



Spokane Public Schools
excellence for everyone

**Application for New Charter Schools
To open in
2021/2022 or 2022/2023**

Spokane Public Schools Mission

The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900



Spokane Public Schools
excellence for everyone

October 15, 2020

Dear New School Applicant:

It is with great pleasure that I present Spokane Public Schools' Application for New Charter Schools. Each year, we release an Application for New Charter Schools to share detailed information about our District's plans, priorities, and goals. Through this application, Spokane Public Schools (SPS) is seeking motivated and targeted groups – including educators, parents, teachers, and community leaders – with the drive, experience, and commitment to start new, high-performing charter schools in our neighborhoods.

As part of our strategic plan, we have clear goals to dramatically increase student achievement, ensure that all students are achieving a year or more of growth, and to add a number of new choice options to our school district offerings. Therefore, we are inviting you to be an active partner by submitting an application for a new quality charter school.

Spokane Public Schools is committed to working collaboratively with potential leaders, school applicant teams, national organizations, local communities, and all school stakeholders to expand the number of high-performing schools for our families. In our continuing effort to ensure that our portfolio of schools is aligned with the needs of the district and its various communities we have identified priority areas for new charter schools. While all proposals will be expected to meet the standards for approval, the district strongly encourages teams to submit proposals that meet one or more of the following characteristics:

- Proposals from high-performing, experienced operators
- Proposals for priority school models
- Proposals that meet the needs of targeted communities within Spokane Public Schools:

All Spokane Public Schools-authorized charter schools seek to increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure. Among our priorities are schools with key design elements that specifically focus on the unique needs of particular student populations: including English language learners; students receiving special education services, and overaged and undercredited students.

Thank you for your interest in this critical part of our effort to ensure all Spokane students receive a high-quality education. I look forward to working with you.

Sincerely,

Dr. Adam Swinyard

Superintendent

Jerrall Haynes

President Spokane School Board



Spokane Public Schools Mission, Commitment, and Strategic Vision.

SPS Mission:

To develop each student's talents and skills to their full potential through high standards, rigorous academics, real-life applications, and supportive relationships.

Our Commitment:

Spokane Public Schools believes every student in Spokane should have access to an excellent education that meets their individual needs. We are committed to improving and increasing opportunities for students in Spokane by improving our existing schools and forming new schools to address our students' needs.

We welcome applicants to submit proposals for new schools that will serve the community needs outlined in this application. We are looking for proven, research-based models that will offer rigorous curriculum, strong relationships, and innovative approaches to education. Our expectation is that applicants will propose school models that will help us meet our bold district-wide goal of T-2-4; Spokane is committed to changing the finishing line and creating a school system that will prepare our diverse student body for post-secondary success (T for technical pursuits; 2 for two-year post-secondary pursuits; and 4 for four-year post-secondary pursuits) and beyond.

Through this process, we hope to build on the success of our current schools, leaders, and educators by adding additional, high-performing schools for our students. Together, our existing schools and new schools will help us capitalize on our commitment to ensuring that all students in Spokane achieve academically and gain the knowledge and skills necessary to become contributing citizens in our diverse society.

Strategic Vision for Becoming a Charter Authorizer:

During the 2012-13 school year, the Spokane Public Schools board of directors and the superintendent engaged the community in a listening and learning tour as part of the development of a new strategic plan. (<http://www.spokaneschools.org/Page/24474>). One of the clear desires from the community was for more choice options in our school district. With the passage of Initiative 1240, Washington voters added one more tool to the possible methods for school districts to provide these choice options to our students. Spokane applied and was the first district granted authorizer status in the state of Washington. Thus far we have approved two charter schools who are currently operating

within our district.

As part of being an approved authorizer in the state of Washington, Spokane Public Schools commits to evaluating any and all applications that are received through this application process. Even though Spokane is the second largest school district in the state of Washington and has the capacity for additional choice and options programs, the board of directors also recognizes that we have a finite capacity for the number of options that we can realistically support through enrollment and community demand. Therefore, as part of our final selection process, the board of directors reserves the right to give preference to applications that meet the following three characteristics as we work diligently to expand our portfolio of options to the families of our school.

1) Experienced operators:

Experienced operators: As the district seeks successful models, it is looking to see replications of successful school and student support concepts. Organizations with a strong track record of success in driving student learning, support, and achievement are encouraged to submit an application.

2) Priority School Models

Priority School Models: SPS is actively developing a comprehensive and coordinated system of school options and services for students. Examples of SPS's district portfolio includes the following:

- Project based & Montessori, Workforce Development, Core Knowledge, Parent Co-ops, HS Stem, MS Stem, Blended and Personalized Learning, International Baccalaureate, Language Immersion and Highly Capable.

While SPS is pleased with the progress that has been made to better serve the needs of our students, there are still areas in which we would be interested in potential charter school options. For example, charter schools that offer an extended school day and/or school year, or that intentionally serve the unique needs of typically under-served students (special education, high poverty, ELL) would be received with high interest from our district.

3) Priority Regional Needs for New Schools

Priority Regional Needs for New Schools:

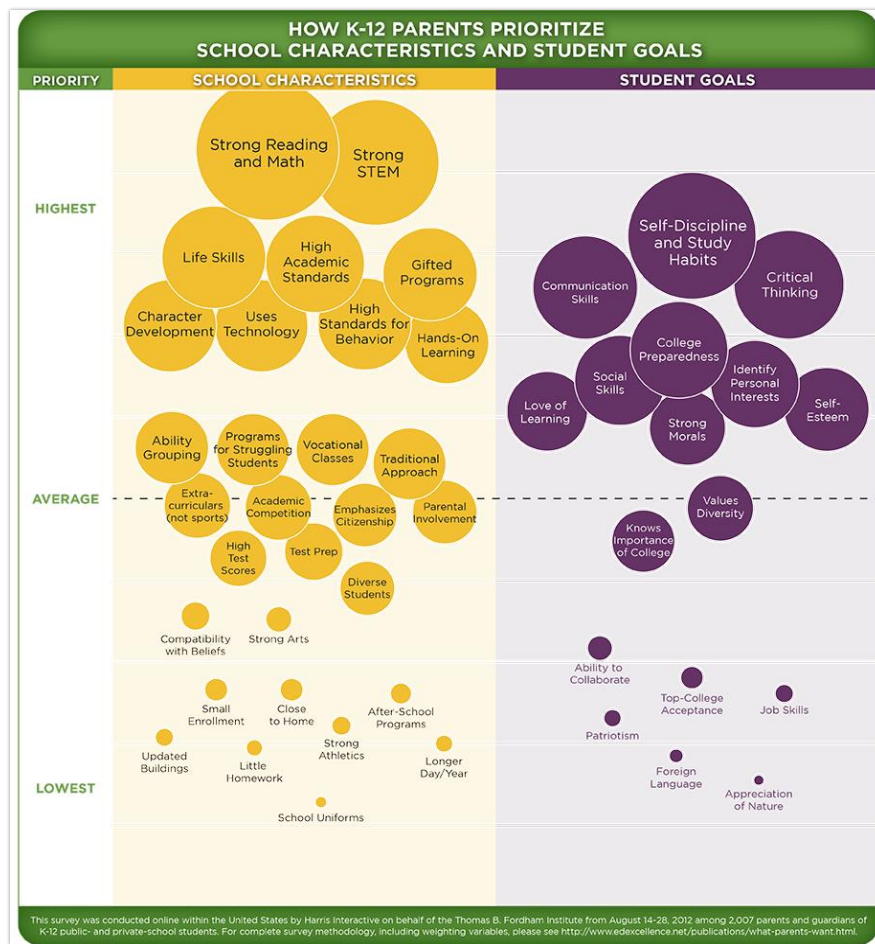
The district encourages the submission of proposals that help meet the needs of specific communities within SPS including the alleviation of overcrowding and the expansion of option schools to the south side of Spokane. Any potential charter applicants should be aware of the desire for additional school choice in the areas of our district not already served (e.g. the southern boundaries of our district).

Evaluating the needs of our students

In evaluating the needs of our students and desires of our parents, we use a study put forth by the Fordham Institute to help guide the development of our portfolio. It will be helpful for any potential charter authorizer to review this study and also investigate the options that currently exist within SPS.

<http://www.edexcellence.net/publications/what-parents-want.html>.

The following graphic outlines characteristics and goals that parents prioritized in the study and provides SPS guidance when considering both new charter schools and district K-12 option school proposals.



Applicants

We encourage all potential applicants to follow the criteria as outlined in the attached document as

you prepare your materials and to read our charter authorization application that was submitted to the state board of education for additional information about our strategic vision for becoming a charter authorizer. As part of being an approved authorizer in the state of Washington, Spokane Public Schools commits to evaluating any and all applications that are received through this application process and only applications that meet the standard will receive final approval. However, the district will prioritize the approval of those applications that best meet the needs of SPS (as well as meeting the standard for approval). The priority areas are listed on pages 4-5.

Detailed instructions for submission as well as evaluation criteria that the board of directors will be using have been provided in this document and on the website. We look forward to thoughtfully reviewing all applications that are received and thank you for your interest in Spokane Public Schools.

Guidelines for Submission

Opening a new charter school that is prepared to be successful on day one requires a tremendous amount of thought, energy, planning, and skill on the part of the founding team. This application process seeks to gain information that will allow the District to consider and determine if the proposal presents a school that is sufficiently well planned and researched – and that it not only has a compelling and rigorous academic model but that it is also fiscally and operationally sound. The application also seeks information that will allow the District to assess the capacity of the founding team to 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 application. Failure to address all questions may result in the application being deemed incomplete and ineligible for review. Additionally, applicants must reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference Spokane Public Schools performance framework which will be available on the district website.

In addition to following the application process and referencing the evaluation criteria, we strongly encourage potential applicants to reference the Performance Framework on the district web page. This Performance Framework will give potential applicants the draft criteria by which charter schools will be evaluated. This should be tremendously helpful in determining an instructional program that will be successful in meeting these expectations.

In order to effectively plan for screening our applications, an applicant must submit a nonbinding notice of intent. An applicant may not file a charter school application in a calendar year unless it has filed timely notice of intent as provided herein.

Applicants are also strongly encouraged to be familiar with the legal requirements for charter schools as set forth in Chapter 28A.710 RCW and Chapter 180-19 WAC.

All application materials must be submitted no later than **5:00 PM PST on March 26, 2021**. All initial applications must be submitted electronically and must be uploaded to Charter Tools by the deadline. All applicants will be eligible to participate in Charter Tools training to be conducted via webinar (date TBD). It is *strongly* encouraged that all applicants participate in the webinar to ensure that all submissions are made correctly, completely, and on time.

Online Submission Instructions:

1. **Application submission must be created using the information provided in Charter Tools. The online application portal, with template documents and instructions, will be available no later than December 14, 2020.** In the interim, you may begin developing application content in standard MS Word format. Any such content can subsequently be pasted into the template documents and uploaded via the standard process. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.
2. Upload each of your documents to the online application system, Charter Tools: <https://apps.charter-tools.com>. **Be sure to upload the documents in the file format specified.** An overview of how to use Charter Tools will be included in the orientation sessions for applicants.

Hard Copy Submission Instructions

Once the electronic submission is received and a completeness check has been done, all applicants must submit **one original hard copy of the application (including all original signatures)**.

1. All application documents should be printed on standard white letter-sized paper, single sided.
2. Do not bind the original or copied documents (rubber bands or clips are acceptable).
3. Deliver hard copies to:
Spokane Public Schools
Attn: Jennifer Grogan
200 N Bernard Street, Spokane 99201

Attn: Dr. Debra Witt, Charter Authorization

200 N. Bernard
Spokane, WA 99201
509-354-5900

After successful submission all applications will be evaluated against the Charter School Application Evaluation Criteria. The School District retains the ability to identify preferences for charter schools that meet particular needs or desires as identified by the School Board and to approve or deny

applications based on District needs and resources.

Specifications

Applicants **MUST** submit applications electronically through the Charter Tools platform. Provided templates must be used for the following sections:

- Proposal Coversheet Template (contained in this RFP)
- Charter School Board Member Information Sheet Template
- Financial Plan Workbook
- Statement of Assurances
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in the designated spaces in the templates.
- Each major section of the proposal (School Overview, Education Plan, etc.) must begin on a separate page.
- If a particular question does not apply to your team or proposal, respond “Not Applicable,” AND state the reason this question is not applicable to your team or proposal.
- All required attachments should be uploaded as PDF’s except for the financial workbook.
- A complete list and description of attachments can be found at the end of this document. It is the responsibility of the applicant to ensure they submit all required attachments.

Timeline

| Milestone/Task | Date |
|--|---------------------------|
| New Charter School Application (RFP) Released | October 12, 2020 |
| Online application portal launch | December 14, 2020 |
| Deadline for MANDATORY Notice of Intent to Apply (NOI) | December 7, 2020 5PM PST |
| <i>EVERY PROSPECTIVE applicant must submit a nonbinding notice of intent (NOI). An applicant may not file a charter school application in a calendar year unless notice of intent has been filed. SUBMIT YOUR NOI VIA EMAIL TO: jennifergro@spokaneschools.org</i> | |
| RFP Process and Proposal Evaluation Webinar | TBD |
| <i>SPS will host a webinar or in person meeting to provide further information to prospective applicants who have submitted the mandatory NOI. This session will discuss the evaluation process in greater detail, review and answer outstanding questions on the timeline and application portal and discuss at a high level the evaluation criteria.</i> | |
| <i>All application materials MUST be submitted via the portal: https://apps.charter-tools.com</i> | |
| Deadline for full proposals | March 26, 2021 5:00PM PST |
| Completeness findings distributed | April 2, 2021 |
| <i>Applications will be reviewed for completeness before they are distributed to evaluation teams. If an application is incomplete/incorrectly formatted, the applicant team will be notified immediately of the need to make corrections.</i> | |
| Completeness remedy/resubmission deadline | April 9, 2021 5PM PST |
| <i>Resubmissions will ONLY be accepted via the portal link.</i> | |
| Deadline for eligible Applicants to deliver hard copies of proposals | April 23, 2021 |
| <i>Once the completeness finding has been issued, eligible applicants must submit one ORIGINAL copy of the proposal, including all HAND-SIGNED documents.</i> | |
| Capacity Interviews | April 22 or 23, 2021 |
| <i>Interviews will ONLY be held on these days; applicants are requested to keep all 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 unlikely that any changes to assigned interview times will be possible.</i> | |
| Recommendation reports published | May14, 2021 |
| Public Forum | May 19 or 26, 2021 |
| <i>Applicants will have an opportunity to make a brief presentation to community members at the public forum. Some SPS Board members will be in attendance.</i> | |
| Spokane school board decisions | June 9, 2021 |

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Cover Sheet & Enrollment Projection

Name of applicant team
or entity: _____

Primary
contact person: _____

Mailing address:

Street/PO Box: _____

City: _____ State _____ Zip _____

Phone Number: day _____ evening _____

Fax Number: _____ Email: _____

Primary Contact for

Facilities Planning:

Phone Number: _____ Email _____

Names, roles, and current employment of all persons on applicant team (add lines as needed):

| Full Name | Current Job Title and Employer | Position with Proposed School |
|-----------|--------------------------------|-------------------------------|
| | | |
| | | |

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date |
|-------|------------|----------------------|----------------------|---------------|
| | | | | |
| | | | | |

Provide the following school opening information:

| Opening Year | Neighborhood | Grades year 1 | Grades at capacity | Model or Focus of Proposed School (e.g., Arts, College Prep, Dual Language, etc.): |
|--------------|--------------|---------------|--------------------|--|
| | | | | |

NOTE: If the applicant is proposing to replicate an existing school or school model or operate multiple schools under a single board of directors they must complete Section 4.

Does the school intend to contract or partner with a third-party education service provider (ESP) or other organization to educational program and operations of the school but not hold the charter directly? Yes No

If yes, identify the ESP: _____

Does the school intend to partner or be affiliated with an existing or planned nonprofit charter management organization (CMO) through which a single governing board governs or will govern multiple schools?

Yes No

If yes, identify the CMO/partner: _____

If the answer to either of these questions is yes, the applicant must complete Section 4.

Proposed Principal/Head of School Information:

Provide the following information, if known

Name of proposed principal candidate: _____
Current employment: _____
Phone Number: Day _____ Evening _____
Email: _____

School Enrollment Projections:

| Academic Year | Planned # of Students | Maximum # of Students | Grade Levels Served |
|----------------------------|------------------------------|------------------------------|----------------------------|
| Year 1 (specify) | | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |
| At Capacity (specify year) | | | |

Section 1: Executive Summary (2 Pages)

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

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

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

- The mission and vision statements, taken together, should:
- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the state charter school law (RCW 28A.710).

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

4. **Enrollment Summary.** Complete the following table, removing any rows for grades the school will not serve

| Grade Level | Number of Students: _____ Minimum #:_____ Maximum Enrollment: _____ | | | | | |
|-------------|---|----------------|----------------|----------------|----------------|---------------------|
| | Year 1 20__ | Year 2 20__ | Year 3 20__ | Year 4 20__ | Year 5 20__ | At Capacity 20__ |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

CATEGORY 2: EDUCATIONAL PLAN AND CAPACITY

Section 2: 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.

Section 3: Family and Community Involvement (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 4: 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 5: Student Recruitment and Enrollment (3 Pages)

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 6: 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 Spokane Public Schools and the public. The district'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 SPS 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 district'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.

Section 7: 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 8: 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 9: High School Grad Requirements (High Schools Only) (2 Pages)

High schools will be 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 10: 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 11: 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 12: 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 13: 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 14: 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 3: ORGANIZATIONAL PLAN AND CAPACITY

Section 15: 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.

Section 16: 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;
 - c. There will be active and effective representation of key stakeholders, including parents/family members; and
 - d. The school will be a culturally responsive education system.
5. For each current and proposed board member identified on the Cover Sheet (Section D: Board Member Roster), summarize each member's desire to serve on the school's board and

qualifications for holding this position.

6. Describe how often the board meets. Discuss the plans for any committees.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual or perceived conflicts in the future.
8. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Explain the procedure by which board members have been selected. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
 - a. A timetable/schedule;
 - b. Specific topics to be addressed;
 - c. Participation requirements; and
 - d. Development of cultural competence.
9. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
10. If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Indicate whether the existing nonprofit board governs the new school;
 - b. To what extent the school will be a new nonprofit corporation governed by a separate board;
 - c. If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
 - d. If a new board has been formed, describe what 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 17: Organization Structure (2 Pages)

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 18: Advisory Bodies (1 Page)

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 19: Grievance/Complaint Process (2 Pages)

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 20: Education Service Providers & 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 & Evaluation

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

Section 23: Performance Framework (4 Pages)

SPS 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

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 4: 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 5: EXISTING OPERATORS & 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 preopening condition.

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

Disclaimers

The District reserves the right to change or adjust any or all of the RFP requirements, dates and/or times at its sole discretion.

Applicants or potential applicants are strongly urged to revisit the District website in the event there are any changes, adjustments, or updates impacting the RFP requirements.

The District reserves the right to reject any or all proposals.

The District reserves the right to waive irregularities in any proposal or irregularities in the proposal process.

The District reserves the right to award or not award a contract, and the right to select any proposal submitted for award of a contract.

The Washington State Public Records Act, Chapter 42.56 RCW ("Public Records Act") requires that the District disclose public records upon request unless the Public Records Act or another Washington State statute specifically exempts records from disclosure. Exemptions are listed in Washington State Law (reference RCW 42.56 and RCW 19.108). Proposers must be familiar with the Public Records Act and the limits of record disclosure exemptions.

If any of the records you are submitting to the District as part of your proposal are exempt from disclosure pursuant to a specific exemption, clearly and specifically identify each record and the specific exemption(s) that may apply. (If you are awarded a District contract, the same exemption designation will carry forward to the contract records.) Do not identify an entire page as exempt unless each sentence is within the exemption scope; instead, identify paragraphs or sentences that meet the specific exemption criteria.

Only the specific records or portions of records properly identified by you as exempt will be considered for exemption. All other records submitted by you will be considered fully disclosable upon request.

The District will not assert an exemption from disclosure on your behalf but may assert exemptions based on its own behalf.

The District will not withhold materials from disclosure simply because you take the position that they are exempt. Instead, the District reserves the right to make its own determinations as to exemptions.

If the District receives a public disclosure request for any records you have specifically listed as exempt, the District may notify you of the request and, while not legally obligated to do so, may temporarily postpone disclosure in order to allow you to file a court injunction to prevent the District from releasing the records (reference RCW 42.56.540). If you fail to obtain a court order, the District may release the documents. By submitting a proposal, the proposer acknowledges the obligations herein and acknowledges that the District has no obligation or liability to the proposer if records are disclosed.

The District shall not be liable for any costs incurred by a proposer associated with the preparation of a proposal submitted in response to this RFP.

Appendix A – APPLICATION ATTACHMENTS AND TEMPLATES CHART

| Section | Attachment | |
|---|--|---------------------|
| | Name | Submission Format/s |
| GENERAL INFORMATION | | |
| Cover Sheet | Charter School Cover Sheet (TEMPLATE) | PDF |
| CATEGORY 1: EXECUTIVE SUMMARY | | |
| Executive Summary | No Attachments | |
| CATEGORY 2: EDUCATIONAL PLAN AND CAPACITY | | |
| Section 2: School Overview | No Attachments | |
| Section 3: Family and Community Engagement | <u>Attachment 1</u> : Evidence of community support/engagement in the application process | PDF |
| Section 4: School Culture & Climate | No Attachments | |
| Section 5: Student Recruitment, Enrollment, and Retention | <u>Attachment 2</u> : Enrollment Policy | PDF |
| Section 6: Program Overview | No Attachments | |
| Section 7: Curriculum and Instructional Design | <u>Attachment 3</u> : A sample course scope and sequence | PDF |
| | <u>Attachment 4</u> : Curriculum development plan | |
| Section 8: Student Performance Standards | <u>Attachment 5</u> : Exit standards for graduating students or students completing the last grade in the school | PDF |
| Section 9: High School Graduation Requirements | <u>No Attachments</u> | |
| Section 10: Supplemental Programming | <u>No Attachments</u> | |
| Section 11: Special Populations and At-Risk Students | <u>No Attachments</u> | |
| Section 12: School Calendar and Schedule | <u>Attachment 6</u> : School calendar <u>Attachment 7</u> : A sample daily and weekly schedule | PDF |
| Section 13: Student Discipline Policy and Plan | <u>Attachment 8</u> : Discipline policy | PDF |
| Section 14: Educational Program Capacity | <u>Attachment 9</u> : Qualifications and resume for the proposed school leader or a job description and qualifications for the school leader <u>Attachment 10</u> : Qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications | PDF |

| CATEGORY 3: ORGANIZATIONAL PLAN AND CAPACITY | | |
|---|--|-----|
| Section 15: Legal Status and Governing Documents | <p><u>Attachment 11</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> | PDF |
| Section 16: Board Members and Governance | <p><u>Attachment 12</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</p> <p><u>Attachment 13</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.</p> <p><u>Attachment 14</u>: The board's proposed: Code of Ethics Policy; and Conflict of Interest Policy</p> | PDF |
| Section 17: Organization Structure | <p><u>Attachment 15</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.</p> | PDF |
| Section 18: Advisory Bodies | No Attachments | |
| Section 19: Grievance/Complaint Process | No Attachments | |
| Section 20: Educational Service Providers (ESP) and Other Contracts | <p><u>Attachment 16</u>: ESP contract term sheet</p> <p><u>Attachment 17</u>: Copies of the proposed contracts for other organizational partners</p> | PDF |
| Section 21: Staffing Plans, Hiring, Management, and Evaluation | <p><u>Attachment 18</u>: Staffing table (TEMPLATE)</p> <p><u>Attachment 19</u>: School leader/principal evaluation tools and teacher evaluation tools</p> | PDF |
| Section 22: Professional Development | <u>Attachment 20</u> : Professional development schedule | PDF |
| Section 23: Performance Framework | <u>Attachment 21</u> : School-Specific Goals Form (TEMPLATE) | PDF |
| Section 24: Facilities | <u>Attachment 22</u> : Facility documents (10 pages max.) | PDF |
| Section 25: Transportation, Safety, and Food Service | <u>Attachment 23</u> : Insurance coverage | PDF |
| Section 26: Operations Plan & Capacity | <u>Attachment 24</u> : Start-up Plan | PDF |

| CATEGORY 4: FINANCIAL PLAN AND CAPACITY | | |
|--|--|--|
| Section 27: Financial Plan | <u>Attachment 25</u> : Financial plan workbook (TEMPLATE) <u>Attachment 26</u> : Budget narrative <u>Attachment 27</u> : Sample financial policies and procedures <u>Attachment 28</u> : Evidence of philanthropic funding commitments noted in budget <u>Attachment 29</u> : Fundraising plan | Excel Spreadsheet or PDF <i>Attachment 27 must be submitted as an Excel Spreadsheet</i> |
| Section 28: Financial Management Capacity | <u>Attachment 30</u> : Recent internal financial statements <u>Attachment 31</u> : Independent financial audit reports and management letters | Excel Spreadsheet or PDF |
| CATEGORY 5: EXISTING OPERATORS & PLANNED GROWTH | | |
| Section 29: Existing Operators | <u>Attachment 32</u> : Status Report regarding Pre-Opening Conditions <u>Attachment 33</u> : Portfolio Summary (TEMPLATE) | Excel Spreadsheet or PDF |