in the proposed school if authorized.
3. Describe the specific role to date of the family and community members involved in developing the educational program and the culture and climate of the proposed school.
4. Describe how the school will engage family in the life of the school and share how this plan will be inclusive.
5. Explain the plan for building family-school partnerships that strengthen support for learning and encourage family involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to families of students.
6. Describe the community resources that will be available to students and families through partnerships with community-based organizations.

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

Section 3: School Culture and Climate (7 Pages)

1. Describe the culture of the proposed school. Describe how the school’s culture will promote student agency and increase educational equity. Explain how it will promote a positive, inclusive, and rigorous academic environment and reinforce intellectual, social, and emotional development for all students, including those identified as “at-risk” in the Charter School Law.
2. Describe how students will be included in the creation and ongoing development of the school’s culture and climate.
3. Describe how school leaders, teachers, and staff will create and implement this culture for students and each other starting from the first day of school.
4. Describe the plan for enculturating students who enter the school mid-year.

5. Describe a typical school day from the perspective of a student in a grade that will be served in the school's first year of operation.
6. Describe a typical instructional day for a teacher in a grade that will be served in the school's first year of operation.
7. Describe the systems and structures the school will use to identify students who are disengaged at school or at risk of dropping out. Explain how the school's culture will support those students.

Section 4: Student Recruitment, Enrollment, and Retention (3 Page)

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

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

- a. A general timeline and plan for student recruitment/engagement;
- b. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
- c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
- d. If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
- e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 5: Program Overview (4 Pages)

The Program Overview should:

1. Describe how the applicant will "provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;"
2. Provide the Educational Program Terms, which are the essential design elements of the school

model;

3. Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population;
4. Describe how it will increase educational equity;
5. Highlight the aspects of the program that will promote agency;
6. Highlight the culturally responsive aspects of the program.

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

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

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

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

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

Section 6: Curriculum and Instructional Design (12 Pages)

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

1. Describe the basic learning environment (e.g., classroom-based, independent study) including class size and structure. Demonstrate alignment to the school's mission, vision, and culture. Include in the description how the learning environment and pedagogy is culturally responsive.
2. Give an overview of the curricular choices the school intends to use. Demonstrate alignment with applicable state standards.
3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the anticipated student population. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.). If the curriculum is not developed, use Attachment 6 to provide a curriculum development plan.
4. Describe the primary instructional strategies that the school will expect teachers to use, how these strategies are culturally responsive, why they are well-suited for the anticipated student population, and how they will promote student agency and increase educational equity.
5. Describe the processes, methods and systems teachers will have for providing differentiated instruction. Describe how teachers will be empowered to meet the needs of all students.
6. Describe how the school will accelerate the learning of those students who are entering with skills below grade level or who are not meeting growth and/or proficiency standards. This includes, but is not limited to specific interventions designed to accelerate student learning.
7. If the school will employ a specific Social-Emotional Learning (SEL) curriculum for all students, include a description of the chosen curriculum (or a description of how one will be developed), how the curriculum will be presented alongside or independent of other curricular choices for core subjects, and how the SEL curriculum is proven to be inclusive and effective with the school's anticipated student population including those defined as at-risk.

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

Attachment 6: If the curriculum is not already developed, provide a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

Section 7: Student Performance Standards (5 Pages)

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

1. Provide and describe how the school as a whole will meet the Washington State K-12 Learning Standards.
2. If the school plans to adopt or develop additional academic or non-academic standards provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.
3. Explain the school’s policies and standards for grade promotion and grade retention (holding students back).
4. Describe how and when, performance standards, and grade promotion/retention criteria will be communicated in a culturally competent manner to families and students.

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

Section 8: High School Graduation Requirements (High Schools Only) (2 Pages)

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

1. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other

postsecondary opportunities (e.g. trade school, military service, or entering the workforce).

3. Explain the systems and structures the school will implement for students at risk of not meeting the proposed graduation requirements.

Section 9: Supplemental Programming (2 Pages)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be funded. Address the processes for determining attendance when student interest/need exceeds capacity.
2. Describe any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, including how often they will occur, how they will be culturally responsive, how students can participate in the development and implementation of such activities and programming, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.

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

3. Describe the plan for outreach to families to apprise them of supplemental programming opportunities. Describe how this plan will be inclusive.

Section 10: Special Populations and At-Risk Students (13 Pages)

Charter schools are responsible for serving students with special needs, including, but not limited to, students with IEPs and Section 504 plans, ELLs, students identified as highly capable, and students at risk of academic failure or dropping out. Schools are responsible for hiring licensed and endorsed professionals pursuant to federal and state law to meet the needs of students. School personnel shall participate in developing Individualized Education Plans (IEPs), Section 504 plans, identify and refer students for assessment of special education needs, maintain records, and provide the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions.
2. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs and Section 504 plans, ELLs, students identified as highly capable, and students at risk of academic failure or dropping out. Describe the school's Multi-Tiered Systems of Support (MTSS) that address the education needs of all special populations and at-risk students.
3. Explain how the school will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for identifying students with special education needs using research-based screeners and assessments to avoid misidentification;
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of placements and services, ensure students' access to the general education curriculum, and provide opportunities for academic, social, emotional, and functional success for students with special education needs;
 - c. Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to support the attainment of each student's goals as set forth in the IEP;
 - d. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
 - e. Plans for promoting graduation and post-secondary planning for students with special education needs (high schools only); and
 - f. Plans to provide adequate qualified staffing for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. Plans for how the school will identify and place English learners in the English language development program);
 - b. Plans for how the school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable as provided by state regulations, an alternative instructional program;
 - c. Plans for how the school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services;
 - d. Plans for how the school will provide qualified staffing for English learners;

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

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

Section 11: School Calendar and Schedule (2 Pages)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar supports the educational program and supports the educational needs of the anticipated student population. Include any rationale for an extended school year.
2. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade and how they meet Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). The application must provide the formula or calculation for the total annual number of instructional hours/days. A definition of “Instructional Hours” is provided in RCW 28A.150.205. Note the length of the school day, including start and dismissal times.

3. Explain why the school's daily and weekly schedule supports the proposed educational program and will be optimal for student learning.
4. Explain how the schedule/calendar will make time available for students in need of additional academic support or intervention.

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

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

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

Section 12: Student Discipline Policy and Plan (4 Pages)

1. Describe in detail the school's overall approach to student discipline.
2. Describe how the school's approach to discipline is culturally responsive, consistent with the school's proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success.
3. Describe how the school will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
4. Describe how the school will ensure fairness and equity in the administration of discipline.
5. Describe how students and families will be informed of the school's discipline policy.

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

1. Clearly state the types of behaviors for which discipline, including suspension and expulsion, may be administered;
2. Have a real and substantial relationship to the lawful maintenance and operation of the school including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning;
3. Provide for early involvement of parents in efforts to support students in meeting behavioral

expectations;

4. Provide that school personnel make every reasonable attempt to involve parents and students in the resolution of behavioral violations for which discipline may be administered;
5. Identify other forms of discipline that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for;
6. Identify school personnel with the authority to administer classroom exclusions, suspensions, expulsions, emergency expulsions, and other forms of discipline;
7. Establish appeal and review procedures related to the administration of suspensions, expulsions, and emergency expulsions,
8. Establish grievance procedures to address parents' or students' grievances related to the administration of classroom exclusions and other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activity. The procedures must, at a minimum, include an opportunity for the student to share the student's perspective and explanation regarding the behavioral violation;
9. Describe the types of educational services the school offers to students during a suspension or expulsion and the procedures to be followed for the provision of educational services under WAC 392-400-610;
10. Provide for reengagement meetings and plans;
11. Provide a process for students who have been suspended or expelled to petition for readmission;
12. Develop a review process of discipline policies and procedures with the participation of school personnel, students, families, and the community. The process must include the review of disaggregated discipline data.

Section 13: Educational Program Capacity (5 Pages)

1. Identify the key members of the school's leadership team and their respective responsibilities. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Professional development;

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

—OR—

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

5. For any leadership/management 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 inclusive.

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

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

CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents (2 Pages)

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

Attachment 13: Governing Documents

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

Section 15: Board Members and Governance (6 Pages)

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

- d. If a new board has been formed, describe what its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.

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

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

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

Attachment 16: The board's proposed:

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

Section 16: Organization Structure (2 Page)

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

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

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

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

Section 17: Advisory Bodies (1 Page)

1. Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

Section 18: Grievance/Complaint Process (2 Pages)

1. Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school, or the school leader and/or principal's performance. The process should include how the final administrative appeal is heard by the governing board.

Section 19: District Partnerships (1 Page)

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

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

Section 20: Education Service Providers (ESP) and Other Partnerships (5 Pages)

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
 - a. Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable. See Sample Contract for more information.
2. Describe any other proposed or existing partnerships or contractual relationships that will be central to the school's program or mission. These could be academic or operational in nature. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, 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.
3. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations (including those that serve culturally-specific populations), businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments

from community organizations or individuals that will enrich student learning opportunities.

4. Describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.
5. Describe any existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization that have not already been disclosed in Section 15: Board Governance.

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

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

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

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

Section 21: Staffing Plans, Hiring, Management, and Evaluation (7 Pages)

1. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.
2. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
3. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

4. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and criminal background checks. Explain how this plan includes inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design. Explain how the school will assess a teacher's ability to serve the anticipated student population and be effective in teaching students identified as at-risk.
5. Explain the school's strategy for retaining high-performing teachers who have proven to improve student academic outcomes and increase educational equity.
6. Outline in detail the school's procedures for terminating school personnel.
7. Explain how the school leader will be evaluated each school year.
8. Explain how teachers will be evaluated each school year.

Attachment 21: A completed staffing table (TEMPLATE). The staffing chart includes:

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

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

1. School leader/principal
2. Teachers

Section 22: Professional Development (4 Pages)

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

1. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Describe how the proposed professional development plan will incorporate:
 - a. Cultural competency and inclusion
 - b. Instructional practices proven to be effective with the proposed student population
 - c. Describe how the school will increase staff capacity in the collection, analysis and use of performance data to improve student learning and evaluate the school's culture and climate.

2. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.
3. Identify the person, position, or organization responsible for professional development and how those people/positions are qualified to provide various professional development opportunities. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.

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

Section 23: Performance Framework (4 Pages)

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

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

1. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s educational program, performance goals, and state standards.
2. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract. Describe how and when the data

will be collected and with whom it will be shared.

3. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
4. If applicable, address how and when the school proposes to provide, at a minimum, summative norm- reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2, grades 9, 11-12). Describe how and when data will be collected and with whom it will be shared.

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

Section 24: Facilities (3 Pages)

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

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities (including, but not limited to playgrounds, large common spaces).
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.
3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.

5. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
6. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.

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

Section 25: Transportation, Safety, and Food Service (3 Pages)

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

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

Section 26: Operations Plan and Capacity (3 Pages)

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. Performance management;
 - c. General operations;
 - d. Day-to-day management of facilities;
 - e. State and Federal compliance.

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

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

CATEGORY 3: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan (6 Pages)

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

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

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

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

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

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

Attachment 31: Evidence of philanthropic funding commitments.

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

Section 28: Financial Management Capacity (2 Pages)

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.

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

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

CATEGORY 4: EXISTING OPERATORS AND PLANNED GROWTH

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools (4 Pages)

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

1. Provide a description of how the applicant has assessed the performance of its current school/s and determined it is capable and ready to open another school. Describe the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success.
2. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. 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.
3. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

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

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

APPENDIX B: APPLICATION ATTACHMENTS AND TEMPLATES CHART

Section	Attachment	
	Name	Submission Format/s
GENERAL INFORMATION		
Cover Sheet	Charter School Commission Application Cover Sheet (TEMPLATE)	Word Document or PDF
Executive Summary & Logic Model	<u>Attachment 1</u> : Logic Model (TEMPLATE)	Word Document or PDF
CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY		
Section 1: School Overview	<u>Attachment 2</u> : Pending Authorization and School Opening Form (TEMPLATE)	Word Document or PDF
Section 2: Family and Community Engagement	<u>Attachment 3</u> : Evidence of community support/engagement in the application process	Word Document, PDF, or JPEG
Section 3: School Culture & Climate	No Attachments	
Section 4: Student Recruitment, Enrollment, and Retention	<u>Attachment 4</u> : Enrollment Policy	Word Document or PDF
Section 5: Program Overview	No Attachments	
Section 6: Curriculum and Instructional Design	<u>Attachment 5</u> : A sample course scope and sequence <u>Attachment 6</u> : Curriculum development plan	Word Document or PDF
Section 7: Student Performance Standards	<u>Attachment 7</u> : Exit standards for graduating students or students completing the last grade in the school	Word Document or PDF
Section 8: High School Graduation Requirements	<u>No Attachments</u>	
Section 9: Supplemental Programming	<u>Not Attachments</u>	
Section 10: Special Populations and At-Risk Students	<u>No Attachments</u>	
Section 11: School Calendar and Schedule	<u>Attachment 8</u> : School calendar <u>Attachment 9</u> : A sample daily and weekly schedule	Word Document or PDF
Section 12: Student Discipline Policy and Plan	<u>Attachment 10</u> : Discipline policy	Word Document or PDF

<p>Section 13: Educational Program Capacity</p>	<p><u>Attachment 11</u>: Qualifications and resume for the proposed school leader or a job description and qualifications for the school leader <u>Attachment 12</u>: Qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications</p>	<p>Word Document or PDF</p>
<p>CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY</p>		
<p>Section 14: Legal Status and Governing Documents</p>	<p><u>Attachment 13</u>: Governing documents: Articles of Incorporation; Proof of nonprofit status Bylaws; Board Chair signed Statement of Assurances (TEMPLATE); and Other governing documents already adopted</p>	<p>Word Document or PDF*</p>
<p>Section 15: Board Members and Governance</p>	<p><u>Attachment 14</u>: Provide the following documents for each current and proposed board member identified on the Cover Sheet (Section D: Board Member Roster): Completed and signed Board Member Information Form (TEMPLATE); Board member resume <u>Attachment 15</u>: Provide a signed Initial Background Check Certification form (TEMPLATE) to verify that a background check has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions for each board member and school leader. <u>Attachment 16</u>: The board’s proposed: Code of Ethics Policy; and Conflict of Interest Policy</p>	<p>Word Document or PDF*</p>

Section 16: Organization Structure	<u>Attachment 17</u> : Provide organization charts that show the school governance, management, staffing plan, and structure in: The first year of school operations; At the end of the 5-year charter term; and When the school reaches full capacity, if in a year beyond the first charter term.	Word Document or PDF
Section 17: Advisory Bodies	No Attachments	
Section 18: Grievance/Complaint Process	Not Attachments	
Section 19: District Partnerships	<u>Attachment 18</u> : Evidence of outreach including emails, letters, meeting agendas or notes, etc. If applicable, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.)	Word Document, PDF, or JPEG
Section 20: Educational Service Providers (ESP) and Other Contracts	<u>Attachment 19</u> : ESP contract term sheet <u>Attachment 20</u> : Copies of the proposed contracts for other organizational partners	Word Document or PDF
Section 21: Staffing Plans, Hiring, Management, and Evaluation	<u>Attachment 21</u> : Staffing table (TEMPLATE) <u>Attachment 22</u> : School leader/principal evaluation tools and teacher evaluation tools	Word Document or PDF
Section 22: Professional Development	<u>Attachment 23</u> : Professional development schedule	Word Document or PDF
Section 23: Performance Framework	<u>Attachment 24</u> : School-Specific Goals Form (TEMPLATE)	Word Document or PDF
Section 24: Facilities	<u>Attachment 25</u> : Facility documents (10 pages max.)	Word Document, PDF, or JPEG
Section 25: Transportation, Safety, and Food Service	<u>Attachment 26</u> : Insurance coverage	Word Document, PDF, or JPEG
Section 26: Operations Plan & Capacity	<u>Attachment 27</u> : Start-up Plan	Word Document, PDF, or JPEG
CATEGORY 3: FINANCIAL PLAN AND CAPACITY		

Section 27: Financial Plan	<p><u>Attachment 28</u>: Financial plan workbook (TEMPLATE) <u>Attachment 29</u>: Budget narrative <u>Attachment 30</u>: Sample financial policies and procedures <u>Attachment 31</u>: Evidence of philanthropic funding commitments noted in budget <u>Attachment 32</u>: Fundraising plan</p>	<p>Word Document, Excel Spreadsheet, or PDF</p> <p><i>Attachment 28 must be submitted as an Excel Spreadsheet</i></p>
Section 28: Financial Management Capacity	<p><u>Attachment 33</u>: Recent internal financial statements <u>Attachment 34</u>: Independent financial audit reports and management letters</p>	<p>Word Document, Excel Spreadsheet, or PDF</p>
CATEGORY 4: EXISTING OPERATORS & PLANNED GROWTH		
Section 29: Existing Operators	<p><u>Attachment 35</u>: Status Report regarding Pre-Opening Conditions <u>Attachment 36</u>: Portfolio Summary (TEMPLATE)</p>	<p>Excel Spreadsheet, Word Document, or PDF</p> <p><i>Attachment 36 must be submitted as an Excel Spreadsheet</i></p>

**Please see specifications regarding uploading documents with signatures in “Application Contents”*