

Washington State Charter School Commission

# Impact | Puget Sound Elementary Charter Contract

Issue Date: June 2017

Updated: September 14, 2017

**CHARTER SCHOOL CONTRACT**  
**FOR THE OPERATION OF IMPACT | PUGET SOUND ELEMENTARY**

**PARTIES:**

**WASHINGTON STATE CHARTER SCHOOL COMMISSION**

**IMPACT PUBLIC SCHOOLS**

**UBI NUMBER: 604-043-956**

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**CONTRACT NUMBER: CSC-17-01**

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## **PARTIES**

This agreement is executed on this 21st Day of September 2017 by and between the Washington State Charter School Commission (the “Commission”), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and IMPACT PUBLIC SCHOOLS (“Applicant”), a qualified public benefit nonprofit corporation.

## RECITALS

WHEREAS, pursuant to chapter 28A.710 RCW, the Charter Schools Act, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

WHEREAS, on March 31, 2017, IMPACT PUBLIC SCHOOLS non-profit corporation submitted an application to open and operate a charter school referred to as IMPACT | PUGET SOUND ELEMENTARY and

WHEREAS, on June 29, 2017, the Commission approved the application subject to conditions outlined in Resolution 17-01A and

WHEREAS, on July 28, 2017, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree to the Terms and Conditions of this Contract.

## **ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT**

### **Section 1.1 Purpose**

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of IMPACT | PUGET SOUND ELEMENTARY (the "School"), a public, common school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

### **Section 1.2 Term of Contract**

This Contract is effective SEPTEMBER 4, 2018 and will remain in full force and effect through SEPTEMBER 4, 2023, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Pre-Opening Conditions (Attachment 1: Pre-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

### **Section 1.3 Pre-Opening Conditions**

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2018.

## ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

**“Applicant”** means, in addition to the definition set forth in the Charter Schools Act, the qualified non-profit corporation that submitted the Application that was approved by the Commission and is subject to this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“Application”** means the application and supporting documentation submitted by the Applicant to the Commission seeking to open and operate a charter school in response to the Commission’s solicitation. The Application is incorporated into, and made part of, this Contract. It is attached as Attachment 12: Public Charter School Application.

**“Applicable Law”** means all local, state, and federal laws, ordinances, rules and regulations applicable to the operation of a charter school in the State of Washington, as they currently exist or are amended throughout the duration of the Contract. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

**“Articles and Bylaws”** means the Applicant’s articles of incorporation and bylaws as defined in Chapter 24.03RCW.

**“Asset”** means land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations, including Small and Attractive Assets.

**“Attachment”** means the following contract documents: Attachment 1: Pre-Opening Process and Conditions; Attachment 2: Governance Documents; Attachment 3: Board Roster and Disclosures; Attachment 4: Educational Program Terms and Design Elements; Attachment 5: Conflict of Interest Policy; Attachment 6: Education Service Provider (ESP) Contract Guidelines; Attachment 7: Physical Plant; Attachment 8: Statement of Assurances; Attachment 9: Identification of Documentation Required for Annual Performance Report; Attachment 10: Enrollment Policy; Attachment 11: Request for Proposals; Attachment 12: Public Charter School Application.

**“Charter Schools Act”** means all provisions of ESSB 6194 as codified, and any amendments thereto. ESSB 6194 was primarily codified in chapter 28A.710 RCW. Statutory terms defined in the Charter Schools Act shall have the same meaning in this Contract, unless otherwise indicated.

**“Contract”** means, in addition to the definition set forth in the Charter Schools Act, these Terms and Conditions, the Approval Resolution, the Application, Attachments, and the Master Calendar.

**“Commission”** means, in addition to the definition set forth in the Charter Schools Act, the authorizing entity responsible for discharging its obligations under this Contract, the Charter Schools Act, and conducting oversight to ensure that Applicant complies with its obligations in the operation of the School. The term Commission includes the Commission’s staff, employees, or other designee.

**“Encumber”** means the use of money or assets as collateral for loans or extensions of credit, the granting of a lien or creation of a liability that is attached to real or personal property of the Applicant.

**“Education Service Provider”** (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to provides services necessary to operate and/or oversee the School’s educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a non-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

**“Known”** or **“Knowledge”** means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

**“Master Calendar”** means the compliance calendar annually issued by the Commission.

**“Performance Audit”** means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); <http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.V0XQs032ZEZ>.; ESSB 6194, Sec. 103.

**“School”** means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one

and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“School Board,” “Charter School Board,” or “Board”** means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“Small and Attractive Assets”** include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

**ARTICLE III: SCHOOL’S MISSION**

**Section 3.1 Mission**

The mission of Impact | Puget Sound Elementary is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

## **ARTICLE IV: GOVERNANCE**

### **Section 4.1 Governance**

The School shall be governed by its Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School. However, such delegation will not relieve the Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all Applicable Laws, the Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations.

### **Section 4.2 Governance Documents**

The Applicant and School shall be maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

### **Section 4.3 Non-Profit Status**

The School shall be operated by a stand-alone public benefit non-profit corporation as defined under Washington at all times throughout the term of this contract.

### **Section 4.4 Organizational Structure and Plan**

The School shall implement and follow the organizational plan described in the Application.

### **Section 4.5 Composition**

The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. The roster of the Board and each member's disclosure form are attached to this Contract as Attachment 3: Board Roster and Disclosures (initially or as amended, the "Board Roster and Disclosures").

### **Section 4.6 Change in Status or Governance Documents**

The Applicant shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the Commission.



The Board shall notify the Commission of any modification of the School's Bylaws within five (5) business days of approval by the Board. Provided, however, that any change in the Bylaws that impacts a material term of this Contract requires written authorization from the Commission.

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time, the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

### **Section 4.7 Affiliation**

Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

As used in this provision of the contract, an individual is affiliated with a single entity if the individual is associated with, a member of, or has otherwise publicly linked himself/herself with the entity.

### **Section 4.8 Conflicts of Interest**

The Board adopted the Conflicts of Interest Policy is attached to this agreement as Attachment 5: Conflict of Interest Policy and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be made without amendment to this agreement.

### **Section 4.9 Open Meetings**

Starting from the date that this Contract is signed, the Board shall maintain Board-adopted policies, meeting agendas and minutes, shall make such documents available for public inspection in accordance with the requirements in chapter 42.56 RCW, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

### **Section 4.10 Public Disclosure Filing**

Board members must file personal financial affairs statements with the public disclosure commission between January 1<sup>st</sup> and April 15<sup>th</sup> and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

## **ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS**

### **Section 5.1 General Compliance**

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

### **Section 5.2 Public School Status**

The School shall be deemed a public school, and local education agency, subject to all Applicable Law, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

### **Section 5.3 Nonsectarian Status**

The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

### **Section 5.4 Access to Individuals and Documents**

The School shall provide the Commission with access to any individual, documentation, evidence or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

### **Section 5.5 Ethics**

The identified School representatives will adhere to the following ethical standards:

- a.** No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b.** No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.

- c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.
- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.
- e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.
- f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

### Section 5.6 Public Records

The Applicant shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its Board, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

### Section 5.7 Record Keeping

The Applicant will comply with all Applicable Law, and Commission record keeping requirements including those pertaining to students, governance, and finance. **At a minimum, student records must include records concerning attendance, grades, meal status, special education, bilingual information, student programs, state assessments, emergency contact, student health information, and certificate of immunization or exemption. These records shall be maintained in accordance with governing document retention periods set out by the Secretary of State.** This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

### Section 5.8 Non-Discrimination

The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

### **Section 5.9 Inventories**

The School shall maintain a complete and current inventory of all school Assets that cost more than \$5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost \$300 or more (including sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

### **Section 5.10 Administrative Records**

The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures.

### **Section 5.11 Student Welfare and Safety**

The School shall comply with all Applicable Law concerning health and safety. Including, but not limited to, state laws regarding the reporting of child abuse and neglect, accident prevention, school safety plans, emergency drills, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

### **Section 5.12 Transportation**

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Public Charter School Application, page 99.

### **Section 5.13 Staff Qualifications**

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the

school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

### **Section 5.14 Staff Training**

The School shall provide employees and staff with training required by applicable state and/or federal law as well as any additional training that is an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements.

### **Section 5.15 Student Conduct and Discipline**

The School's discipline policy must satisfy constitutional due process requirements. The School shall comply with the School's discipline policy and all Applicable Law relating to student discipline including, but not limited to, RCW 28A.150.300, 28A.600.015 and 28A.600.022.

### **Section 5.16 Transactions with Affiliates**

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 5.5 of this Contract;
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto;
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction;
- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons. The Applicant, School and Board are Affiliates as defined in this provision.

### **Section 5.17 Contracting for Services**

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract.

The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in this Contract.

### **Section 5.18 School Authorized as Part of a Charter Management Organization**

In its application, School was identified as a new school to be operated by Impact Public Schools a non-profit charter management organization (CMO). As such, School's relationship with Impact Public Schools is not subject to the procedures outlined in "Section 5.19 Third-Party Education Service Provider Contracts." School is otherwise subject to "Section 5.19 Third-Party Education Service Provider Contracts" and, in all other instances, School and Impact Public Schools are bound by the terms of this agreement and all applicable laws.

### **Section 5.19 Third-Party Education Service Provider Contracts**

- a. Limit to Scope of ESP Contracting.** The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.
- b. Proposed ESP Contract.** At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.
- c. Required ESP Contract Terms.** The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.
- d. Review by Commission.** The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

**e. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

**f. Effect of ESP Contract.** The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

## Section 5.20 Complaints

The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

## Section 5.21 Notification to Commission

**a. Timely Notification.** The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that:
  - i. Results in suspension or termination;
  - ii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
  - iii. Is based on serious or repeated violations of law.
2. Any complaints filed, or action taken, against the School by any governmental agency.

**b. Immediate Notification.** The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Non-compliance with the Applicant's legal obligations or Contract provisions;
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
4. The arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
5. Misappropriation of school funds;
6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or

7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

### **Section 5.22 School Calendar**

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

### **Section 5.23 Litigation and Constitutional Challenges**

The Board shall, through web site postings and written notice with receipt acknowledged by signature of the recipient, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

### **Section 5.24 Multiple School Applicants and Operators**

An Applicant that has been authorized to open one school must successfully execute its legal obligations to the satisfaction of the Commission before any subsequent school may open.



## **ARTICLE VI: ENROLLMENT**

### **Section 6.1 Enrollment Policy**

The School shall comply with Applicable Law and the enrollment policy approved by the Commission and incorporated into this agreement as Attachment 10: Enrollment Policy.

### **Section 6.2 Maximum Enrollment**

The maximum number of students who may be enrolled in the first year of operation of the School shall be 168 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

### **Section 6.3 Annual Enrollment Review**

As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

### **Section 6.4 Decrease in Enrollment**

The School shall immediately report a decrease in enrollment of 20%, or more, to the Commission.

### **Section 6.5 Student Transfers and Exits**

Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

### **Section 6.6 Right to Remain**

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

**ARTICLE VII: TUITION AND FEES**

**Section 7.1 Tuition Fees**

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

## **ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY**

The School is required to implement, deliver, support, and maintain the design elements education program terms described in its Application.

### **Section 8.1 Educational Program Terms and Design Elements**

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

### **Section 8.2 Material Revisions to the Educational Program Terms and Design Elements**

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

### **Section 8.3 Content Standards**

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;
- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

### **Section 8.4 Assessments**

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all

relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

### **Section 8.5 Graduation Requirements for High Schools**

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

### **Section 8.6 English Language Learners**

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

### **Section 8.7 Students with Disabilities**

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

## **ARTICLE IX: FINANCIAL ACCOUNTABILITY**

### **Section 9.1 Legal and Accounting Compliance**

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

### **Section 9.2 Governance, Managerial and Financial Controls**

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

- a. Generally Accepted Accounting Principles and the capacity to implement them;
- b. A checking account;
- c. Adequate payroll procedures;
- d. An organizational chart;
- e. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
- f. Internal control procedures for cash receipts, cash disbursements and purchases;
- g. Procedures identified in the Application; and
- h. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

### **Section 9.3 Non-Commingling**

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

### **Section 9.4 Encumbrances**

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

- a. Encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- b. Encumber its assets in a manner that will jeopardize its fiscal viability;
- c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;
- d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or

- e. Encumber any funds or assets in violation of the law.

### **Section 9.5 Bank Accounts**

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission, the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

### **Section 9.6 Quarterly Reports**

The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will be determined by the Commission. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

### **Section 9.7 Accounting Methods and Records**

The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

### **Section 9.8 State Accounting Requirements**

The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.

### **Section 9.9 Financial Records and Separate Accounting**

The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

### **Section 9.10 Location and Access**

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable

times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained for immediate access by the Commission and reasonable access by the public as required by law.

### **Section 9.11 Filing and Notice**

The School shall comply with notice and filing requirements of non-profit corporations.

### **Section 9.12 Disbursement Procedures**

The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

### **Section 9.13 Compliance with Finance Requirements**

The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

### **Section 9.14 Budget**

#### **Section 9.14.1 Annual Budget Statement**

The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

#### **Section 9.14.2 Annual Budgets**

On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format approved by the Commission;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;

- h.** Balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and
- i.** Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

#### Section 9.14.3 School Funding

The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.



## **ARTICLE X: AUDITS**

### **Section 10.1 Audits**

The School shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

- a. Financial;
- b. Accountability;
- c. Federal single;
- d. Special investigation (includes fraud audit); and
- e. Performance.

The School must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with the United States general accounting office government auditing standards.

The School shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

## **ARTICLE XI: SCHOOL FACILITIES**

### **Section 11.1 Accessibility**

The School facilities shall conform with Applicable Law governing public school facility access.

### **Section 11.2 Health and Safety**

The School facilities shall meet all Applicable Laws governing health, safety, occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the Commission.

### **Section 11.3 Location**

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 31, 2018. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

### **Section 11.4 Construction/Renovation and Maintenance of Facilities**

The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

### **Section 11.5 Use of the Facility by the School**

The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

### **Section 11.6 Inspections**

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all Applicable Law. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

### **Section 11.7 Impracticability of Use**

If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the

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Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

## **ARTICLE XII: EMPLOYMENT**

### **Section 12.1 No Employee or Agency Relationship**

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

### **Section 12.2 Retirement Plan**

The School's employees shall be members of the State of Washington's public employees' retirement system to the extent authorized by law.

### **Section 12.3 Teacher Membership in Professional Organizations**

Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

### **Section 12.4 Background Checks**

- a.** The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).
- b.** Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.
- c.** The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.
- d.** Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

## **ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES**

### **Section 13.1 Insurance**

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents. Failure to maintain insurance coverage in at least the minimum limits required by this contract is grounds for revocation.

### **Section 13.2 Insurance Certification**

The School shall, by August 1<sup>st</sup> of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

### **Section 13.3 Risk Management**

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition

to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

### **Section 13.4 Limitation of Liabilities**

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

### **Section 13.5 Faith and/or Credit Contracts with Third Parties**

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

### **Section 13.6 Indemnification**

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

## **ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY**

### **Section 14.1 School Performance Framework**

- a. Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.
- b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.
- d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.
- e. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.
- f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

### **Section 14.2 Performance Audits and Evaluation**

Annually, the school shall be subject to an annual review by the Commission or its designee.

#### **Section 14.2.1 Annual Performance Review**

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

### Section 14.2.2 Data and Reports

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports include identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

The School shall submit all data, worksheets, reports and other information required by OSPI in accordance with the deadlines imposed by OSPI.

Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

### **Section 14.3 Multiple School Applicant and Operator Oversight.**

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School. The revocation of one school's charter shall create a presumption that all other contracts with the Commission shall be revoked. The Applicant bears the burden of rebutting the presumption.



## **ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES**

### **Section 15.1 Oversight and Enforcement**

The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

### **Section 15.2 Right to Review**

The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

### **Section 15.3 Inquiries and Investigations**

The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract. The Commission may gather information or evidence from any individual or entity with information or evidence that may be relevant to the inquiry or investigation.

### **Section 15.4 Notification of Perceived Problems**

The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

### **Section 15.5 Other Legal Obligations**

Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

### **Section 15.6 Oversight Fee**

The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

## **ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION**

### **Section 16.1 Breach by the School**

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

### **Section 16.2 Termination by the Commission**

This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management and/or school's lack of financial viability;
- d. Failure to provide the Commission with access to information and records;
- e. Substantial violation of any provision of Applicable Law;
- f. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School;
- h. It is discovered that the Applicant submitted inaccurate, incomplete or misleading information in its Application or in response to a Commission's request for information or documentation; or
- i. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

This Contract may also be terminated if the Commission determines that there are insufficient funds available for the operation of the School. Insufficient funds shall include, but not be limited to, reduction in, or elimination of, state allocation of funds. It shall also include depletion of grants or other funding sources to a degree that the Commission determines the School is no longer financially viable. Such termination will be effective on the date identified in the notice, which will be 30 days, or sooner, if the Commission determines that a shorter period is warranted.

### **Section 16.3 Other Remedies**

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

### **Section 16.4 Termination by the School**

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

### **Section 16.5 Invalid Provisions**

If any provision of this Contract or the legal authority for entering into the Contract is invalidated by the decision of any court or competent jurisdiction, the Commission shall determine whether any of the Contract provisions can be given effect in light of the decision and notify the Board of the extent to which the Contract can remain in effect without the invalid provision. If the Commission determines that the decision implicates the legal authority for entering into the Contract, or materially and substantially alters the Contract provisions, the Contract shall terminate on the date that the decision becomes final.

If the legal authority for entering into this Contract is invalidated, then this Contract shall immediately terminate when the Court's order becomes final.

### **Section 16.6 Termination for Withdrawal of Authority**

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days or other appropriate time period written notice to Applicant.

### **Section 16.7 Termination for Non-Allocation of Funds**

If funds are not allocated to continue this Contract in any future period, or it appears that the legislature may not enact a budget before the end of a fiscal year, the Commission may terminate or suspend this Contract by seven (7) calendar days, or other appropriate time period, written notice to the Board. No penalty shall accrue to the Commission in the even this section shall be exercised.

### **Section 16.8 Termination for Conflict of Interest**

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

### **Section 16.9 Dissolution**

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

### **Section 16.10 Disposition of Assets upon Termination or Dissolution**

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

## **ARTICLE XVII: MISCELLANEOUS PROVISIONS**

### **Section 17.1 Merger**

This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

### **Section 17.2 Amendments**

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

### **Section 17.3 Governing Law and Enforceability**

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

### **Section 17.4 Severability**

If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

### **Section 17.5 No Waiver**

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

### **Section 17.6 No Third-Party Beneficiary**

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

### **Section 17.7 Non-Assignment**

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

### **Section 17.8 Records Retention**

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract

## Section 17.9 Confidential Information

- a.** The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.
- b.** The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:
- 1.** Any personally identifiable student-related information, including, but not limited to:
    - i.** Student names;
    - ii.** The name of a student’s parent or other family members;
    - iii.** Student addresses;
    - iv.** The address of a student’s family;
    - v.** Personal identifiers such as a student’s social security number or student number;
    - vi.** Personal characteristics that would make a student's identity easily traceable;
    - vii.** Any combination of information that would make a student's identity easily traceable;
    - viii.** Test results for schools and districts which test fewer than ten students in a grade level; and
    - ix.** Any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.
- c.** Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.
- d.** Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.
- e.** Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.

- f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.
- g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

### **Section 17.10 Order of Precedence**

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Law;
- b. Terms and Conditions of the Contract;
- c. Attachments; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

### **Section 17.11 Taxes**

The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

### **Section 17.12 Waiver**

Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

### **Section 17.13 Captions**

The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

### **Section 17.14 Gender and Number**

The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.



### **Section 17.15 New School Application and Response**

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's New Schools Application (NSA). The NSA is attached as Attachment 11: New Schools Application to this Contract and the School's application submitted in response to the NSA is attached as Attachment 12: Charter Public School Application to this Contract.

## ARTICLE XVIII: NOTICE

### Section 18.1 Notice

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Jen Davis Wickens  
5108 NE 42<sup>nd</sup> Street  
Seattle, WA 98105  
[jwickens@impactps.org](mailto:jwickens@impactps.org)  
(206) 747-0599


Joshua Halsey  
Washington Charter School Commission  
PO Box 40996  
Olympia, WA 98504-0996  
[Joshua.Halsey@k12.wa.us](mailto:Joshua.Halsey@k12.wa.us)  
(360) 725-5511

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

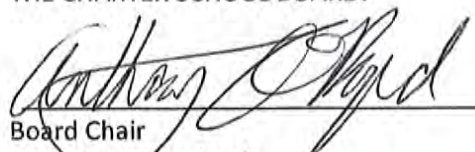
If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective September 4, 2018

APPROVED BY A QUORUM OF THE COMMISSION ON September 21, 2017:

  
\_\_\_\_\_  
Steve Sundquist, Chair  
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

  
\_\_\_\_\_  
Board Chair  
Impact Public Schools

## **APPENDICES**

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

### Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
<b>School Facility/Physical Plant:</b>			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	3/15		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/31		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1		
<b>School Operations:</b>			
Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI and approval from OSPI are on file with the Commission.	2/15		
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	2/15		

<p>The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.</p>	<p>8/1</p>		
<p>The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally Accepted Accounting Principles (GAAP).</p>	<p>4/14</p>		
<p>Copy of Employee Handbook and related employee communication which includes at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements.</p>	<p>6/15</p>		
<p>The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School’s mission statement, School’s Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities.</p>	<p>6/30</p>		
<p>An annual school calendar approved by the Board of Directors for the first year of the School’s operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.</p>	<p>6/30</p>		
<p>Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended.</p>	<p>7/15</p>		
<p>The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School’s process is on file with the Commission.</p>	<p>7/1</p>		

<p>The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit:  <a href="https://www.k12.wa.us/safetycenter/Planning/Manual.aspx">https://www.k12.wa.us/safetycenter/Planning/Manual.aspx</a></p>	<p>7/1</p>		
<p>The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.</p>	<p>7/1</p>		
<p><b>PRE-OPENING SITE VISIT</b></p> <p>Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.</p>	<p>7/15</p>		
<p>State assessment schedule is on file with the Commission.</p>	<p>7/15</p>		
<p>An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.</p>	<p>8/1</p>		
<p>The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.</p>	<p>8/1</p>		
<p>The school has policy and procedures for requesting, maintaining, securing and forwarding student records.</p>	<p>8/1</p>		
<p>The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs).</p>	<p>8/1</p>		

The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	8/1		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law.	8/1		
The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.	8/1		
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
<b>School Governance:</b>			
Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission.	Within 2 weeks of execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		
Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		

Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation	7/1		
<b>Budget:</b>			
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	2/15		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	5/15		
The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports.	7/1		



<p>A copy of the annual budget (using the Commission budget template) adopted by the School Board is on file with the Commission.</p> <p><i>*Note:</i> Schools should populate Column L: Details of Tab 8: Yearly Budget of the Commission budget template.</p>	<p>7/10</p>		
<p>Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission’s Budget and Quarterly report template to satisfy this requirement.</p>	<p>8/15</p>		
<p>Evidence that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.</p>	<p>8/1</p>		

Note:

- If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
- If a due date falls on a holiday, the document/report will be due the next business day.

## Attachment 2: Governance Documents

UNITED STATES OF AMERICA

**The State of Washington**

Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

**CERTIFICATE OF INCORPORATION**


to

**IMPACT PUBLIC SCHOOLS**


a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 10/4/2016

UBI Number: 604-043-956



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital



Kim Wyman, Secretary of State

Date Issued: 10/6/2016

Impact Public Schools  
EIN: 81-4086218

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 24 2017

IMPACT PUBLIC SCHOOLS  
C/O JOHN GREGORY  
524 SECOND AVE STE 500  
SEATTLE, WA 98104

Employer Identification Number:  
81-4086218  
DLN:  
17053294319016  
Contact Person:  
MITCHELL P STEELE ID# 31360  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
October 4, 2016  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

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IMPACT PUBLIC SCHOOLS

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

Letter 947

RESTATED  
ARTICLES OF INCORPORATION  
OF  
IMPACT PUBLIC SCHOOLS

FILED  
OCT 12 2016  
WA SECRETARY OF STATE

The undersigned hereby submits the following Restated Articles of Incorporation (these "Articles") pursuant to Chapter 24.03.183 of the Revised Code of Washington. These Articles correctly set forth without change the provisions of the Articles of Incorporation, as amended, and supersede the original Articles of Incorporation and all amendments and restatements thereto.

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons, organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, departments or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, in the Articles, or the corporation's bylaws (the "Bylaws"), the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any director of the corporation (a "Director") or officer of the corporation, or any private individual, except that the corporation shall

be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3.

### 3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated as set forth in RCW 28A.710.210(2); and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3), and any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

### 3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

### 3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles, or by the Bylaws, the corporation shall have the authority to: (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in Section 3.1 of these Articles; and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

#### ARTICLE 4. DIRECTORS

##### 4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws and may be increased or decreased from time to time in the manner provided therein.

##### 4.2 Initial Director

The number of Directors constituting the initial Board of Directors shall be one (1). The name and address of the person who is to serve as the initial Director is as follows:

Tony Byrd  
210 S. Hudson St.  
Seattle, WA 98134

#### ARTICLE 5. MEMBERS

The corporation shall have no members.

#### ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members (if any), if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a Director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

#### ARTICLE 7. INDEMNIFICATION

##### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding or part of such Proceeding by the Indemnified Person was authorized in advance by the Board of Directors.

## 7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law, from paying such Indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## 7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

## 7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board of Directors a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim, for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

## 7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.



#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles, (c) the Bylaws, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### **7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving: (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation; or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### **ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 5108 NE 42<sup>nd</sup> Street, Seattle, Washington 98105, and the name of its initial registered agent at such address is Jennie Wickens.

### **ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles in any manner now or hereafter permitted by law.

Dated: October 12, 2016

*Jennie Wickens*

By:

\_\_\_\_\_  
Jennie Wickens, President

BYLAWS  
OF  
IMPACT PUBLIC SCHOOLS

(A Washington Nonprofit Corporation)

ARTICLE I  
NAME

Section 1. NAME. The name of this corporation is Impact Public Schools (the "*Corporation*").

ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation shall be at such location within the State of Washington as the Corporation's board of directors (the "*Board*") shall from time to time designate. The Board may change the location of the principal office.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS; NON-DISCRIMINATORY  
POLICY

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote one or more Washington public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. NON-DISCRIMINATORY POLICY. At no time shall the Corporation discriminate in any programs or activities on the basis of sex, race, creed, religion, color,

national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. As required by law to ensure that there is equal opportunity for all students, the Corporation will provide continuous notice of nondiscrimination, and will provide annual notice of the Corporation's discrimination complaint procedures to students, parents, and employees. The Corporation will also conduct annual athletic evaluations and a student athletic interest survey at least once every three years to ensure that equal athletic opportunities are provided for male and female students.

#### ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the Washington Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

#### ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to the purposes in Article III, Section 1. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director (a "*Director*") or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as follows: (1) the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 shall be returned to the state and local account from which the public funds originated as set forth in RCW 28A.710.210(2); and (2) any remaining assets of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes similar to the Corporation's charitable purposes, and that has established its exempt status under Internal Revenue Code section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Article III, Section of these Bylaws, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### ARTICLE VI MEMBERSHIP

Section 1. NO MEMBERS. The Corporation shall have no members.

## ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the Washington Nonprofit Corporation Act and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), nonprofit management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities that do not exceed the amount of Two Hundred and Fifty Thousand Dollars (\$250,000).
- c. Adopt and use a corporate seal and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of Directors shall be no less than one (1) and no more than seven (7), unless changed by amendments to these Bylaws. The initial number of Directors shall be one (1). Additional Directors shall be appointed by the initial Director, or a majority of Directors then in office. All Directors shall be designated by a majority of the members of the Board.

Section 4. DIRECTORS' TERM. Each Director shall hold office until a successor Director has been designated and qualified unless otherwise removed from office in accordance with these Bylaws.

Section 5. RESERVED.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of: (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under RCW 24.03.127; or (c) removal pursuant to Section 9 hereof.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President, if any, or to the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the majority of the remaining Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. No Director may resign if the Corporation would be left without a duly elected Director in charge of its affairs.

Section 9. REMOVAL OF DIRECTORS. A Director shall automatically be removed from the Board for Cause (as defined herein). "Cause" means: (a) a Director's failure or refusal to substantially perform his or her duties, and such failure is not corrected within 10 days of written notice from the Corporation's President, as determined by the Corporation's President in good faith; (b) if a Director engages in gross negligence, misconduct, fraud, theft, embezzlement, acts of dishonesty, or conflicts of interest relating to the affairs of the Corporation, as determined by the Corporation's President in good faith; (c) if, in the performance of his or her duties as a Director, a Director conducts himself or herself in an unprofessional, unethical, or immoral manner or breaches applicable laws, as determined by the Corporation's President in good faith; or (d) a Director's conviction (including a guilty or *nolo contendere* plea) for any misdemeanor relating to the affairs of the Corporation or any felony.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board shall be filled by a majority of the remaining Directors. In the event there are no remaining Directors, the Corporation's Chief Executive Officer shall appoint a new Director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within Washington that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Open Public Meetings Act RCW 42.30.

Section 13. MEETINGS; OPEN PUBLIC MEETINGS ACT. All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

Section 14. ANNUAL MEETINGS. The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the Corporation's internet web site, if the Corporation has one, and at the site of each charter school operated by the Corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the President, if there is such an officer, or a majority of the members of the Board. If a President has not been elected then the Secretary is authorized to call a special meeting in place of the President. The party calling a special meeting shall determine the place, date, and time thereof.

(1) A special meeting may be called at any time by the President or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:

(a) A Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by fax, or electronic mail; or

(b) A Director is actually present at the time the meeting convenes

(2) Notice of a special meeting called under Section 16 shall be:

(a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;

(b) Posted on the Corporation's web site. The Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and

(c) Prominently displayed at the main entrance of the Corporation's principal location and the meeting site if it is not held at the Corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four (24) hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under subsections (a) and (b) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

Section 17. EMERGENCY MEETINGS. In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the President may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. In the event the Board consists of one (1) Director, the presence of that one (1) Director shall constitute a quorum. All acts or decisions of the Board will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors appointed pursuant to these Bylaws present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the in the Open Public Meetings Act are complied with.

Section 20. DISTURBANCE OF MEETINGS. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters



appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

Section 21. ADJOURNMENT. The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members of the Board are absent from any regular or adjourned regular meeting the Secretary of the Corporation may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in section 16 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as Directors or officers, and such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- a. Take any final action on any matter that, under the Washington Nonprofit Corporation Act, also requires approval of the Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal Bylaws or adopt new Bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board actions, and the Open Public Meetings Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("*FERPA*") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chief Executive Officer, a President, a Secretary, and a Treasurer. The Corporation shall also have one or more Vice-Presidents, and, at the Board's direction, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these Bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that the same person cannot serve concurrently as the President and the Secretary.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. CHIEF EXECUTIVE OFFICER. The Board may designate an officer to serve as the Chief Executive Officer of the Corporation. The Chief Executive Officer will be responsible for implementing the policies and goals of the Corporation as stated by the Board and will have general supervisory responsibility and authority over the affairs of the corporation.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 11. **TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall: (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the President, Chief Executive Officer, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 12. **VICE PRESIDENT.** A Vice President will have such responsibilities and authority as may be prescribed by the Board or as may be delegated by the Chief Executive Officer or the President to such Vice President. If at any time there is more than one Vice President, the Board may designate the order of seniority or the areas of responsibility of such Vice Presidents.

#### **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors and have a material financial interest) unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

#### **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

## ARTICLE XI LOANS

Section 1. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In addition, the Corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

Section 2. LOANS OR EXTENSIONS OF CREDIT TO OFFICERS OR DIRECTORS. No loans shall be made and no credit shall be extended by the Corporation to its Officers or Directors.

## ARTICLE XII INDEMNIFICATION

Section 1. RIGHT TO INDEMNIFICATION. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the Corporation or, while a Director or officer of the Corporation, is or was serving at the request of the Corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 4 of this Article XII, the Corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

Section 2. RESTRICTION ON INDEMNIFICATION. The Corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of RCW 24.03.043 in reference to RCW 23B.08.310 et; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the Corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if RCW 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 2 of this Article XII shall be as set forth in such amended statutory provision.

Section 3. EXPENSES PAYABLE IN ADVANCE. The Corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article XII or otherwise. Notwithstanding any of the foregoing in this Section 3, the Corporation shall not be required to pay any Advanced Expenses to a person against whom the Corporation directly brings a claim alleging that the Corporation is not required to indemnify such person under Section 2 of this Article XII.

Section 4. WRITTEN STATEMENT REQUIRED AND RIGHT OF INDEMNIFIED PERSON TO BRING SUIT. An Indemnified Person seeking indemnification pursuant to Section 1 or Advanced Expenses pursuant to Section 3 of Article XII must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 1 above is not paid in full by the Corporation within 60 days after such Claim has been received by the Corporation, or (b) a Claim pursuant to Section 3 above is not paid in full by the Corporation within 30 days after such Claim has been received by the Corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the Corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the Corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the Corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article XII upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the Corporation), and, thereafter, the Corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

Section 5. PROCEDURES EXCLUSIVE. Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article VII are in lieu of the procedures required by RCW 23B.08.550 or any successor provision of the Washington Business Corporation Act.

Section 6. NONEXCLUSIVITY OF RIGHTS. The right to indemnification and Advanced Expenses conferred by this Article XII shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the Corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

**ARTICLE XIII  
INSURANCE**

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. The Corporation shall comply with the Public Records Act as set forth in RCW 42.56.

**ARTICLE XV  
INSPECTION RIGHTS**

Section 1. **RIGHT TO INSPECT.** Each Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Washington and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Washington and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Washington or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand to the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to a Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES OF INCORPORATION AND BYLAWS.** This Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If

the Corporation has no principal office, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

## ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall create an annual report within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these Bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" (as defined herein) had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is any Director or officer of the Corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest). The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.



**ARTICLE XVII  
BYLAWS**

Section 1. **BYLAW AMENDMENTS.** The Board has the exclusive authority to adopt, amend or repeal any of these Bylaws, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

Section 2. **BYLAWS EFFECTIVE.** These Bylaws shall not be effective until approved by the Board.

**ARTICLE XVIII  
ADMINISTRATIVE AND FINANCIAL PROVISIONS**

Section 1. **FISCAL YEAR OF THE CORPORATION.** Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be the twelve months ending 12/31.

Section 2. **RULES OF PROCEDURE.** The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

Section 3. **CHECKS, DRAFTS, ETC.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

Section 4. **DEPOSITS.** All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board may select.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Impact Public Schools, a Washington nonprofit corporation; that these Bylaws are the Bylaws of this Corporation as adopted by the Board on October 12, 2016; and that these Bylaws have not been amended or modified since that date.

Executed on October 12, 2016 at Seattle, Washington.

DocuSigned by:  
*Tony Byrd*  
24542A6C290C430

\_\_\_\_\_  
Tony Byrd, Secretary

### Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Secretary	Tony Byrd	210 S. Hudson St, Seattle, WA 98134	206-518-2003	<a href="mailto:Anthony.byrd@teachforamerica.org">Anthony.byrd@teachforamerica.org</a>	March 2017	
	Sara Morris	5917 11 <sup>th</sup> Ave NW, Seattle, WA 98107	206-851-5590	<a href="mailto:Saramo808@yahoo.com">Saramo808@yahoo.com</a>	March 2017	
	Tatiana Epanchin	10014 NE Day Road, Bainbridge Island, WA 98110	206-946-0577	<a href="mailto:tepanchin@gmail.com">tepanchin@gmail.com</a>	March 2017	
	Micaela Razo	441 Adair Dr., Richland, WA 99352	509-952-6490	<a href="mailto:micaela@quantumed.org">micaela@quantumed.org</a>	March 2017	
	Patrick Methvin	1602 10 <sup>th</sup> Ave W Seattle, WA	215-983-6368	<a href="mailto:Patrick.methvin@gatesfoundation.org">Patrick.methvin@gatesfoundation.org</a>	July 2017	



## **CHARTER SCHOOL BOARD MEMBER INFORMATION**

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**To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### **Background**

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Sara Morris  
Home Address 5917 11<sup>th</sup> Avenue NW  
Business Name and Address \_\_\_\_\_  
Phone Number 206-297-0614  
E-mail address Saramo808@yahoo.com
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

Serving on the board will allow me to support Impact Public Schools (IPS) as the organization grows in Washington State. The IPS team has a track record of success with students from diverse backgrounds, and as we expand to serve more students in Washington, it is vital that we have knowledgeable and experienced leaders ensuring our success in new communities throughout the state. I am honored to play a role in guiding that successful growth.

6. What is your understanding of the appropriate role of a public charter school board member?

The Board's role is primarily to provide fiscal oversight, hire/fire the CEO, serve as an evangelist for the organization's mission, support fundraising, and create and oversee a long-term strategic plan that supports us in meeting our mission. Put another way, the board's focus is on ensuring the organization's students are achieving academic success, the program is operationally and financially strong, and the right leadership is in place to execute the IPS mission.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on other non-profit boards and have served as the Executive Director of a large education non-profit in Washington State.

8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience that I would bring to this board relates to multiple levels of effective governance. As a founding board member, I am very familiar with the organization's mission and program. This knowledge will support the board's work as we create and oversee a long-term strategic plan and find effective leadership to support students and achieve the organization's mission. From my own professional career, I bring extensive knowledge of non-profit management, fundraising, board development and program implementation.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

While the school has continued to innovate and iterate its educational program, the mission has always been the same: to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. At the heart of this mission, we believe in addressing social inequities through the capacity of our schools, and we do this by serving a heterogeneous student population in untracked classrooms. We offer a rigorous academic program, and our students thrive for a number of reasons. First, we believe in hiring and retaining high performing teachers. Second, we believe in cultivating inclusive learning communities. Third, we have high expectations for all students – no matter students' backgrounds, we believe all students can go to a four-year college.

2. What is your understanding of the school's proposed educational program?

Our educational program is focused on what it takes to be truly college ready:

- Deeper Learning Skills: Critical thinking, communication, and problem solving skills needed to succeed in and engage with today's world.
- Habits of Leadership: Social, self, and interpersonal skills needed to succeed in college and the working world.
- Core Skills & Content: Basic skills and information that must be learned in a variety of disciplines.

Real World Experiences (Expeditions): Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.

3. What do you believe to be the characteristics of a successful school?

Often you can "feel" a good school when you walk into the building. Successful schools have a particular energy. It's hardly black magic, though – successful schools are deliberate in the school culture they cultivate, and they engage students, teachers, parents, and other community members in this process. They hire and retain high performing teachers, and they have innovative and consensus-building school leaders. These kinds of schools put students first, and this means they do not stagnate as they continually strive to improve themselves. To this end, they continually provide professional development for teachers, they use data to drive decision-making (especially around instructional strategies), and they prepare students to go to college and to be thoughtful, contributing members of society.

4. How will you know that the school is succeeding (or not) in its mission?

We will know the school is succeeding if it is meeting the targets laid out in its charter and in the Commission's academic, operational and financial frameworks. We will also use data on student outcomes (e.g., state test data, MAP assessments, etc.) and qualitative data (e.g., student surveys, parent surveys, teacher satisfaction/turnover).

### Governance

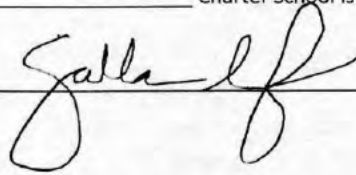
1. Describe the role that the board will play in the school's operation.  
The Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO.
2. How will you know if the school is successful at the end of the first year of operation?  
We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).
3. How will you know at the end of four years of the school is successful?  
We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
 None.  Yes

**Certification**

I, \_\_\_\_\_ Sara Morris \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature



\_\_\_\_\_  
Date





## CHARTER SCHOOL BOARD MEMBER INFORMATION

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

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As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Anthony Alton Byrd  
Home Address 1231 148<sup>th</sup> Place SE Mill Creek, WA 98012  
Teach For America – Washington 210 South Hudson St. Seattle, 98134  
Business Name and Address  
Phone Number 206-518-2003  
E-mail address anthonyabyrd@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

**Work:**

Executive Director, Teach For America – Washington (2016-Present)  
 Adjunct lecturer, University of Washington – Bothell (2014-Present)  
 Associate Superintendent , Everett Public Schools (2013-16)  
 Assistant Superintendent, Edmonds School District (2007-13)  
 Principal, Edmonds School District (2002-07)  
 Principal, Cambrian School District in CA (1998-2002)  
 3<sup>rd</sup> grade teacher, Redwood City School District in CA (1997-98)  
 Recruiter, Teach For America, NYC (1996-97)  
 6<sup>th</sup> grade teacher, Teach For America, Pasadena, CA (1993-95)  
 English Language Teacher – Budapest, Hungary (1992-93)  
 Environmental Activist, CALPIRG – Santa Barbara, CA (1989-1991)

**Degrees:**

B.A. in International Relations - Bucknell University – Lewisburg, PA (1989)  
 M.A. in educational policy – Stanford University – Stanford, CA (1996)  
 M.A. in educational administration – Stanford University – Stanford, CA (1998)  
 Ed.D. in educational leadership and policy studies – University of Washington – Seattle, WA (2007)

**Board work:**

Impact Public Schools (Present)  
 University of Washington College of Education (Fall, 2016 – Present)  
 Northwest National Premier Soccer Club (2011-16)  
 University of Washington – Bothell, Special Education Advisory Council (2015-16)

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

I have served in public education for over 20 years and have a deep-seated commitment to equity. I believe charter schools can create equity models that others can learn from and have deep faith in

the CEO Jen Davis Wickens. I am also deeply concerned about the persistent achievement and opportunity gaps in the communities Impact proposes to serve and believe this is one tool to support student growth. I would love to bring my experience in the traditional public sector to the table to help guide Impact's work.

6. What is your understanding of the appropriate role of a public charter school board member?

We are to provide strategic oversight and fiscal guidance. We also need to ensure that the charter follows all of the expectations of Washington State law with respect to charters. We hire/fire the CEO and support fundraising.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on charter boards, I currently serve on the ambassador board for the University of Washington College of Education and was a four-year board member of the Northwest Nationals Premier Soccer Club. I was also on the special education advisory council for the University of Washington – Bothell. These experiences have taught/are teaching me about the appropriate role a board member plays in leading and supporting organizations. I also bring 20 years of educational leadership to the table, including nine years of presenting to and working with school boards in the Edmonds and Everett School Districts – where I served as the assistant and associate superintendents respectively.

8. Describe the specific knowledge and experience that you would bring to the board.

I was a district leader in Washington from 2007-13, specifically overseeing curriculum, teaching and learning, special education, title programs, career and technical programs, STEM, career and college readiness, assessments, and instructional technology. I have deep content knowledge in each of these fields and completed my doctoral degree in educational policy and leadership studies from the University of Washington in 2007. My dissertation focused on taking high quality learning and teaching to scale and I can bring this knowledge to the charter space. I was also a principal of three schools from 1998-2007. Each of these schools improved student performance under my leadership and developed powerful learning cultures. I have taught teachers in principal training programs for both Western Washington University and the University of Washington – Bothell since 2008. I was also a classroom teacher in CA. I have deep knowledge in leadership, policy and change – in

We will know the school is succeeding if it is meeting the targets it has laid out in its charter and in the Commission's academic, operational and financial frameworks. We will also use data on student outcomes (e.g., state test data, MAP assessments, etc.) and qualitative data (e.g., student surveys, parent surveys, teacher satisfaction/turnover).

## Governance

1. Describe the role that the board will play in the school's operation.

The Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).

3. How will you know at the end of four years of the school is successful?

We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).

5. How would you handle a situation in which you believe one or more members of the school's

board were acting unethically or not in the best interests of the school?

I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to the rest of the Board. Based on protocol, and if necessary, I would have a closed session to remove that member from the Board.

**Disclosures**

- 1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. X  Yes

I have spoken with Sara Morris when she was supporting OSPI on teacher pipeline efforts and needed my input. I met Micaela Razo in February, 2016 when visiting the Yakima Valley to learn about how Teach For America can serve that region. I met Tatiana Epanchin Troyan this fall and we discussed ways to engage TFA alumni in supporting equity work in Washington.

- 2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. X  Yes

I know the CEO of Impact Public Schools, Jen Wickens, from previous work.

In terms of employees across WA (not at Impact Public Schools). I know large numbers of school employees across the state based-on my previous and current roles. My wife has been a substitute teacher in the Edmonds and Everett School Districts and knows many school employees from that work.

- 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X  I / we do not know any such persons.  Yes

- 4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are

conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X  I / we do not anticipate conducting any such business.  Yes

- 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X  Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

The school doesn't intend to contract with an ESP; however, they might eventually contract with Teach for America specifically to increase their teacher pipeline. We are aware that Teach for America isn't an ESP.

- 6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X  N/A.  I / we have no such interest.  Yes

I am the executive director of Teach For America – Washington. We are aware that Teach for America isn't an ESP.

- 7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X  N/A.  I / we or my family do not anticipate conducting any such business.  Yes

I am the executive director of Teach For America – Washington. We are aware that Teach for America isn't an ESP.

- 8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. X  Yes

I am the executive director of Teach For America – Washington. Impact Public Schools isn't currently contracting with Teach for America; however, they may eventually want to partner with Teach for

America to increase their teacher pipeline. If the organization does want to partner, we will bring this to the Commission to ensure there isn't a conflict of interest. We are committed to transparent leadership at all times.

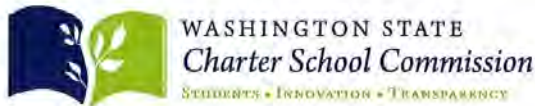
- 9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
 None.  Yes

I am the executive director of Teach For America – Washington. Impact Public Schools isn't currently contracting with Teach for America; however, they may eventually want to partner with Teach for America to increase their teacher pipeline. If the organization does want to partner, we will bring this to the Commission to ensure there isn't a conflict of interest. We are committed to transparent leadership at all times.

**Certification**

I, Anthony Byrd, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Impact Charter School is true and correct in every respect.

Signature  Date 3/22/17



Updated: November 29, 2016

## CHARTER SCHOOL BOARD MEMBER INFORMATION

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Impact Public Schools

2. Full name

Micaela Razo

Home Address

9503 W. Chestnut Ave, Yakima, WA 98908

Business Name and Address

Phone Number

509-952-6490

E-mail address

Micaela@quantumed.org

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.



4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**I want to be able to provide positive opportunities for all children especially for at risk students.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**A charter school board member role is to uphold the mission and vision of the organization and to oversee the administration to ensure the schools are running smoothly and effectively.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served on other non-profit educational boards for the last 10 years.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**The knowledge and experience I bring to the board is around community engagement and education advocacy to create powerful community voices that support education issues.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**My understanding of the school's mission and guiding beliefs is to prepare diverse students so they become innovative leaders with the right to high quality post-secondary education.**
2. What is your understanding of the school's proposed educational program?  
**The school's educational program includes personalized pathways, mentor relationships, expeditions, and project based learning.**
3. What do you believe to be the characteristics of a successful school?
- **Clear vision that's focused on student results**
  - **Clear goals with a consistent way to measure them**
  - **Clarity of roles and responsibilities**
  - **Demonstration of a clear understanding of the difference between governance and management**
  - **Passionate belief in the mission and core values**
  - **Strong partnerships within the community, including business, faith based leaders, non-profits and families that is built with trust and respect**

4. How will you know that the school is succeeding (or not) in its mission?  
**Board, management, and staff will work together to have a clear and effective communication pathway and feedback loop with the students and families. We will progress monitor academic data throughout the program, on state assessments, and graduation rates to see what areas need attention if we don't meet set goals. We will meet all requirements established in the commission's academic, operational, and financial performance frameworks.**

## Governance

1. Describe the role that the board will play in the school's operation.  
**First and foremost, school boards look out for students. The Board will not be involved in day-to-day operations. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO. The Board will be accessible to the public and accountable for the performance of our schools.**
2. How will you know if the school is successful at the end of the first year of operation?  
**We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).**
3. How will you know at the end of four years of the school is successful?  
**We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**We will need to ensure that we all have the same vision and mission. We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**I would make sure that I take the steps necessary written in our policies to address the problem**

in a timely manner. I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to the rest of the Board. Based on protocol, and if necessary, I would have a closed session and remove that member from the Board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment,

contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

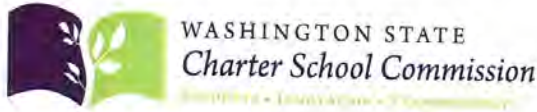
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

### Certification

I, \_\_\_\_\_Micaela Razo\_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for \_\_\_\_\_Impact Public Schools\_\_\_\_\_ Charter School is true and correct in every respect.

  
Signature \_\_\_\_\_ Date 3/5/17



Updated: November 29, 2016

## CHARTER SCHOOL BOARD MEMBER INFORMATION

To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Impact Public Schools

2. Full name

Tatiana Epanchin-Troyan

Home Address

10014 NE Day Road E

Business Name and Address

Bainbridge Island WA 98110

Phone Number

510.388.7925

E-mail address

tepanchin@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

X Resume and professional bio are attached.

1068 Washington Street SE | Olympia, WA 98504 | (360) 725-5511 | [charterschoolinfo@k12.wa.us](mailto:charterschoolinfo@k12.wa.us)

[WWW.CHARTERSCHOOLS.WA.GOV](http://WWW.CHARTERSCHOOLS.WA.GOV)

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

X Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

*I believe in public school choice. Charters, when strong and when run well, provide another public option for families to consider. It is in the best interest of all of our students and their families to provide options as innovation and new ideas can make education, as a whole, better.*

6. What is your understanding of the appropriate role of a public charter school board member?

*I look forward to helping with the instructional program as my experience is most closely aligned to that aspect of the work. In addition, I understand that the board is responsible for managing the CEO and providing thoughtful oversight on all aspects of the organization's financial, legal, and other operations.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*I served as educator, school leader, and system leader at Aspire Public Schools, a large CMA in CA for 13 years. In that capacity, I have worked with school boards from four separate counties/cities and across the education sector.*

8. Describe the specific knowledge and experience that you would bring to the board.

*The experience that I have from teaching, leading several schools, and leading a system of schools will help me in this work tremendously. In addition, I have extensive background in Professional Development design and facilitation, a strong leadership background both personally and within an organization around Diversity, Equity, and Inclusiveness.*

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

*Impact Public Schools will grow into a system of schools where the child is center to the program. Students will receive multiple opportunities to engage with material in a personalized way throughout the day. In addition, students will be given the opportunity to grow and learn with a small group of peers twice daily so that Social Emotional Learning can also take place. Students will have experiences with complex problems to solve over time and will complete Rites of Passage experiences in which they can provide evidence of their learning and its application. Lastly, Impact will be a system in which all people- students, families, teachers, and staff grow and continue to*

*nurture their learning and growth. It will follow a Diverse by Design philosophy so people representing a variety of demographics can learn together and from one another- truly getting at the goal of global citizen.*

2. What is your understanding of the school's proposed educational program?

*Students will have time each day to get extra support, spend time in small group/advisory/mentor sections, literacy and math blocks, which include writers workshop and personalized learning experiences both with teacher and technology. In addition, students will work on projects in science and social studies. They will be given time in the arts and physical education as well.*

3. What do you believe to be the characteristics of a successful school?

*There needs to be a laser like focus on data of all kinds, authentic time for prototyping and change to meet the needs of scholars based on what the data tells us. Data must include not only assessments, but general grades, participation in activities, attendance, discipline, etc. When a school is actively engaged in ensuring that no groups are over-represented in any area and that the needs of all students are being met, and there is data to prove it, we know that a school is successful.*

4. How will you know that the school is succeeding (or not) in its mission?

*When the school is fully enrolled with community support, families are volunteering, students are learning and accomplishing both on formative and summative assessment, and when all can authentically articulate how they are growing, what they are working on and why, along with there being great joy factor at the school, we will know that it is successful. When there is demand for more schools like the one we create, we know that we have been successful. When we can and are invited to share our best practices and beliefs about what is possible in education with the larger community, we know that we will have been successful.*

## Governance

1. Describe the role that the board will play in the school's operation.

*The board will serve as accountability partner to the CEO and Educational Team. The board will uphold the organizational values and ensure that the school teams are doing the same. The board will check in with the CEO on deliverables and progress, ask questions and push the CEO to act differently when needed, and greenlight large investments and pay attention to the progress of all outcomes.*

2. How will you know if the school is successful at the end of the first year of operation?

*We will want to see high teacher retention, a sizeable waitlist for students and families who want to join the school community, survey data from teachers, staff, students and families which show a high result on the net promoter index. Additionally we will see more than a year's worth of*

*growth from students who enter the school below grade level as well as at least maintenance if not growth from the students who enter on grade level.*

3. How will you know at the end of four years of the school is successful?  
*A history of results for everything mentioned in number 2. In addition, we will see open funding streams from the philanthropic community, an active plan that is in process of execution to open more schools in the state so that the organization can be a beacon of success for the charter community in Washington along with getting to a healthy level of sustainability internally.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
*Please hold us accountable for our indicators of growth, please be a promoter of our success.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
*We will be an open board which discusses problematic issues directly and with expediency. The CEO will be kept abreast of the situation and impending action. We will hold one another accountable to uphold the mission and vision of the school in service of young people and their families.*

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
X I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
X I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
X I / we do not know any such persons.  Yes



4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
X I / we do not anticipate conducting any such business.  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons. X Yes  
*I am Partner at a DC based non-profit called EdFuel. We work on talent strategy and leadership development in DC and Detroit. In addition, we hold some contractual work streams in a few other states (TN, LA, TX). We are not involved in any capacity in the state of Washington.*
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A. X I / we have no such interest.  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A. X I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
X Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
X None.  Yes

**Certification**

I, Tatiana Epanchin-Troyan, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Impact Public Schools Charter School is true and correct in every respect.

Signature 

Date 3/8/17

### Attachment 4: Educational Program Terms and Design Elements

<b>School Name:</b>	Impact   Puget Sound Elementary
<b>Mission:</b>	The mission of Impact   Puget Sound Elementary is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
<b>Vision:</b>	Impact   Puget Sound Elementary graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. Our diverse group of scholars will solve our future's greatest challenges; together, we will eliminate the opportunity gap in our community. Our school offers a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.
<b>Objectives:</b>	Impact   Puget Sound Elementary’s primary objective is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. IPS believes statewide assessments aligned to the Common Core State Standards are one important indicator of academic progress.
<b>Goals:</b>	Each year enrolled at Impact   Puget Sound Elementary, at least 80% of students will show at least one year of growth on the Deeper Learning Rubric. Each year enrolled at Impact   Puget Sound Elementary, at least 80% of students will show at least one year of growth on the Habits of Leadership Framework
<b>Education Program Term #1:</b>	School-based mentor groups. All students participate in Mentor Groups an average of nine sessions each week. Mentor Group attendance is recorded in the IPS Learning Management System (LMS) and available for review.
<b>Education Program Term #2:</b>	Personalized learning pathways for every student. Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review
<b>Education Program Term #3:</b>	Project-based learning (PBL). Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.
<b>Education Program Term #4:</b>	
<b>Education Program Term #5:</b>	
<b>Geographic Area Served:</b>	Seattle/Tukwila, Washington
<b>Location:</b>	Tukwila, Washington
<b>Grades Served 2018-2019:</b>	K-1
<b>Grades Served at Capacity:</b>	K-5
<b>Projected Enrollment 2018-2019:</b>	168

<b>Projected Enrollment at Capacity:</b>	504
<b>Virtual Program or Online Provider:</b>	NA
<b>Educational Service Provider:</b>	NA

**Note:** The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

## Attachment 5: Conflict of Interest Policy

### CONFLICT OF INTEREST POLICY OF IMPACT PUBLIC SCHOOLS

#### ARTICLE I PURPOSE

The purpose of this conflict of interest policy (this “*Policy*”) is to protect the interest of Impact Public Schools, a Washington nonprofit corporation (“*IPS*”), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of IPS or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### ARTICLE II DEFINITIONS

##### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest (as defined below), is an “*Interested Person*.”

##### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family (each, a “*Financial Interest*”):

- a. An ownership or investment interest in any entity with which IPS has a transaction or arrangement;
- b. A compensation arrangement with IPS or with any entity or individual with which IPS has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which IPS is negotiating a transaction or arrangement.

As used herein, “compensation” includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Financial Interest is not necessarily a Conflict of Interest (as defined below). Under Article III, Section 2, a person who has a Financial Interest may have a Conflict of Interest only if the appropriate governing board or committee decides that a Conflict of Interest exists.

#### ARTICLE III PROCEDURES

##### 1. Duty to Disclose

In connection with any actual or possible Conflict of Interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

## **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the Financial Interest and all material facts related thereto, and after any discussion with the Interested Person, he/she shall leave the governing board or committee meeting while the determination of a Conflict of Interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists (a “*Conflict of Interest*”).

## **3. Procedures for Addressing the Conflict of Interest**

- a. An Interested Person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest.
- b. The chairperson (or acting chairperson) of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether IPS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in IPS’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

## **4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible Conflicts of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

## **ARTICLE IV RECORDS OF PROCEEDINGS**

**1.** The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the Interested Persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the governing board’s or committee’s decision as to whether a Conflict of Interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## ARTICLE V COMPENSATION

1. A voting member of the governing board who receives compensation, directly or indirectly, from IPS for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from IPS for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from IPS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## ARTICLE VI ACKNOWLEDGMENT

1. Each director, principal officer and member of a committee with governing board delegated powers shall sign a statement in substantially the form attached hereto as **Exhibit A** (the "**Acknowledgment**"), which affirms that such person:
  - a. Has received a copy of the Policy,
  - b. Has read and understands the Policy,
  - c. Has agreed to comply with the Policy, and
  - d. Understands that IPS is nonprofit corporation and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## ARTICLE VII PERIODIC REVIEWS

1. To ensure that IPS operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
  - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
  - b. Whether partnerships, joint ventures, and arrangements with management organizations conform to IPS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable

purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**ARTICLE VIII  
USE OF OUTSIDE EXPERTS**

1. When conducting the periodic reviews as provided for in Article VII, IPS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

*(Signature page to Acknowledgment follows)*



**ACKNOWLEDGMENT  
OF  
CONFLICT OF INTEREST POLICY**

I, the undersigned, hereby acknowledge and agree that: (a) I have received a copy of the Impact Public Schools Conflict of Interest Policy (the "*Policy*"); (b) I have read the Policy and understand its contents; (c) I shall be bound by and comply with the Policy's terms and conditions; and (d) IPS is a nonprofit corporation and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Dated this 12<sup>th</sup> day of October, 2016.

Name: Jennie Wickens  
Position: CEO, President, VP, Treasurer

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## **Attachment 6: Education Service Provider (ESP) Contract Guidelines**

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

## **Attachment 7: Physical Plant**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility until approved by the Commission and facility has been approved for occupancy by the appropriate state, county and city departments.

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

## Charter School

### Physical Plant Description

1. The address and a description of the site and physical plant (the “Site”) of Impact | Puget Sound Elementary (the “School”) is as follows:

Address: *TBD*

Description: *TBD*

Configuration of Grade Levels:

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Washington State.
  - a. Narrative description of physical plant
  - b. Size of building
  - c. Scaled floor plan
  - d. Copy of executed lease or purchase agreement
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a charter public school in this state until it has obtained the necessary fire, health and safety approvals for the above described facilities. These approvals must be provided by the School to the Commission’s Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a charter public school.
4. If the Site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School’s physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2 and 3 of this Attachment. The School shall not conduct classes as a charter public school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.

5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the Site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.



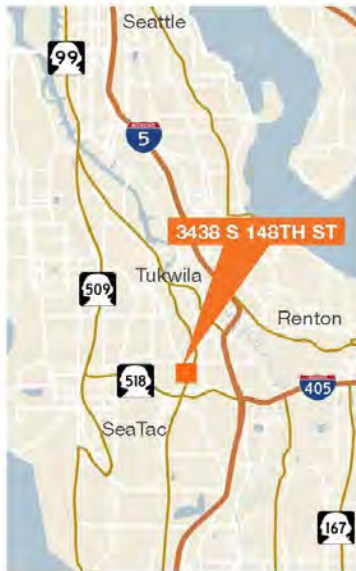
# For Sale

## Religious & Event Center

3438 South 148th Street  
Tukwila, WA

**Sale Price:**  
**\$5,699,000.00**

Please do not disturb the occupants; coordinate all property tours through Broker contacts below



CO-BROKERED BY



### Features

±41,305 SF gross building area on ±78,214 SF of land plus 3 separate parcels for additional ±37,105 SF

Quality religious and events facility

±1,050 person capacity sanctuary

Building is fully sprinklered

±115,272 SF land (4 parcels) total

Built in 1991

Zoned RC (City of Tukwila)

### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

Other possible uses: schools, training facility, high-tech, data center, community center

Property is fully fenced and parking lot is paved and lighted

±155 surface parking stalls plus ±33 covered / secure parking stalls / plus additional land for parking

Adjacent to new Tukwila Village

Walking distance to Tukwila Light Rail station and new Tukwila Village

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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[kiddermathews.com](http://kiddermathews.com)



# For Sale

## Religious & Event Center



### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bolapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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kiddermathews.com





# For Sale

## Religious & Event Center



MAIN LOBBY



EXECUTIVE OFFICES



SANCTUARY



SANCTUARY



SECURE PARKING



ADDITIONAL LAND

### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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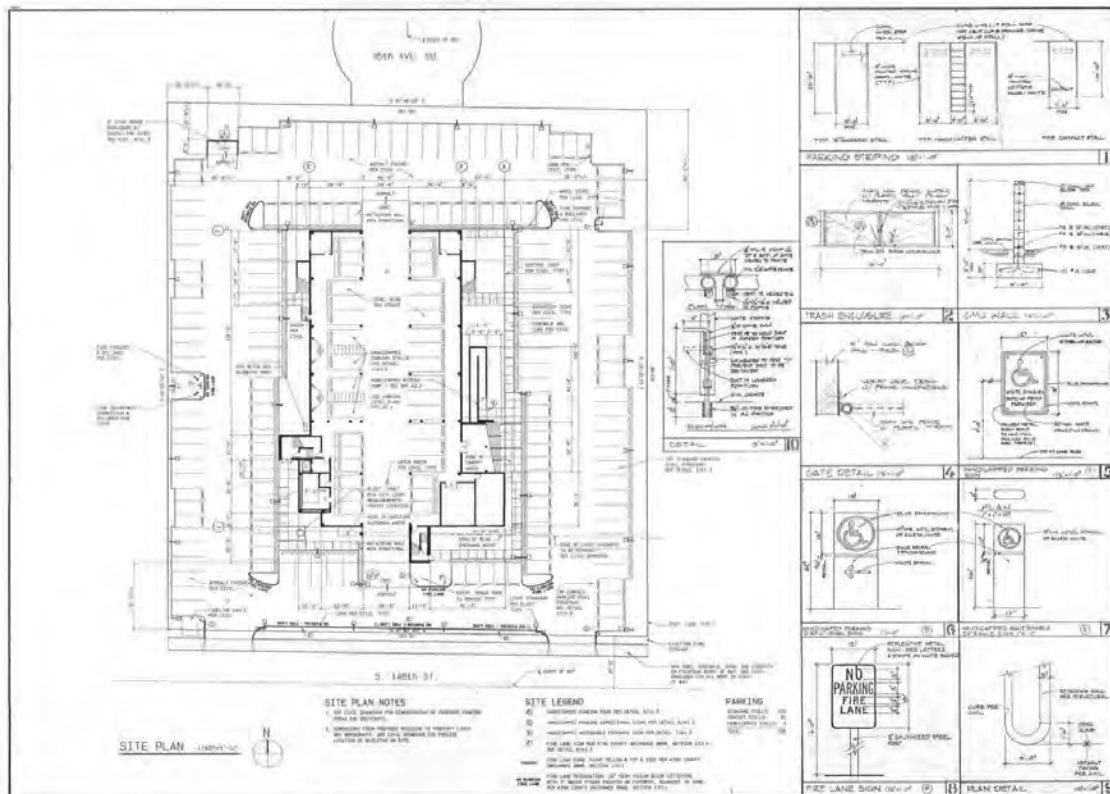
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kiddermathews.com



# For Sale

## Site Plan



### Contact

**Brian Clapp**  
 Kidder Mathews  
 206.248.7316  
 bclapp@kiddermathews.com

**Ray Howden**  
 Cresa Los Angeles  
 310.943.5105  
 rhowden@cresa.com

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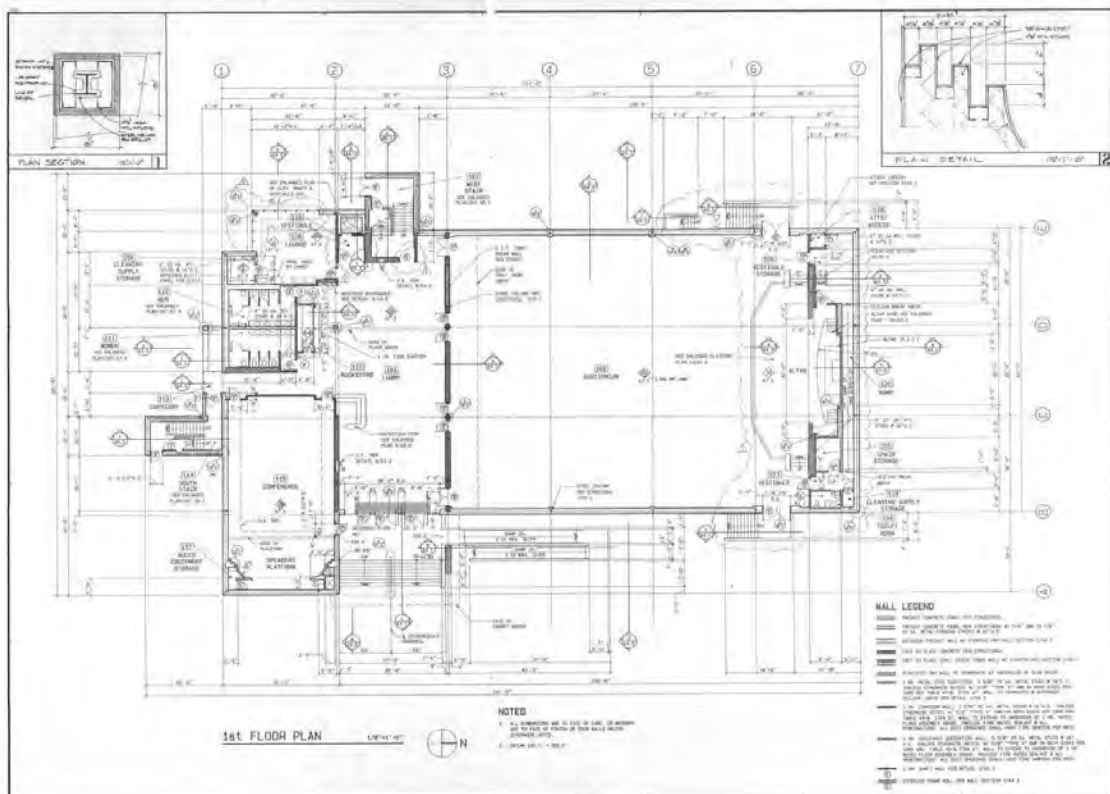
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# For Sale

## Floor Plan - 1st Floor



### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bolapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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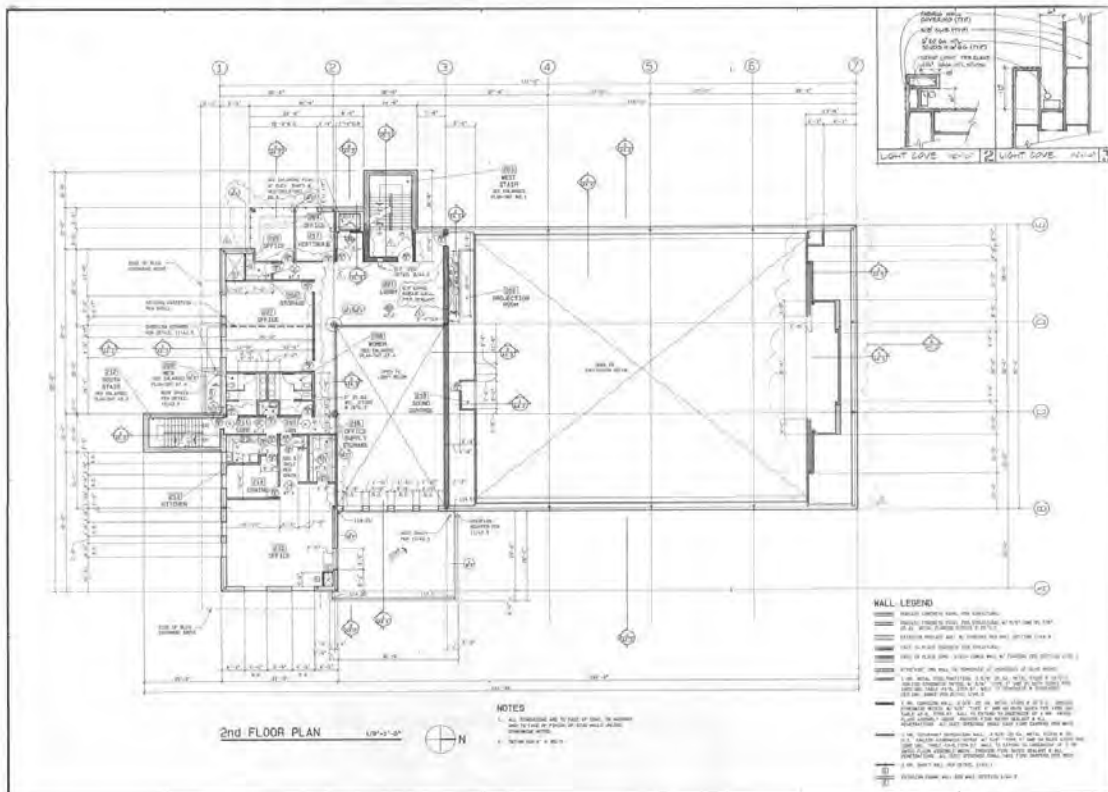
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# For Sale

## Floor Plan - 2nd Floor



### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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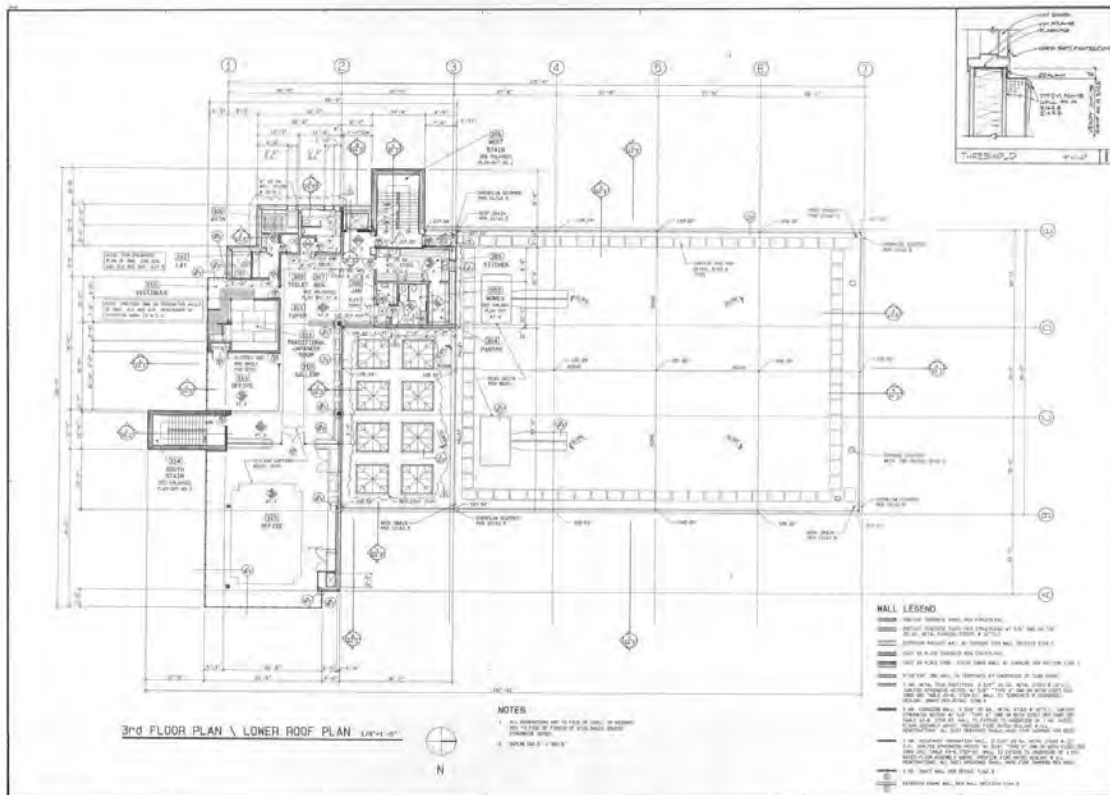
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# For Sale

## Floor Plan - 3rd Floor



### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

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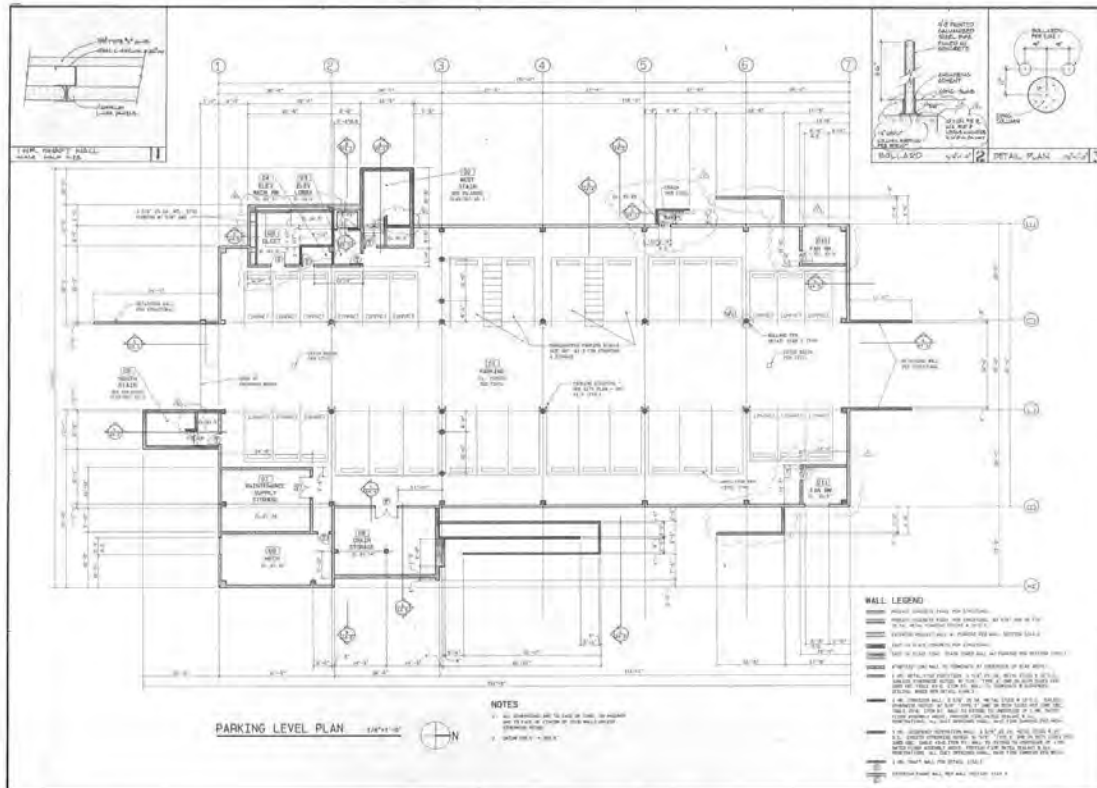
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# For Sale

## Floor Plan - Parking Level



### Contact

**Brian Clapp**  
 Kidder Mathews  
 206.248.7316  
 bclapp@kiddermathews.com

**Ray Howden**  
 Cresa Los Angeles  
 310.943.5105  
 rhowden@cresa.com

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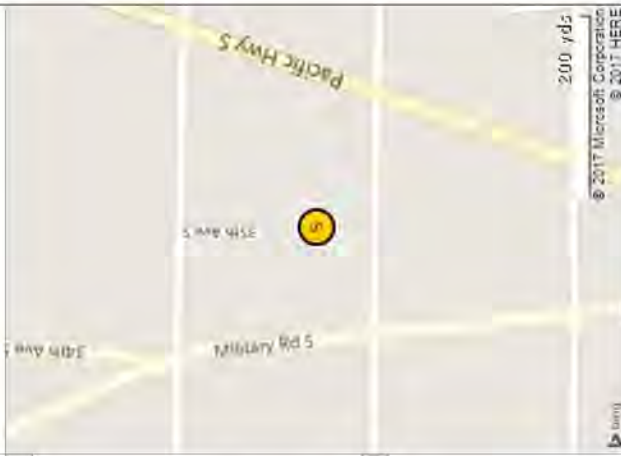
Photos of Tukwila Facility



**6 3438 S 148th St**

Tukwila, WA 98168 - Renton/Tukwila Submarket  
 41,305 SF Religious Facility Building Built in 1991  
 Property is for sale at \$5,699,000 (\$137.97/SF)





---

**Investment Information**

Sale Price: \$5,699,000  
 Price/SF: \$137.97  
 Cap Rate: -  
 Sale Status: Active  
 Sale Conditions: -  
 Sale Type: Investment  
 Days On Market: 27

**Investment Notes**

\*Please do not disturb the occupants; coordinate all property tours through Broker contacts below

±41,305 SF gross building area on ±78,214 SF of land plus 3 separate parcels for additional ±37,105 SF  
 Quality religious and events facility  
 ±1,050 person capacity sanctuary  
 Building is fully sprinklered  
 ±115,272 SF land (4 parcels) total  
 Built in 1991  
 Zoned RG (City of Tukwila)  
 Other possible uses: schools, training facility, high-tech, data center, community center  
 Property is fully fenced and parking lot is paved and lighted  
 ±155 surface parking stalls plus ±33 covered / secure parking stalls / plus additional land for parking  
 Adjacent to new Tukwila Village

---

**Building Information**


GBA: 41,305 SF  
 RBA: 41,305 SF  
 Typical Floor Size: 41,305 SF  
 Bldg Type: Religious Facility  
 Parcel Number: 004000-1025


Bldg Status: Built 1991  
 Zoning: RC  
 Land Area: 1.80 AC  
 Stories: 1



**7 116 Andover Park E - Pitney Bowes Bldg**

Tukwila, WA 98188 - Renton/Tukwila Submarket  
 22,318 SF Class C Office Building Built in 1972  
 Property is for sale at \$3,800,000 (\$170.27/SF)





---

**Investment Information**

Sale Price: \$3,800,000  
 Price/SF: \$170.27  
 Cap Rate: -

Sale Status: Active  
 Sale Conditions: -  
 Sale Type: Investment OR Owner/User  
 Days On Market: 3,144

**Investment Notes**

JLL is pleased to present the opportunity to purchase a 22,318 square foot, two-story office/retail building in the Southcenter area of Tukwila, WA. FedEx is the anchor tenant in the property, leasing 27.5% of the building with a newly built retail store. Constructed in 1972, with significant renovations taking place in 1986 and 2013, it is the former headquarters of Pitney Bowes and has been well maintained and professionally managed for the last 14 years by current ownership.

---

**Office Information**

Bldg Type: Office  
 Class: C  
 Total Avail: 15,760 SF  
 Bldg Vacant: 15,760 SF  
 Typical Floor Size: 11,159 SF  
 Building FAR: 0.42

Bldg Status: Built 1972  
 % Leased: 29.4%  
 Elevators: 1  
 Core Factor: -  
 Zoning: TUC, Tukwila  
 Tenancy: Multiple Tenant

Parcel Number: 022300-0060  
 Parking: 72 Free Surface Spaces are available; Ratio of 3:20/1,000 SF  
 Amenities: 24 Hour Availability, Signage

RBA: 22,318 SF  
 Stories: 2  
 Land Area: 1.23 AC  
 Owner Type: -  
 Owner Occupied: No

**8** 1300 Bronson Way N - Bryant Motors of Renton

Renton, WA 98057 - Renton Ind Submarket  
 32,951 SF Class C Manufacturing Building Built in 1968  
 Property is for sale at \$3,500,000 (\$106.22/SF)

**Investment Information**

Sale Price: \$3,500,000  
 Price/SF: \$106.22  
 Cap Rate: -  
 Sale Status: Under Contract  
 Sale Conditions: -  
 Sale Type: Investment  
 Days On Market: 393

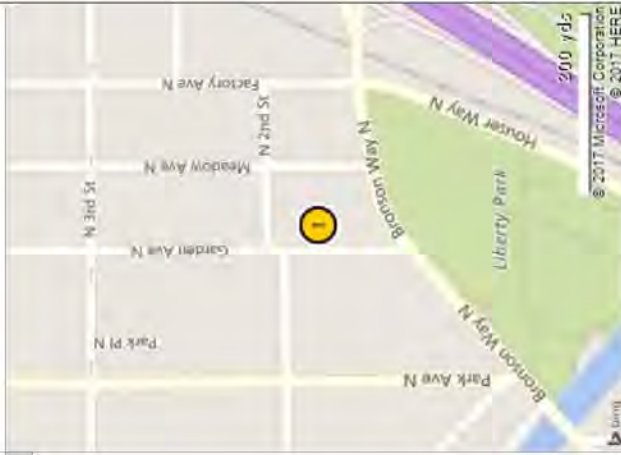
**Building Information**

**Bldg Type:** Manufacturing  
**Bldg Status:** Built 1968  
**Rent/SF/Yr:** For Sale  
**Bldg Vacant:** 16,450 SF  
**Warehouse Avail:** 16,450 SF  
**Office Avail:** 0 SF  
**Max Contig:** 16,450 SF  
**Ceiling Height:** 15'0"-16'0"  
**Column Spacing:** -  
**Const Mat:** -  
**Rail Spots:** -  
**Parcel Number:** 135230-0005, 135230-0025

**Stories:** 1  
**Building:** 0.51  
**CAM:** -  
**Land Area:** 1.50 AC  
**Smallest Space:** 16,450 SF

**Crane:** -  
**Loading Docks:** None  
**Drive Ins:** 5 (total)  
**Rail Line:** -

**RBA:** 32,951 SF  
**% Leased:** 50.1%  
**Zoning:** CA  
**Owner Type:** -  
**Owner Occupied:** -  
**Tenancy:** -  
**Lot Dimensions:** -  
**Cross Docks:** -  
**Levelators:** None  
**Sprinklers:** -



We make no guaranty as to the accuracy of the above. Opinions and estimates are CBRE's judgment as of the release date, subject to change. Redistribution without our consent is prohibited.  
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**12** 4034 W Marginal Way SW

Seattle, WA 98106 - Glown/Duwamish N Ind Submarket  
 28,157 SF Class B Manufacturing Building Built in 2000  
 Property is for sale at \$4,100,000 (\$145.61/SF)





---

**Investment Information**

Sale Price: \$4,100,000  
 Price/SF: \$145.61  
 Cap Rate: -

Sale Status: Active  
 Sale Conditions: -  
 Sale Type: Investment OR Owner/User  
 Days On Market: 349

**Investment Notes**

30,030 SF total with 1,827 SF of office  
 1.58 acre lot  
 15 grade-level doors  
 Truck scale  
 Up to 39' clear height  
 Well located free-standing building  
 Heavy power

---

**Building Information**

Bldg Type: Manufacturing  
 Bldg Status: Built 2000  
 Rent/SF/Yr: For Sale  
 Bldg Vacant: 0 SF  
 Warehouse Avail: 28,157 SF  
 Office Avail: 0 SF  
 Max Contig: 28,157 SF

Ceiling Height: -  
 Column Spacing: -  
 Const Mat: -  
 Rail Spots: None

Parcel Number: 766670-3464

Stories: -  
 Building: 0.49  
 CAM: -  
 Land Area: 1.32 AC  
 Smallest Space: 28,157 SF

Crane: -  
 Loading Docks: -  
 Drive Ins: -  
 Rail Line: None

RBA: 28,157 SF  
 % Leased: -  
 Zoning: IG1 U85  
 Owner Type: -  
 Owner Occupied: No  
 Tenancy: Single Tenant  
 Lot Dimensions: -

Cross Docks: -  
 Levelators: -  
 Sprinklers: -

In the case that IPS will lease a religious facility, we will adhere to the following guidance of the Washington State Charter School Commission.

The United States Constitution and the Washington State Constitution both place constraints on the interactions between public entities, such as charter schools, and religious or sectarian organizations. In the context of lease or rental of charter school facilities from a religious or sectarian organization, charter schools need to ensure that they avoid even an appearance that the school is affiliated with or influenced or controlled by a religious or sectarian organization. There are many factors that could lead to such an appearance, and it is impossible to anticipate and address all of those factors in a FAQ. However, there are a number of steps that a charter school can take in an effort to minimize the appearance of support, affiliation, or control:

- Any lease or rental agreement should be the result of an arm's length negotiation, with the amount paid under the agreement being as close to fair market value as possible. Payment significantly above or below fair market value it can create the appearance of support, affiliation, or control;
- The physical space being leased or rented by the school should be under the sole control of the charter school, for the school's exclusive use;
- There should be no religious symbols, pamphlets, icons, messages, books or other paraphernalia on display at the entrance to the charter school, in entries or hallways leading to the leased or rented space, or inside the leased or rented space itself;
- There should be complete separation between the charter school administration and the sectarian organization and contact between the two should be limited to interaction as a landlord tenant or, ideally, through a property management organization;
- The religious or sectarian organization should have no control over the charter school and its operations;
- Students should have no contact with representatives or members of the religious or sectarian organization, or religious or sectarian activities;
- The building should not have the external appearance of a religious or sectarian organization, it should not have signs or religious symbols on the outside of the building and, ideally, would not be on property that is adjacent to, or near, buildings that are occupied by the religious or sectarian organization;
- Extracurricular activities cannot involve religious affiliation or interaction with a religious or sectarian organization;
- The charter school board should not be affiliated with the religious or sectarian organization from whom they are leasing property and no church or sectarian leader should serve in any capacity with the charter school;
- The lease or rental agreement must be non-sectarian in all provisions and should avoid provisions that give even an appearance of religious or sectarian influence;
- The lease or rental agreement must clearly vest control and decisions relating to the charter school with the charter school board;
- The charter school should develop policies that contain safeguards that ensure that each of these steps are adhered to and ensure that there is not an appearance of endorsement or support of the sectarian organization.<sup>1</sup>

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<sup>1</sup> Washington State Charter School Commission. Feb 2015.

## Attachment 8: Statement of Assurances



WASHINGTON STATE  
**Charter School Commission**  
STUDENT • INNOVATION • TRANSPARENCY

### STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
    - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
- 

1068 Washington Street SE | Olympia, WA 98504 | (360) 725-5511 | [charterschoolinfo@K12.wa.us](mailto:charterschoolinfo@K12.wa.us)

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public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;


7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of

education under RCW 28A.305.130;

23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
34. The School shall meet any reasonable reopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

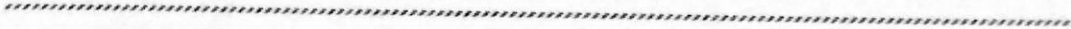
- 40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- 41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
- 42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
- 43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
- 44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.
- 45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.
- 46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.
- 47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.
- 48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

NAME OF SCHOOL

  
 \_\_\_\_\_  
 SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
 DATE

Anthony A. Bred  
 \_\_\_\_\_  
 NAME OF DULY AUTHORIZED REPRESENTATIVE





## **Attachment 9: Identification of Documentation Required for Annual Performance Report**

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW [28A.655.115](#); and an invitation to all parents and citizens to participate in school activities.

### **Performance Review and Ongoing Oversight**

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

## **Attachment 10: Enrollment Policy**

### **IPS Student Enrollment Policy**

The IPS Board of Directors, with the advice of IPS leadership, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Impact | Puget Sound Elementary. All students attending Impact | Puget Sound Elementary must follow the application, admission, and enrollment policies of IPS.

The application packet for admission to Impact | Puget Sound Elementary shall include information that allows students and parents to be informed about Impact | Puget Sound Elementary's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of Impact | Puget Sound Elementary.

The IPS Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Impact | Puget Sound Elementary. The determination of school capacity shall be based on, among other things, consideration of Impact | Puget Sound Elementary's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the physical capacity of the facility.

#### ***Admission Criteria***

Impact | Puget Sound Elementary shall be open to all students at the appropriate age groups and grade levels who wish to attend. Impact | Puget Sound Elementary shall be open to all students without regard for the location of residence of students within Washington. If capacity is insufficient to enroll all students who apply to Impact | Puget Sound Elementary, admission to Impact | Puget Sound Elementary, except for existing students, shall be determined by lottery in accordance with the enrollment preferences given in the next section.

The only admission requirement is that students wishing to attend Impact | Puget Sound Elementary must follow Impact | Puget Sound Elementary's admission procedures and deadlines with respect to completing applications, and submit enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for enrollment preferences as listed below, and may result in loss of opportunity for admission, but will be reserved in the case that the waiting list is completely exhausted in a given year. Late return of enrollment packets following notification of admission shall result in loss of admission, and placement at the end of the admission priority list, described below. Impact | Puget Sound Elementary will provide extensive support to families - including home visits - to ensure all paperwork is received on time.

There shall be no admission testing or other evaluation required of any applicant. Impact | Seattle shall not charge tuition.

### ***Lottery and Enrollment Preferences***

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than capacity. If capacity is insufficient to enroll all students, enrollment, except for existing students, shall be determined by lottery. Impact | Puget Sound Elementary will grant an enrollment preference to siblings of currently enrolled students, with any remaining enrollments allocated through a lottery (RCW 28A.710.050(3)). When Impact | Puget Sound Elementary conducts the lottery, the school may work with the Commission to legally grant a weighted enrollment preference to children of full-time employees of IPS, as well as to at-risk students.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list, also called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. Impact | Puget Sound Elementary shall maintain a list of students interested in transferring to Impact | Puget Sound Elementary. After the admission priority list has been exhausted, Impact | Puget Sound Elementary will advertise if a space has become available and applications are being accepted in another open enrollment period.

Lottery rules, deadlines, dates and times for the lottery will be communicated in the admission applications and on Impact | Puget Sound Elementary's website. Public notice for the date and time of any lottery will also be posted once the application deadline has passed. Impact | Puget Sound Elementary will also inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time via mail or email at least two weeks prior to the lottery date.

### ***Conditions of Enrollment***

Impact | Puget Sound Elementary shall have the following requirements that must be met by each student and his or her family before enrollment is complete at Impact | Puget Sound Elementary

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools.

Admission tests will not be required; however, assessments will be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

### ***Re-enrollment and Transfers***

Students are assumed to be returning to the school each fall unless the school is informed otherwise. To withdraw a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which they are transferring.

Updated: September 14, 2017

## **Attachment 11: New School Application**

# **NEW CHARTER SCHOOL APPLICATION**

**For Schools Opening in the 2018-2019 School Year**

Issue Date: December 6, 2016

Due Date: March 31, 2017 5:00 pm PDT

Updated: December 5, 2016

Updated: September 14, 2017

## Washington State Charter School Commission

### Mailing Address

P.O. Box 40996  
Olympia, WA 98504-0996  
Email: [charterschoolinfo@k12.wa.us](mailto:charterschoolinfo@k12.wa.us)  
Visit our website at: <http://charterschool.wa.gov>

### Physical Address

1068 Washington Street SE  
Olympia, WA 98501

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

Sandy Green, Executive Assistant  
Email: [sandy.green@k12.wa.us](mailto:sandy.green@k12.wa.us)  
Phone: (360) 725-5511

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

Washington State Charter School Commission  
Attn: Executive Director  
PO Box 40996, Olympia, WA 98504-0996  
[charterschoolinfo@k12.wa.us](mailto:charterschoolinfo@k12.wa.us)  
(360) 725-5511

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## INTRODUCTION

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

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

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

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

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

### **Mission**

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

### **Values**

*Student-Centered*

*Cultural and Community Responsiveness*

*Excellence and Continuous Learning*

*Accountability/Responsibility*



*Transparency  
Innovation*

**Vision**

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

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

The Commission is committed to being culturally responsive. To that end, the Commission strongly encourages applicants to demonstrate how they will implement the following concepts throughout their application:

**Cultural Inclusion**

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best work.” Inclusion is a shift in organization culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission. This culture shift creates higher-performing organizations where motivation and morale soar.<sup>1</sup>

**Cultural Responsive Education Systems**

Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high-quality teachers, programs, and resources.<sup>2</sup>

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

<sup>2</sup>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 Competency**

Cultural competence provides a set of skills that professionals need in order to improve practice to serve all students and communicate effectively with their families. These skills enable the educator to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits.

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

Developing skills in cultural competence is like learning a language, a sport or an instrument.

The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located,
- Understanding all people have a unique world view,
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,
- Being alert to the ways that culture affects who we are,
- Places the focus of responsibility on the professional and the institution,
- The examination of systems, structures, policies and practices for their impact on all students and families viewing those systems as deficits.

## **Eligibility**

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2018-2019 school year. If an applicant submits an application for the 2019-2020 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2018-2019). Applicants for the 2019-2020 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

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

Updated: September 14, 2017

sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

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

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

Additionally, new, for schools opening in 2018 -2019 and 2019-2020, applicants will have the option of also applying for federal Charter School Program (CSP) planning and/or implementation grants – *when* they submit their New Charter School Application (See Section 30). Approved new charter school applicants are then eligible to receive the CSP federal planning and implementation funds.

# ADMINISTRATIVE REQUIREMENTS

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## Reservation of Rights

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

## Proper Communication

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

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

Telephone: (360) 725-5511  
Email: [sandy.green@k12.wa.us](mailto:sandy.green@k12.wa.us)

## Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application 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: <http://charterschool.wa.gov/applying/application-updates/>

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

Applicants are encouraged to review the requirements of this New Charter School Application carefully, and submit any comments and recommendations to the New Charter School Application Coordinator. Where requirements appear to prohibit or restrict an organization's participation, an explanation of the

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issue with suggested alternative language should be submitted in writing to the New Charter School Application Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

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

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

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

## **Delivery of Applications**

The application, in its entirety, must be received by Commission no later than **5:00 p.m. PDT on March 31, 2017**. All applications must be submitted using the secure online Box file assigned by the Commission, with hard copies mailed to the New Charter School Application Coordinator. Submissions are time stamped when the submissions are uploaded to the designated Box file. **No submissions will be accepted after the deadline.**

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

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

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

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

## **Application Contents**

The application must contain information responding to all requirements in the New Charter School Application. Applicant Certification and Assurances with applicant's exceptions and/or proposed revisions to the Proposed Charter Contract must be attached, if applicable. The application and all documents that require a signature must be signed, or have an electronic verification, by an authorized applicant representative.

Failure to provide any information or required signatures may result in disqualification of the application.

## **Application Format and Organization**

Application must be written in English and submitted using the Commission designated secure, online Box file. Applicants should develop their application narrative in Microsoft Word (MS Word) format, complete all required templates and attachments, and upload completed documents into their secure, online Box files

Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures should be properly signed, completed, and scanned into a separate file in .bmp, .jpg, .tiff, or PDF format.

Responses/answers should be clearly linked to the New Charter School Application sections to which they pertain.

## **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 utilize any of the ideas presented in any material offered. Selection or rejection of an application does not affect this right.

## 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 1-30 of the narrative application:
  - a. As a separate paragraph, indicate the beginning of proprietary or confidential information with the following language (all caps and bold): **BEGIN PROPRIETARY/CONFIDENTIAL INFORMATION**; and
  - b. As a separate paragraph, indicate the end of proprietary or confidential information with the following language (all caps and bold): **END PROPRIETARY/CONFIDENTIAL INFORMATION**.
2. For Attachments 1-35:
  - a. Each page containing the information claimed to be exempt from disclosure must be identified with the language (all caps and bold) **PROPRIETARY/CONFIDENTIAL INFORMATION** printed on the lower right-hand corner of the page.
3. Applicants must use the guidance provided above to state clearly that the application contains any proprietary or confidential information, and should include as a footnote to the proprietary or confidential text or pages reasons that this information may be considered proprietary.

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

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

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

## **Completeness Review**

All applications will be reviewed for completeness before they are accepted and distributed to evaluation teams. If an application is found to be incomplete (i.e. missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted, the applicant will be disqualified from further review. Applicants will be notified of application's incompleteness per the New Charter School Application *Timeline*. There will be no opportunities to remedy any identified area of completeness after the March 31, 2017 application deadline. Incomplete applications will be disqualified from further review. Applicants are encouraged to reapply in future years.

## **Waiver of Minor Administrative Irregularities**

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

## **Errors in Application**

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

## **Misrepresentations on Application**

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

## **Plagiarism**

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



## Due Diligence

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

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

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

## Amendments and Revisions

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

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

## No Obligation to Contract

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

## **Withdrawal of Application**

Applicants may withdraw an application that has been submitted at any time up to the application due date and time (identified on the *Timeline*). To accomplish application withdrawal, a written request signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator.

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

## **Optional Applicant Debriefing Conference**

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

The purpose of this debriefing is to discuss the factors considered in the evaluation of the application and address questions and concerns about the applicant's performance with regard to the New Charter School Application requirements. This conference will not include any discussion of or comparison to applications from any other applicant.

## **Protest Procedures**

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

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

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

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

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

**The final determination of the protest shall:**

1. Find the protest lacking in merit and uphold the Commission's action, denying the protest; or

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

## **Notification of Commission Decisions**

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

## **Electronic Availability**

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at <http://charterschool.wa.gov/applying/application-updates/>.

**Applicants are responsible for checking this site for notices and changes and should do so frequently.**

## **Revisions to the New Charter School Application**

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

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

## **Minority and Women-Owned Business Participation**

In accordance with RCW 39.19, the Commission encourages participation in applications in response to this New Charter School Application by organizations certified by the Office of Minority and Women's Business Enterprises (OMWBE), on a direct or subcontractor basis. However, no preference for charters, including such organization, 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.

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## **Terms and Provision of the Sample Contract**

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

## INSTRUCTIONS AND GUIDELINES

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

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

Applicants are encouraged to reference the New Charter School Application Evaluation Rubric (for schools opening in 2018-2019) 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 website and incorporated by reference.

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 pm PDT on February 17, 2017** 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 their secure Box Application file.

Applications must be submitted no later than **5:00 pm PDT on March 31, 2017**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application for schools opening in 2018-2019, all electronic submissions must be uploaded to the Commission assigned secure, online Box file, by the deadline.

### Learning Opportunities

Three in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted on January 3, 2017 (Yakima), January 5, 2017 (Seattle) and January 11, 2017 (Vancouver). The purpose of these full work-day orientations is to deepen understanding of:

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

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

A webinar for potential applicants and other interested parties will be conducted via webinar on December 14, 2016. All prospective applicants are strongly encouraged to attend this session.

## **Components of the Application & Application Process**

### **Narrative Application**

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

### **Attachments**

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 21-22.

### **Capacity Interview**

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

### **Public Forum**

The public forum will provide an opportunity for the applicant to engage directly with the Commission, as well as for the public to learn more about, and to provide input on, each application. While the public forum is not evaluated, information gleaned from this process may be used to evaluate the applicant. Applicants will be given a notice of at least five business days before the scheduled public forum date.

### Commission Resolution Meeting

Applicants are invited to attend the Commission's June 29, 2017 meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.

## Electronic Submission Instructions

- 1. Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents. A secure online Box file assigned to each applicant, with template documents and instructions, will be available to applicants after they have submitted their NOI.** The applicant must populate the required templates, as well as upload associated attachments of the application to their Box file by the deadline
2. Applicants should populate each template and upload each section attachment to their Commission assigned Box file. **Applicants should ensure that documents are uploaded in the file format specified.** An overview of how to use Box will be included in the training sessions referenced in the section titled *Learning Opportunities*.
3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to their Box file by the noted deadline. The application will be both submitted and locked at 5:00 pm on March 31, 2017. If the applicant has uploaded their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.
- 4. The Commission will automatically lock access to all Box files and applications at 5:00 pm PDT on March 31, 2017.** Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

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



## Hard Copy Preparation Instructions

Applicants should print their application directly from the application uploaded to their secure Box file prior to the March 31, 2017 deadline. Applicants will not have access to their Box file after the 5:00 pm March 31, 2017 submission 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 offset with labeled tabs.

**4. Hard copies and the redacted electronic (PDF) copy should be submitted to:**

**Postal/Courier Service:**

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

**Hand Delivered:**

Sandy Green  
New Charter School Application Coordinator  
1068 Washington Street SE  
Olympia, WA 98501

## Specifications

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

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

<b>Category 2: Executive Summary</b>	
Section 1: Executive Summary	<p><u>Attachment 1</u>: Pending Authorization and School Opening form</p> <p><u>Attachment 2</u>: Written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p>
<b>Category 3: Educational Program Design and Capacity</b>	
Section 2: Program Overview	No Attachments
Section 3: Curriculum and Instructional Design	<p><u>Attachment 3</u>: Course scope and sequence</p> <p><u>Attachment 4</u>: Curriculum development plan</p>
Section 4: Student Performance Standards	<u>Attachment 5</u> : Exit standards for graduating students or students completing the last grade in that school.
Section 5: High School Graduation Requirements (High Schools Only)	No Attachment

Section 6: School Calendar and Schedule	<p><u>Attachment 6:</u></p> <ul style="list-style-type: none"> <li>▪ Year 1 of operation school calendar;</li> <li>▪ Daily schedule; and</li> <li>▪ Weekly schedule</li> </ul>
Section 7: School Culture	No Attachments
Section 8: Supplemental Programming	No Attachments
Section 9: Special Populations and At-Risk Students	No Attachments
Section 10: Student Recruitment and Enrollment	<u>Attachment 7:</u> Enrollment policy
Section 11: Student Discipline Policy and Plan	<u>Attachment 8:</u> Discipline policy
Section 12: Family and Community Engagement	<u>Attachment 9:</u> Evidence of community support/engagement in the application process
Section 13: Educational Program Capacity	<p><u>Attachment 10:</u></p> <ul style="list-style-type: none"> <li>▪ School leader resume and/or job description; and</li> <li>▪ Plan for recruiting and hiring strong and capable leader</li> </ul> <p><u>Attachment 11:</u> Leadership team job descriptions and/or resumes</p>
<b>Category 4: Operations Plan and Capacity</b>	
Section 14: Legal Status and Governing Documents	<p><u>Attachment 12:</u> Governance documents:</p> <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Bylaws;</li> <li>▪ Signed assurances;</li> <li>▪ Proof of nonprofit status; and</li> <li>▪ Other governing documents</li> </ul>
Section 15: Organization Structure and Partnerships	<p><u>Attachment 13:</u> Organizational charts</p> <p><u>Attachment 14:</u> Copies of Proposed Contracts</p>
Section 16: Governing Board	<p><u>Attachment 15:</u> Board member documents:</p> <ul style="list-style-type: none"> <li>▪ Completed and signed board member Disclosure Forms</li> <li>▪ Board member Resumes; and</li> <li>▪ Board Chair signed Statement of Assurances</li> </ul> <p><u>Attachment 16:</u></p> <ul style="list-style-type: none"> <li>▪ Code of Ethics Policy; and</li> <li>▪ Conflict of Interest Policy</li> </ul>
Section 17: Advisory Bodies	No Attachments
Section 18: Grievance/Complaint Process	No Attachments
Section 19: District Partnerships	<u>Attachment 17:</u> If available, MOU or other partnership documentation ( i.e. letters of support/partnership, etc.)
Section 20: Educational Service Providers (ESP)	<u>Attachment 18:</u> ESP contract term sheet

Section 21: Staffing Plans, Hiring, Management, and Evaluation	<a href="#">Attachment 19</a> : Staffing chart <a href="#">Attachment 20</a> : Leadership evaluation tools <a href="#">Attachment 21</a> : Teacher evaluation tools
Section 22: Professional Development	<a href="#">Attachment 22</a> : Professional development schedule
Section 23: Performance Framework	<a href="#">Attachment 23</a> : Mission-Specific Goals form
Section 24: Facilities	<a href="#">Attachment 24</a> : Facility documents
Section 25: Start-up and Ongoing Operations	<a href="#">Attachment 25</a> : Start-up plan <a href="#">Attachment 26</a> : Insurance coverage
Section 26: Operations Capacity	No Attachments
<b>Category 5: Financial Plan and Capacity</b>	
Section 27: Financial Plan	<a href="#">Attachment 27</a> : Financial plan workbook <a href="#">Attachment 28</a> : Budget narrative <a href="#">Attachment 29</a> : Evidence of philanthropic funding commitments noted in budget <a href="#">Attachment 30</a> : Fundraising plan
Section 28: Financial Management Capacity	<a href="#">Attachment 31</a> : Recent internal financial statements <a href="#">Attachment 32</a> : Independent financial audit reports and management letters
<b>Category 6: Existing Operators</b>	
Section 29: Existing Operators	<a href="#">Attachment 33</a> : Portfolio Summary Template
<b>Category 7: Federal Charter School Program Grant Application (Optional)</b>	
Section 30: Federal Charter School Program Grant Application	<a href="#">Attachment 34</a> : Goals and Objectives Template <a href="#">Attachment 35</a> : <ul style="list-style-type: none"> <li>▪ OSPI Budget Form; and</li> <li>▪ Budget narrative with line item detail of proposed expenditures</li> </ul>

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

## New School Application Timeline\*

The article below represents the Timeline for the New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Pacific Daylight Time (PDT). The Commission reserves the right to revise the Timeline; in the event of a change, it will be posted on the Commission’s website at <http://charterschool.wa.gov/applying/application-updates/> and all applicants will receive email notification.

Date	Activity
December 6, 2016	New Charter School Application Release
December 14, 2016  10:00a.m -11:00a.m.	Webinar session: This session will provide interested groups with information about the New Charter School Application content and process, including a demonstration of the online Proposal portal. Applicants will have the opportunity to ask questions during this orientation.
December 15, 2016 Olympia- Charter School Commission Office  8:30a.m. - 4:30-p.m.	New Charter School Application Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of:  1) The Commission’s expectations as articulated in the New Charter School Application; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
December 20, 2016	Applicant questions and comments deadline
January 3, 2017 (Yakima) January 5, 2017 (Seattle) January 11, 2017 (Vancouver)  8:30a.m. - 4:30p.m. at all locations	New Charter School Application Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of:  1) The Commission’s expectations as articulated in the New Charter School Application; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
January 6, 2017	Commission’s written answers to questions issued
January 31, 2017	Online Proposal platform launch. Proposals will only be accepted via upload to the applicant’s Commission assigned secure online Box file.

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

Feb 17, 2017 5:00 p.m.	Notice of Intent to Apply (NOI) due
March 1, 2017	Applicant complaints deadline
March 8, 2017	Commission’s written response to Complaints issued
March 31, 2017 5:00 p.m.	Proposal deadline
April 6, 2017	Completeness findings distributed
April 14, 2017	Commissioners receive online access to applications
April 18, 2017 5:00 p.m.	Deadline for eligible Applicants to deliver hard copies of Proposals
May 8, 9, 10, 2017 (Only if needed - May 3, 11, 2017)	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested 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 unlikely that any changes to assigned interview times will be possible.
May 30, 31, June 1, 2017 (As needed June 6, 7, 8, 2017)	Public Forums
June 16, 2017	Recommendation Reports Released
June 16, 2017 5:00 p.m.	Deadline for public comments regarding eligible Applicants
June 29, 2017	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
July 5, 2017	Applicant request for optional debriefing due
July 6-12, 2017	Optional Applicant debriefings
Within five <u>business</u> days of debriefing	Deadline for filing Protest
September 21, 2017	Deadline for final contracts to be signed

# CATEGORY 1: GENERAL INFORMATION

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## Section A: School Information

1. School Name;
2. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High);
3. Grade Levels Served (PK, 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.

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

## **Section C: Enrollment Projections**

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

## **Section D: Current and Prospective Board Member Roster**

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

## **Section E: Start-Up Team**

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



## CATEGORY 2: EXECUTIVE SUMMARY

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### Section 1: Executive Summary (1500 Words)

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

1. **Educational Need, Anticipated Student Population, and Challenges:** Describe the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter. Provide the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection (Section C of Category 1: General Information of the online application portal). Describe how the applicant team has assessed demand and/or need for the school.
2. **Geographic Location:** Describe the geographic location of the school and the rationale for selecting the school location, grade levels served, and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
3. **Plan, Mission, Vision, Objectives, and Goals:** Describe the school plan and state the mission, vision, objectives and goals of the proposed school.
  - a. The **mission** is a statement of the fundamental purpose of the school, describing why it exists; the **vision** statement outlines how the school will operate and what it will achieve long term. The mission and vision 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 objectives and goals for the school;
    - 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 **objectives** are operations and governance focused; they are the conditions that must exist in order for the school's **goals** to be realized.
4. **Request for Additional Planning Year.** If the applicant is planning to open their school in the fall of 2019, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.

Updated: September 14, 2017

**Attachment 1:** Pending Authorization and School Opening Form and **Attachment 2:** Written Assurance of Board background checks.

## CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

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### Section 2: Program Overview (1500 Words)

The Program Overview should:

- Describe how the applicant will “provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;”
- Provide the Educational Program Terms, including the essential design elements of the school model;
- Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population; and
- Highlight the culturally responsive aspects of the program.

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

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

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

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

**Note:** The Educational Program Terms are different from *school-specific measures* (Section 25) that the proposed school may develop as a part of its Academic Performance Framework, because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures 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 3: Curriculum and Instructional Design (2700 Words)

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

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

**-OR-**

If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve.

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

## Section 4: Student Performance Standards (1300 Words)

Responses to the following items regarding the proposed school's student performance standards must be consistent with Common Core State Standards.

1. Provide and describe the student performance standards for the school as a whole.
2. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.
3. Explain the school policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.
4. Provide, as **Attachment 5**, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

## Section 5: High School Graduation Requirements (High Schools Only) (700 Words)

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

1. Describe how the school will meet the requirements described in **Attachment 5**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

## Section 6: School Calendar and Schedule (400 Words)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects, such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school.

## Section 7: School Culture (2000 Words)

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

## Section 8: Supplemental Programming (700 Words)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be funded. Address the processes for determining attendance when student interest exceeds capacity.
2. Describe any extra- or co-curricular activities or programming the school will offer, including how often they will occur, how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.
3. Describe the specific programs or strategies the school will employ to address student mental, emotional, and social development and health, and describe how they will be culturally responsive.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.
5. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

## **Section 9: Special Populations and At-Risk Students (4500 Words)**

Schools are responsible for hiring special education licensed and endorsed educators pursuant to federal and state law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

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

plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.

3. Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
  - a. Methods for identifying students with special education needs and avoiding misidentification;
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the academic progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
  - d. Plans for promoting graduation for students with special education needs (high schools only); and
  - e. Plans to provide 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. Methods for identifying ELL students and avoiding misidentification;
  - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
  - c. Plans for monitoring and evaluating the academic progress and success of ELL students, including exiting students from ELL services; and
  - d. Plans for providing adequate qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of at-risk students as defined RCW 28A.710.010(2):

**“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.**



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

## Section 10: Student Recruitment and Enrollment (600 Words)

1. Describe the school's plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the school's plan for outreach to at-risk students.
2. Provide, as **Attachment 7**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
  - a. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
  - b. A timeline and plan for student recruitment/engagement and enrollment;
  - c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
  - d. If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
  - e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

## Section 11: Student Discipline Policy and Plan (500 Words)

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies, including, but not limited to, RCW 28A.150.300. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:
  - a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;

- b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
  - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
  - d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
2. Describe how students and parents/guardians will be informed of the school's discipline policy.

## Section 12: Family and Community Involvement (1300 Words)

1. Describe the specific role to date of any parents/guardians and community members involved in developing the proposed school. Demonstrate that the school has assessed and built parent/guardian and community demand for the proposed school.
2. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
3. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally-specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

## Section 13: Educational Program Capacity (1200 Words)

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include

current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - a. School leadership, administration, and governance;
  - b. Curriculum, instruction, and assessment;
  - c. Performance management;
  - d. Cultural competence/inclusiveness;
  - e. Family and community engagement; and
  - f. Special populations.
3. Specifically describe the applicant's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that they have completed or are currently participating in. Provide, as **Attachment 10**, the qualifications and resume for this individual. Provide specific evidence of the leader's ability to effectively serve the anticipated population.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 11**, a job description and qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as

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

7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

## CATEGORY 4: OPERATIONS PLAN AND CAPACITY

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

1. Describe the proposed school’s legal status, including nonprofit status and federal tax-exempt status.
2. Submit, as **Attachment 12**:
  - a. Articles of Incorporation;
  - b. Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items);
  - c. Completed and signed Statement of Assurances;
  - d. Bylaws; and
  - e. Other governing documents already adopted.
3. Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors the nonprofit that is submitting this charter school application is involved in.
4. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization’s five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Washington state. Include discussion of the organization’s capacity to successfully support and execute that plan, including business plans to support anticipated growth.

### Section 15: Organization Structure and Partnerships (500 Words)

1. Submit, as **Attachment 13**, 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 charter term; and
  - c. When the school reaches full capacity, if in a year beyond the first charter term.

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

managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 14**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.

## Section 16: Governing Board (2200 Words)

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
  - a. The school will be an educational, financial and operational success;
  - b. The board will evaluate the success of the school and school leader;
  - c. There will be active and effective representation of key stakeholders, including parents; and
  - d. The school will be a culturally responsive education system.
4. For each current and proposed board member identified in Category 1 Section D (Board Member Roster), summarize each member's interests in and qualifications for serving on the school's board. In **Attachment 15**, provide the following documents for each individual identified:
  - a. Completed and signed Board Member Disclosure Form;
  - b. Board member resume; and
  - c. Board Chair signed Statement of Assurances.
5. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.

6. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
  - a. A timetable;
  - b. Specific topics to be addressed;
  - c. Participation requirements; and
  - d. Development of cultural competence.
7. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
8. If this 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. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
  - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.
9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed:
  - a. Code of Ethics Policy; and
  - b. Conflict of Interest Policy.
10. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

## Section 17: Advisory Bodies (300 Words)

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy for achieving that

composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

### **Section 18: Grievance/Complaint Process (750 Words)**

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

### **Section 19: District Partnerships (300 Words)**

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school district or Educational Service District (ESD) where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as **Attachment 17**, MOU or other partnership documentation (i.e. letters of support/partnership, etc.).

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

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
  - a. Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable;
  - b. As **Attachment 18**, provide a term sheet that includes:
    - i. Proposed duration of the service contract;
    - ii. Roles and responsibilities of the governing board, school staff, and ESP;
    - iii. Scope of services and resources to be provided by the ESP;
    - iv. Performance evaluations measures and timelines;
    - v. Compensations structure, including clear identification of all fees to be paid to the ESP;
    - vi. Methods of contract oversight and enforcement;
    - vii. Investment disclosure; and
    - viii. Conditions for renewal and termination of the contract.
2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.



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

1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.
4. Outline in detail the school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.
5. Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
  - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.
6. Describe how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.
7. Explain how the school leader will be evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the applicant team has identified or developed already.

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

## **Section 22: Professional Development (1200 Words)**

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

1. Identify the person, position, or organization responsible for professional development.
2. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis and use of performance data to improve student learning. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide, as **Attachment 22**, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.

## **Section 23: Performance Framework (1000 Words)**

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

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

1. Provide, as **Attachment 23**, a completed mission-specific goals form with the school’s mission-specific **academic and organizational** goals and targets. Provide 1-3 goals each for academics and organizational effectiveness. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound.
2. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s educational program, performance goals, and state standards. Be sure to address how the school will participate in all state required assessments.
3. If applicable, address how the school proposes to provide, at a minimum, summative norm-reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. preschool through grade 2).
4. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
5. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
6. Identify the individual or position responsible for managing the data, including collection, disaggregation, and analysis **with and for classroom teachers**.

## Section 24: Facilities (800 Words)

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

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.
3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).
6. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
7. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.
  - a. Provide proof of the commitment as **Attachment 24**.
  - b. **Attachment 24** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

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

1. Provide, as **Attachment 25**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.

2. Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Outline the plans for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 26**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 12.1).

## Section 26: Operations Capacity (800 Words)

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

## CATEGORY 5: FINANCIAL PLAN AND CAPACITY

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### Section 27: Financial Plan (2600 Words)

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Submit a completed Financial Plan Workbook, as **Attachment 27**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission.
6. As **Attachment 28**, present a detailed budget narrative, including description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:
  - a. Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school's core operation depends;
  - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;

- c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening, and
  - d. Provide, as **Attachment 29**, evidence of philanthropic funding commitments.
7. Provide, as **Attachment 30**, the school's long-term fundraising plan. Be sure to include specifics as to how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

## Section 28: Financial Management Capacity (500 Words)

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

## CATEGORY 6: EXISTING OPERATORS

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### Section 29: Existing Operators (2700 Words)

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

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



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

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

### Background

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

**Note:** This section is an *optional* section. Completion or non-completion does not impact an application's approval rating. In order to receive a federal planning and implementation sub-grant, a school must first be an approved charter. This portion of the New Charter School Application is simply an efficiency for the applicant in that the *New Charter School Application* meets the federal eligibility requirements for the CSP sub-grant. This allows for an applicant to complete one application that meets the eligibility requirements for a new charter school in Washington *and* for the federal CSP sub-grant. Should this application receive Commission approval as a charter school, the CSP sub-grant ratings from *this* section will be shared with OSPI (grant administrator), at which point the applicant would need to work with OSPI for the federal CSP grant award and how to comply with all federal grant processes and procedures.

### Purpose of the Grant

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

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

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

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

The Washington SEA CSP grant offers two types of sub-grant awards:

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

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

### Uses of Funds

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

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

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes [National Staff Development standards](#).
- C. Initial implementation of the charter school including:
  - i. Informing the community about the school,
  - ii. Acquiring necessary equipment and educational materials and supplies,
  - iii. Acquiring, developing or aligning curriculum, and
  - iv. Other initial operational costs.

To initially apply for this one-time planning grant, applicants must provide for the purposes of Section 30:

- **Attachment 34**, the Project Goals and Objectives Template  
Provide specific CSP sub-grant goals and objectives. State goals and objectives 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.
- **Attachment 35**, the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures.

Updated: September 14, 2017

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

**Attachment 12: Charter Public School Application**



**Impact: Seattle**

A Proposed South Seattle/Tukwila Public K-5 Charter School

Application for Charter

March 31, 2017

**Respectfully submitted by:**

**Impact Public Schools Founding Board**

**Tony Byrd**

Executive Director, Teach For America - Washington

**Tatiana Epanchin**

Partner, EdFuel

**Sara Morris**

President, Beecher's Pure Food Kids Foundation

**Micaela Razo**

Owner and Community Organizer, QuantumEd



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## 2018 WSCSC CHARTER SCHOOL APPLICATION

### Cover Sheet

Section A: School Information			
<b>Name of School:</b>	Impact: Seattle		
<b>School Type (Bold One):</b>	Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High		
<b>Grades Served:</b>	K-5		
<b>School District:</b>	Seattle or Tukwila	<b>Neighborhood/Community</b>	South Seattle/Tukwila
<b>Phone Number:</b>	<i>day</i> 206-747-0599	<i>evening</i>	206-747-0599
<b>Fax Number:</b>	206-747-0599	<b>Email:</b>	jwickens@impactps.org
<b>Website Address:</b>	www.impactps.org		
<b>Street Address:</b>	210 S Hudson St, Seattle, WA 98134		
<b>Sponsoring Entity (Bold One):</b>	Nonprofit Organization, Governmental, College or University		
<b>Open Date:</b>	Fall 2018	<b>Contracted Education Service Provider (EMO, CMO, Other):</b>	None
<b>Calendar Type (Standard or Extended School Year):</b>	Standard	<b>Number of Instructional Days:</b>	185

Section B: Primary Contact Person			
<b>Name:</b>	Jen Davis Wickens	<b>Position:</b>	CEO
<b>Address</b>	210 S Hudson St, Seattle, WA 98134		
<b>Mobile Phone:</b>	206-747-0599	<b>Alternate Phone:</b>	206-747-0599
<b>Email:</b>	jwickens@impactps.org	<b>Current Employer:</b>	Impact Public Schools



Section C: Attendance Projections												
Grade Level	2018-19 Enrollment		2019-2020 Enrollment		2020-2021 Enrollment		2021-2022 Enrollment		2022-2023 Enrollment		At Capacity	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
PK	0	0	0	0	0	0	0	0	0	0	0	0
K	56	56	56	56	56	56	56	56	56	56	56	56
1	56	56	56	56	56	56	56	56	56	56	56	56
2	28	56	56	56	56	56	56	56	56	56	56	56
3	28	28	56	56	56	56	56	56	56	56	56	56
4	28	28	28	28	56	56	56	56	56	56	56	56
5	0	0	28	28	56	56	56	56	56	56	56	56
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>196</b>	<b>196</b>	<b>280</b>	<b>280</b>	<b>336</b>	<b>336</b>	<b>336</b>	<b>336</b>	<b>336</b>	<b>336</b>	<b>336</b>	<b>336</b>

Section D: Board Members				
Name	Title on Board	Contact Information (Phone and Email)	Mailing Address	Current Employer
Tony Byrd	Secretary	206-518-2003 Anthony.byrd@teachforamerica.org	210 S Hudson St Seattle, WA 98134	Teach For America
Sara Morris	TBD	206-851-5590 Saramo808@yahoo.com	5917 11th Avenue NW Seattle, WA 98107	Pure Food Kids Foundation
Tatiana Epanchin	TBD	206-946-0577 tepanchin@gmail.com	10014 NE Day Road Bainbridge Island, WA 98110	EdFuel
Micaela Razo	TBD	509-952-6490 Micaela@quantumed.org	441 Adair Dr. Richland, WA 99352	QuantumEd

Section E: Start-up Team Members				
Name	Title/Position on Start-up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
Jen Davis Wickens	CEO	206-747-0599 jwickens@impactps.org	210 S. Hudson St Seattle WA 98134	Impact Public Schools
Natalie Hester	Director of Operations & Engagement	206-356-7078 nhester@impactps.org	210 S. Hudson St Seattle WA 98134	Impact Public Schools
Chrissie Wright	Education Model Design Consultant	650-678-9989 cwright@impactps.org	210 S. Hudson St Seattle WA 98134	Consultant

## CATEGORY 2: EXECUTIVE SUMMARY

### Section 1: Executive Summary

Impact: Seattle, the first school of the Impact Public Schools (IPS) network, will serve a maximum of 336 K-5 students in the Seattle/Tukwila region. The proposed school will meet an unmet educational need through provision of a rigorous educational program that offers school-based mentor groups, personalized learning pathways, and project based learning to culturally and linguistically diverse students. An ambitious yet attainable set of goals will hold the school accountable for closing the opportunity gap. IPS chose this community given urgent and unmet student needs.

#### 1. Educational Need, Anticipated Student Population, and Challenges

##### Educational Needs

Elementary schools currently serving the target communities are failing to prepare all students for long-term success. Current opportunity gaps exist in both reading and math across the Seattle/Tukwila school districts, particularly for low-income students, students of color, and students with Individualized Education Plans (IEPs). The following table provides a snapshot of unequitable outcomes in grade 3 (similar inequities exist across grades 3-5).

*Third Grade Reading and Math Proficiency,  
2015-2016 Smarter Balanced Assessment (SBAC)*

Grade	% District passing (Reading/Math)	% Asian passing	% White passing	% Black passing	% Hispanic passing	% Limited English passing	% SPED passing	% Low Income passing
Seattle <sup>1</sup>	65.4 68.8	65.2 73.	78.5 79.4	33.3 41.2	41.9 48.1	22.2 37.4	38.4 41.4	38.7 46.5
Tukwila <sup>3</sup>	45.4 48.8	50.0 52.0	61.1 44.4	42.3 50.0	39.1 47.2	28.0 30.8	Not reported	42.1 45.3

Unmet need in the Seattle/Tukwila region is also evident through under-enrollment of underserved student groups in college-bound programs, disciplinary disproportionality towards students of color and IDEA students, and disproportionality in retention rates of students of color.<sup>4</sup>

##### Anticipated Student Population

While open to any child eligible under laws of Washington State, Impact: Seattle anticipates serving a population with great diversity in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions. The school will serve a population representative of the demographics in the Seattle/Tukwila region, with the following characteristics:

	FRL %	SPED %	ELL %	HICAP %
<b>Projected Demographics</b>	60%+	12%+	12%+	5%

Within these demographics, Impact: Seattle anticipates enrolling a significant number of students who are at risk or struggling and are likely to have one or more of the following: low levels of kindergarten preparedness, low levels of literacy, or lack of solid foundation in math.

Impact: Seattle is committed to serving this heterogeneous group of students within a culturally responsive setting. In this way, Impact: Seattle will support the Washington State Charter School Commission’s strategic vision to address educational equity and “significantly improve student outcomes, particularly for at-risk students,” in accordance with Washington state charter school law, SB 6194.

**Grade Levels and Growth Plan**

In response to conversations with families in the Seattle/Tukwila region who have urgently expressed desire for public school choice for children across elementary school ages, Impact: Seattle seeks to open K-5 in 2018. Impact: Seattle will launch with fully enrolled K-1 cohorts and partially enrolled cohorts in grades 2 and upward. The school reaches full enrollment in Year 3 of operation.

The small size and incremental growth rate of the school allow strong focus on building school culture and ensuring outstanding academic outcomes for all students. Small school size will nurture cultural inclusion, permitting students to build authentic and strong relationships with peers and staff; small size also permits accommodation of diverse learners with appropriate individualization. Through incremental growth, the school will establish a strong foundation of collaboration among staff, and hire from among the strongest candidates (including those who demonstrate cultural competence).

Grade	Year 1	Year 2	Year 3+
	2018-2019	2019-2020	2020-2021
K	56	56	56
1	56	56	56
2	28	56	56
3	28	56	56
4	28	28	56
5	0	28	56
<b>Total</b>	196	280	336
<b>Class Configuration</b>	4 K-1 2 2-3 1 4-5	4 K-1 4 2-3 2 4-5	4 K-1 4 2-3 4 4-5

## Community Demand

The founding team has assessed demand and community needs through conversations with parents and community meetings. Impact: Seattle has conducted two community design meetings, gathered letters of support from community leaders, and collected signatures from families who have expressed interest in enrolling a child at Impact: Seattle (**Attachment 9**).

## Challenges

Seattle/Tukwila is a vibrantly diverse region of the city; with its diversity comes key challenges the school aims to address. These include developing resources in all languages spoken by the target enrollment population; conducting events in locations and languages that allow attendees to feel welcomed and empowered; and learning what is most valued about school in a range of cultural value systems. Additional challenges and the strategies Impact: Seattle will use to address them are as follows.

Anticipated Challenge	Strategies to Address Challenge
Enrollment	Early outreach, starting with conversations and events from before authorization. ( <b>Attachment 9</b> )
Facilities Acquisition	Early due diligence on multiple locations. Partnership with Raza, WCSD, and others to establish long-term facilities solution ( <b>Section 24 – Facilities</b> ).
Financial Sustainability	Fundraise from local and national partners to support start-up costs. Conservative budgeting that prioritizes non-negotiable expenses. Reach full enrollment in Year 3 to hit long-term self-sustainable budget for the school ( <b>Section 27 – Financial Plan</b> ).
Teacher Pipeline	Grow incrementally to allow for hiring over time. Develop teacher candidates from within. Partner with teacher colleges, Martinez Fellows, Teach For America, and others (both locally and nationally) to build diverse pipeline. Provide competitive compensation ( <b>Section 21 – Staffing Plans</b> ).
Leadership Capacity	Build succession from within ( <b>Section 21 – Staffing Plans</b> ).
Political Environment	Build regional support team, supported by IPS Board, to advocate for policies that promote stability in the public charter school sector in WA state. Engage communities in charter school awareness. Foster relationships with other schools, Washington State Charter Schools Commission, and WA advocacy organizations ( <b>Attachment 9</b> ).

## 2. Geographic Location

Impact: Seattle will be located in the Seattle/Tukwila region due to a convergence of community-expressed demand, significant unmet student need, and existing relationships with the community. The Impact: Seattle property search spans from the Chinatown International District

(Seattle) south to Tukwila. As a result, depending on final location, Impact: Seattle has the potential to enroll students from multiple school districts (Seattle, Renton, Tukwila, and Highline, see the following map).

*Impact: Seattle Target Location*



### **3. Plan, Mission, Vision, Objectives & Goals**

As stated above, Impact: Seattle will serve 336 K-5 students in the Seattle/Tukwila region. This location has been specifically selected to meet the SB6194 priority to serve at-risk students. In addition, the program has been designed in alignment with Washington Charter Law and the Commission’s priorities to close opportunity gaps across the State; to ensure that every student has the opportunity to meet career- and college-ready standards, and to provide a culturally responsive and inclusive program.

#### **Mission**

The mission of Impact: Seattle is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

#### **Vision**

Impact: Seattle graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. Our diverse group of scholars will solve our future’s greatest challenges; together, we will eliminate the opportunity gap in our community. Our school offers a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.

#### **Objectives and Goals**

Impact: Seattle’s primary objective is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. IPS believes statewide assessments aligned to the Common Core State Standards are one important indicator of academic progress. For specific targets on WA state assessments, see **Section 23 – Performance Framework**.

The IPS definition of success includes additional assessment indicators. Therefore, in partnership with universities and leaders in the charter school sector, IPS is developing two additional frameworks to provide a full picture of student success.

- **Deeper Learning Rubric:** evaluates competencies that extend beyond basic skills,

preparing students to apply knowledge in 21st century jobs and civic life. Examples include critical thinking, problem solving, collaboration, and communication.

- *Goal:* Each year enrolled at Impact: Seattle, at least 80% of students will show at least one year of growth on the Deeper Learning Rubric.
- **Habits of Leadership Framework:** evaluates habits and mindsets that will empower students to be the next generation of equity-driven innovative leaders. Examples include: growth mindset; social-emotional skills; Diversity, Equity, and Inclusion (DEI) competencies; and others.
  - *Goal:* Each year enrolled at Impact: Seattle, at least 80% of students will show at least one year of growth on the Habits of Leadership Framework.

#### **4. Request for Additional Year**

Impact: Seattle seeks to open in Fall 2018.

## **CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY**

### **Section 2: Program Overview**

To meet its mission and to provide a program of basic education that meets the goals in RCW 28A.150.210, Impact: Seattle will offer a rigorous curriculum rooted in Washington State K-12 Learning Standards. The proposed school's essential design elements have been selected to nurture 21st century skills and habits within a culturally inclusive learning environment. The program is driven by the belief that all students can excel when they are provided with high-quality teachers, programs and resources. Each design element is informed by evidence, and the Educational Program Terms will result in an educational experience that is rigorous, engaging, and effective for the anticipated student population.

The Impact: Seattle school model is rooted in the following three Educational Program Terms:

1. School-based mentor groups
2. Personalized learning pathways for every student
3. Project-based learning (PBL)

#### **1. School-Based Mentor Groups**

School-based Mentor Groups are the foundational design element of the school. Research suggests providing academically at-risk students with support through relationships is critical to their long-term success.<sup>5</sup> Mentors play a valuable role in helping students monitor their progress while simultaneously reinforcing school values. Extension of the mentor program to include the family enables the school to bring diverse cultural perspectives and languages into the classroom.

##### *Mentor Groups at IPS*

IPS students begin and end each day in Mentor Groups of ~18 students. Mentor Groups are their home base at IPS. To nurture the development of strong relationships, most students stay with the same mentor for each 2-year house experience (K-1, 2-3, and 4-5). Mentor groups are led by one of three teachers within each student's Studio group – a group of 56 students. Activities in mentor groups include goal-setting, progress-monitoring, team-building, instruction on the Habits of Leadership, and more.

Mentors are trained to serve as the primary contact for both families and teachers in connection to each child. Culturally-responsive mentoring, achieved through ongoing communication with families, provides staff with a unique opportunity to address the diverse needs of the target population. IPS believes the inherent connection between mentors, mentees, and academics will help at-risk youth develop positive attitudes about school, increase self-confidence, and receive the support needed to feel valued and essential to the success of the program.

##### *Research Base for Mentor Groups*

The benefits of high-quality advisory programs include increased academic achievement, improved attendance, reduced dropout rates, increased student engagement, and increased self-confidence and agency.<sup>6</sup> In addition, research suggests that strong mentor relationships result in altered long-term outcomes for students. Research by the National Mentoring Partnership suggests that young adults who were at risk but who had a mentor are 55% more



likely to enroll in college, and 130% more likely to hold leadership positions.<sup>7</sup>

**Observable Criteria:** All students participate in Mentor Groups an average of nine sessions each week. Mentor Group attendance is recorded in the IPS Learning Management System (LMS) and available for review.

## **2. Personalized Learning Pathways**

At IPS, personalized learning means giving students what they need, in a way that motivates them, when they need it. Students take ownership for their learning, and their daily experience adjusts dynamically according to their skills, curiosity, and standards-based goals. With support from teachers as mentors, students' cultural assets are capitalized, placing them on a pathway that maximizes their opportunities to gain proficiency.<sup>8</sup>

### *Personalized Learning at IPS*

At IPS, personalized learning occurs primarily during the Math and Literacy Studio (2.5 hours per day) when students complete a combination of self-directed learning and teacher-directed learning in small groups:

#### *(i) Self-Directed Learning*

During Math and Literacy Studio each day, students use the IPS Learning Management System (LMS) to direct their own learning based on their personal interests and data-informed goals. Using the LMS, students work together with their mentors and teachers to plan what they will do in each core skill domain for the day and week. With support, students choose options from a teacher-curated set of tasks, and students experience gradual release from a high degree of support in creating their schedules in kindergarten to greater independence by grade 5. When choosing the sequence of tasks, students reflect on how they can best reach their goals, and what keeps them motivated as learners. Examples of tasks include using targeted adaptive software, reading independently, and interacting with math manipulatives based on teacher-identified needs. All tasks are selected in response to data and are designed to maximize student progress toward meeting and exceeding goals in reading and math. Each task is closely aligned with Common Core State Standards and designed to show mastery within the task, followed by formal assessment to show mastery upon completion.

#### *(ii) Teacher-Directed Learning in Small Groups: Guided Reading and Guided Math*

Each student's learning plan includes regular small-group instruction in reading and math. Groups of 6-to-8 students are created based on shared need as identified through real-time assessment data and student work.

### *Research Base for Personalized Learning*

Personalization is a student-driven approach aimed to address opportunity gaps. It is grounded in the belief that all students excel academically when their individual abilities, culture, language, and experiences are valued and used to facilitate learning and development. At Impact: Seattle, personalization ensures that all children -- including highly capable, students with IEPs or 504 plans, English Language Learner (ELL) students, and children significantly behind -- work at their instructional level and make accelerated academic progress.

Research by RAND shows that "...compared to peers, students in schools using personalized

learning practices are making greater progress over the course of two school years, and that those students who started out behind are catching up to perform at or above national averages.”<sup>9</sup> The IPS approach to personalization will build on design elements from this study, including data-driven decision making, individual goal-setting with students based on data, student decision making about learning pace and path, and a flexible approach to space and time in response to student needs.

Leaders in personalized learning nationwide are demonstrating that personalized learning is rigorous, engaging, and effective for similar student populations. At Summit Public Schools, where nearly half of students qualify for free or reduced-price lunch, students drive their own learning using a digital tool called the Personalized Learning Plan (PLP). As result, 99% of Summit graduates are accepted into at least one four-year college and 55% go on to complete college (compared with a 28% national average).<sup>10</sup> The IPS LMS is inspired by Summit’s PLP (which currently serves grades 6-12).

Similarly, when the Lindsay Unified School District (LUSD) in Central California transitioned to a district-wide approach of using personal student learning paths, the district graduation rate soared from 76% to 87%.<sup>11</sup> (In the LUSD, 52% of students are ELL students and 100% qualify for free or reduced-price lunch.)<sup>12</sup>

Additionally, targeted small-group instruction is cited as one of the highest leverage strategies for at-risk student subgroups, including English Language Learners.<sup>13</sup>

**Observable Criteria:** Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review.

### **3. Project-Based Learning (PBL)**

In order to grow as innovative leaders, IPS students apply their skills through rigorous, authentic projects starting in kindergarten. IPS defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”<sup>14</sup> This PBL approach explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills (**Attachment 3**).

#### *PBL at IPS*

PBL occurs during a daily 100-minute block. Each project follows a 6-to-8-week arc with three stages: explore, create, and showcase. Projects at IPS are designed to support mastery of science and social studies standards and Deeper Learning Skills, while developing Habits of Leadership required to thrive in the 21st century culture and workplace, including skills in cultural competence. IPS projects culminate in a product that students compile in portfolios; portfolios are shared with the school community through Rites of Passage between K-1, 2-3, and 4-5.

#### *Research Base for PBL*

PBL is currently being implemented by more than 1,000 schools nationwide. A review of the research on its effectiveness concludes that the approach yields “improved content learning,

higher levels of engagement, and more positive perceptions of the subject matter.”<sup>15</sup> PBL has positive effects on “...student academic achievement, mastery of 21st century competences such as problem-solving and critical thinking, addressing the needs of diverse learners and closing achievement gaps, and increasing students' motivation to learn.”<sup>16</sup>

Iterating on best practice, the IPS PBL model is being developed in partnership with PBL leaders including Summit Public Schools, High Tech High, Big Picture Learning, Expeditionary Learning, Brightworks and others.

**Observable Criteria:** Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.

## Section 3: Curriculum and Instructional Design

### 1. Learning Environment and Essential Design Elements

The IPS school model, to be implemented at Impact: Seattle, is rooted in the following three essential design elements (Also see **Section 2 – Program Overview**):

1. School-based mentor groups
2. Personalized learning pathways for every student
3. Project-based learning (PBL)

Additional components of the Impact: Seattle school design align with the IPS mission, vision, and values (See **Section 1 – Executive Summary**).

Design Element	Connection to Mission, Vision, & Values	Rationale (Evidence of Appropriateness, Effectiveness, and Cultural Responsiveness)
Multi-age classrooms	Team, everyone grows, DEI	Fosters reciprocal peer mentoring and an understanding that everyone has both strengths and opportunities. <sup>17</sup> Research shows that, when paired with intentional groupings and effective instruction, multi-age classrooms help students develop “more positive attitudes toward school, themselves, and their peers.” <sup>18</sup>
Departmentalized teachers	Everyone grows, intention	Increases quality of focused instruction as teachers become experts in the pedagogy of their subject area. Allows opportunities for specialized professional development and teacher development pathways.
Class size & flexible classroom configurations	Intention, results for kids	Allows teaching modality to match the demands of each subject and to respond to student needs. Provides strong relationships through home classrooms of 28 students with 1 teacher for direct instruction. Home classrooms reconfigure into studios (56 students with 3 teachers) during the Math and Literacy Studio to allow specialized small-group instruction in reading and math. Whole-class experiences like writer’s workshop and social studies and science mini-lessons occur in home classrooms.
Small-group instruction	Intention, results for kids	Provides instruction within each student’s zone of proximal development: tasks are feasible without becoming frustrating and, as a result, student

		learning accelerates.
Individualized instruction and practice	Intention, everyone grows, results for kids	Supports actionable feedback through one-on-one conferences with teachers and peers. Positively impacts the student's thinking in the moment. Research shows that receiving regular targeted feedback <sup>19</sup> and working at one's independent level both accelerate student learning.
Large-group direct instruction	Intention, results for kids	Increases schema for students from diverse backgrounds in core content areas, which is critical to developing reading comprehension. Research shows that establishing core knowledge in the early grades is a critical prerequisite to reading comprehension in later grades. <sup>20</sup>
Online learning	Results for kids, everyone grows	Offers adaptive instructional modules iteratively to address student learning needs and misconceptions in real-time, increasing the scope and moderating the pace of individualization in the classroom.
Project work	Play big, team	Increases student executive function skills including focus, critical thinking, making connections, taking on challenges, and self-directed learning. <sup>21</sup>
Mentor groups	Team, DEI, intention	Promotes student feelings of safety and freedom in the school environment, both physically and intellectually. <sup>22</sup> Students develop the ability to establish and maintain positive relationships with diverse individuals and groups, a core Social-Emotional Learning (SEL) competency. <sup>23</sup>
Explicit DEI and SEL instruction and assessment	Team, DEI, intention	Prepares students to lead well with others, while supporting student learning in the present. Meta-analysis of 213 studies shows an 11-percentile point gain in academic achievement for students who participated in evidence-based SEL programs compared to students who did not participate in SEL programs. <sup>24</sup>

In order to provide a culturally responsive program, IPS strives to include students' cultural references in all aspects of learning, embedded throughout the academic program described above.<sup>25</sup> Specific culturally responsive strategies woven through the program include:

Strategy	Description	Where Implemented
Fostering positive relationships with parents and families.	Includes regular communication, needs assessments and surveys, parent committees, home visits, weekly newsletters, family nights at school, meetings in the community, research of cultural background of students' families, collaboration with local cultural centers, tours of students' neighborhoods to identify local "funds of knowledge." <sup>26</sup>	Impact Institute Mentor Groups Celebrations of Learning Expeditions
Cultivating learning within the context of culture.	Strategies include encouraging student projects that focus on issues or concepts that apply to their own community or cultural group, teaching and discussing differences between individuals, and attending community events of students and discussing those events at school. <sup>27</sup>	Project Time Expeditions DEI Affinity Groups
Cultivating curriculum that connects to and reflects communities.	Examples include projects that encourage students to research aspects of a topic within their community, encouraging students to interview members of their community who have knowledge of the topic they are studying, and providing information to the students on alternative viewpoints or	Project Time Expeditions

	beliefs of a topic. <sup>28</sup>	
Creating a learning environment that reflects and celebrates diversity.	Strategies include displaying family photos and cultural artifacts throughout the school and curating intentionally diverse classroom libraries. <sup>29</sup>	Mentor Groups Studio Project Time
Matching assessment practices to students.	Strategies include utilizing a variety of formal and informal methods to adequately tap the strengths and weaknesses of the student.	Mentor Groups Studio Project Time

## 2. Curriculum Overview

### Course Outcomes

The proposed educational program at Impact: Seattle prepares students to meet or exceed core goals as articulated by OSPI<sup>30</sup> and to demonstrate proficiency in all elementary-level Washington State K-12 Learning Standards (which incorporate the Common Core State Standards [CCSS]). Upon graduation from fifth grade at Impact: Seattle, students are prepared for successful entry into college-preparatory middle schools, while exhibiting Habits of Leadership that include social-emotional skills and DEI competencies.

Specific outcomes for each subject include the following:

Subject	Standards	Outcome for K-2	Outcome for 3-5
Reading	Washington State K-12 English language arts (ELA) Learning Standards (CCSS)	85% of students meet Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) goal 1+ year of growth on STEP assessment	90% of students meet NWEA MAP goal 1+ year of growth on Fountas & Pinnell assessment 80% of students proficient on reading SBAC
Writing	Washington State K-12 ELA Learning Standards (CCSS)	1+ year of growth on CCSS-aligned Units of Study rubric	1+ year of growth on CCSS-aligned Units of Study rubric
Math	Washington State K-12 Mathematics Learning Standards (CCSS)	85% of students meet NWEA MAP goal 1+ year of growth on	90% of students meet NWEA MAP goal 1+ year of growth on

		CCSS-aligned IPS math progression	CCSS-aligned IPS math progression 80% of students proficient on math SBAC
Social Studies & Science	Washington State K-12 Social Studies Learning Standards WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs) Washington State K-12 Science Learning Standards (Next Generation Science Standards)	90% meet growth target on Deeper Learning Rubric	90% meet growth target on Deeper Learning Rubric
Habits of Leadership*	Illinois Social/Emotional Learning Standards <sup>31</sup> Kansas SECD <sup>32</sup>	90% meet growth target on Habits of Leadership Rubric	90% meet growth target on Habits of Leadership Rubric

\* Note that Washington state has not adopted social/emotional learning standards. Illinois and Kansas are leaders nationally in having formally adopted SEL standards. The IPS Habits of Leadership Framework is rooted in these standards.

### 3. Curricular Choices

The materials were selected based on alignment with the school’s mission, best practices across high performing schools across the country, and research-based evidence demonstrating effectiveness in addressing anticipated needs. IPS co-founders visited high-performing schools nationwide to survey curricular options that would best match Impact: Seattle’s program and students. Visits include Summit Public Schools, Valor Collegiate Academy, Roots Elementary, Montessori for All, Spokane International Academy, PRIDE Prep, Bricolage Academy, Brightworks School, Nueva School, and Rocketship. Curriculum evaluation at each school was conducted through review of student achievement data and interviews with teachers and administrators.



Subject	Mode of Instructional Delivery	Standards	Curriculum
Reading	Small group (guided reading), individual	Washington State K-12 Learning Standards for ELA	Scholastic Guided Reading Program Reading A-Z guided reading, fluency, and phonics resources
	<b>Rationale:</b> Provides ongoing practice at each student’s instructional level, resulting in accelerated reading growth. <sup>33</sup> Scholastic’s Guided Reading also provides a powerful context for supporting specific vocabulary, phonics, and comprehension needs of ELL students. <sup>34</sup> Guided reading is a core component of the literacy approach of high-performing CMOs serving historically underserved student populations, including KIPP and Uncommon. <sup>35</sup>		
Writing	Large group, small group, individual	Washington State K-12 Learning Standards for ELA	Lucy Calkins <i>Units of Study</i>
	<b>Rationale:</b> Provides rigorous standards-based instruction for all students through mini-lessons, combined with individual rubric-based next steps to help each writer develop. <sup>36</sup> Led to growth in student writing abilities across genres at schools with similar student demographics, including NYC DOE.		
Language (Phonics/word study)	Online, individual, small group	Washington State K-12 Learning Standards for ELA	Lexia Reading A-Z phonics lessons during guided reading
	<b>Rationale:</b> Provides personalized phonics instruction according to student need, with teacher support in small groups as needed. Some elements of the Lexia program have been designed to specifically target needs of ELL students, <sup>37</sup> including dramatic literacy gains at the elementary school level at Spokane International Academy.		
Math	Online, small group, individual	Washington State K-12 Learning Standards for Math	iReady (or similar) ST Math (or similar) Eureka Math, based on EngageNY CCSS-aligned modules Peter Carpenter <i>Cognitively Guided</i>

			<i>Instruction (CGI)</i>
<b>Science &amp; Social Studies</b>	Large group, small group	NGSS	Project GLAD (Guided Language Acquisition Design) Teacher-created project plans using backward planning to standards
<b>Social/ emotional skills</b>	Small group	Illinois Social/Emotional Learning Standards Kansas SECD	RULER (or similar)
	<b>Rationale:</b> Effective at schools with similar demographics. <sup>42</sup> Adopted by neighboring school districts including Seattle and Highline, providing potential opportunities for collaborative professional development.		

## **Intervention Curriculum**

- *Literacy*: Wilson Language. Effective with similar student subgroups at schools including KIPP, Uncommon Schools, and others.
- *Math*: Additional small-group instruction using Singapore Math. Provides sequential direct-instruction resources to provide small-group support for standards that have not yet been mastered. Provides additional practice with manipulatives and visual representations of concepts, beneficial to a range of learners.<sup>43</sup>
- *As needed*: eSpark<sup>44</sup> or similar additional online learning program in reading and/or math.

## **Curriculum Alignment**

Washington State's learning standards are developed through collaborative public processes led by curriculum associations across the State and nationwide. Its learning standards incorporate the CCSS for ELA and mathematics. IPS uses these standards as the basis for our curriculum. IPS students progress across these standards according to mastery, not constrained by their age-based grade level. Teachers use the Learning Standards as the backbone for the curricular scope and sequence. This scope and sequence is used to make instructional plans and write lessons. The scope will inform the breadth of curriculum that students must be taught. The sequence will guide how the skills and subject material will be instructionally presented over time. IPS scope and sequence will be both horizontal and vertical. Appropriate grade-level and cross-grade-level teams will be established to maximize collaboration on scope and sequence decisions. In this way, all IPS curriculum is both vertically and horizontally aligned for all grades.

## **4. Instructional Strategies**

Conscious of the key Instructional Shifts through implementation of the WA State Standards, IPS teachers will employ a variety of instructional methods to create a positive, culturally inclusive environment with high levels of engagement. In selecting the most appropriate methods, teachers will consider the goals and objectives of the lesson and the unit, the students' prior learning (based on student data), and strategies for maximizing engagement.

The instructional methods will come from the teacher's personal toolkit, instructional methods from IPS professional development, and ongoing peer collaboration. Utilizing multiple instructional strategies will make standards-based content and curriculum accessible to a diverse set of students. Teachers continually align their teaching strategies with both students' needs and the demands of the subject area and content matter to be taught.

Instructional methods IPS teachers employ are as follows:

### ***Small-Group Instruction***

Small-group instruction looks like flexible groups of students working with a teacher. Students are grouped based on level (e.g., Fountas & Pinnell level in reading), or skill (e.g., identifying polygons in math). Students receive small group instruction daily in both reading and math, and in other subjects, according to student needs. Every student receives small group instruction every day; specific intervention groups occur in parallel as needed while other small group instruction is also taking place.

The frequency of small group experiences for students at IPS reflects the school's commitment to providing a culturally inclusive environment for students, engaging each individual and making each feel valued and essential to the success of the group.<sup>45</sup>

### ***Individualized Instruction***

Individualized instruction looks like students receiving one-on-one support from a teacher. All students receive individualized instruction at least twice each week through writing conferences and mentor coaching sessions, and as needed in other subjects.

### ***Large-Group Direct Instruction***

At IPS, large-group direct instruction occurs during writer's workshop and project time, emphasizing content where most students can benefit from the same content. Large-group lessons resemble traditional teacher-led mini-lesson common to the workshop model<sup>46</sup>, and leverage GLAD strategies.

For projects, direct instruction typically occurs during the exploration phase of the project, addressing areas in which students have shared gaps in content knowledge. These large-group lessons leverage the methodology of Project GLAD to build robust vocabulary and content knowledge. Additional GLAD strategies will be used to support individuals and small groups of ELL students. Project GLAD has been recognized by the US Department of Education as "Program of Academic Excellence" for its impact on student learning, particularly among ELL students.<sup>47</sup> IPS' implementation of Project GLAD is rooted in the understanding of cultural responsiveness that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development.<sup>48</sup> As a result, large-group lessons at IPS emphasize bringing student language, culture, and experiences into the classroom and embedding them into lessons and classroom routines.

Across subjects, both teachers and students will select topics and resources that are culturally relevant to student populations. For example, read-alouds and classroom libraries will include authors and characters from a diverse range of ethnic backgrounds. Similarly, in writer's workshop, teachers will model topic choices that connect to students' cultural identities, and encourage students to make their own topic choices that connect to their experiences.

### ***Online Learning***

Online learning looks like students participating in online learning programs that adaptively match lessons and activities with student needs. All students use online learning in reading and math daily, and in other subjects as selected. K-5 participation in online learning programs like ST Math have been linked to significant gains in student performance.<sup>49</sup>

### ***Intervention***

Intervention is critical to the IPS vision of equipping a truly diverse student body to thrive in college, career, and life. To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, IPS teachers follow a Response to Intervention (RtI) model (described on page 37):

Level	Intervention	Personnel Responsible	Parent Communication
Level 1 (At and above standard, 80%)	Reading: Guided reading groups, independent reading, Lexia adaptive program. Math: iReady adaptive program (or similar), CGI. Classroom differentiation.	Classroom teachers	Online learner profiles Conferences Quarterly progress reports
Level 2 (Below standard, 15%)	Level 1 plus: Wilson phonics/Singapore Math and additional differentiated online support as needed. Small group instruction based on specific standards/skills.	Classroom teachers Learning Specialist Teaching Fellows	Online learner profiles Conferences Quarterly progress reports Progress updates every two weeks
Level 3 (Significantly below standard, 5%)	Levels 1 and 2 plus: One-on-one instruction based on specific standards and skills. Further diagnostics to determine barriers to learning.	Classroom teachers Learning Specialist Teaching Fellows Classroom aides (as needed)	Online learner profiles Conferences Quarterly progress reports Progress updates every week

## Section 4: Student Performance Standards

### 1. Student Performance Standards

In alignment with Washington State K-12 Learning Standards (Common Core State Standards) for English Language Arts, Math, Science (Next Generation Science Standards), Social Studies, Health & Physical Education, IPS will offer a rigorous curriculum in which students meet or exceed the State's learning goals and achieve the IPS mission.<sup>50</sup>

#### Ensuring Alignment

The Learning Standards are used as the backbone for the IPS scope and sequence. Scope informs the breadth of curriculum taught, while sequence guides the presentation over time. Assessments are then used to ensure vertical and horizontal alignment with commonly high expectations, holding teachers and students accountable for meeting or exceeding the standards.

IPS uses ongoing and varied assessments to monitor student progress toward standards mastery and to drive instruction. Teachers act with vertical alignment of standards in mind, using tools like Achieve the Core's coherence map to scaffold instruction up or down, depending on student needs.<sup>51</sup> The following table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

Core Subject & Standards	Baseline Assessments	Formative Assessments	Summative Assessments
Reading CCSS	STEP assessment <sup>52</sup> or Fountas & Pinnell (F & P) Benchmark Assessment <sup>53</sup> NWEA MAP <sup>54</sup>	STEP, F & P Benchmark, conferring notes, guided reading group observations, student work	STEP, F & P Benchmark NWEA MAP
Phonics CCSS	Lexia Diagnostic <sup>55</sup> NWEA MAP	Lexia, conferring notes, guided reading group observations, student work	Lexia NWEA MAP
Writing CCSS	TCRWP Units of Study On-Demand Writing Assessment <sup>56</sup>	TCRWP Units of Study On-Demand Writing Assessment, conferring notes, strategy group observations, student work across subjects	TCRWP Units of Study On-Demand Writing Assessment

<b>Math</b> CCSS	i-Ready Diagnostic or similar NWEA MAP	i-Ready, conferring notes, guided math group observations, student work	i-Ready NWEA MAP
<b>Science</b> NGSS	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric  Project presentation evaluation rubric
<b>Social Studies</b> WA GLE's	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric

Each year, students take diagnostic assessments in reading, phonics, and math during the first two weeks of school. Diagnostic, formative, and summative assessment data are integrated on the IPS LMS to provide an ongoing picture of each student's progress in mastering each subject's standards.

### **Reading**

Reading diagnostics include UChicago's STEP assessment to identify independent reading level, and NWEA MAP for phonics and other reading skills. Both the STEP and NWEA MAP are repeated at least once per trimester. STEP and MAP are also given as a summative assessment to show student growth. IPS selected STEP particularly because it provides a clear standards-aligned data dashboard that is transparent and immediately actionable for teachers. Additional formative assessments include daily data from Lexia and informal reading inventories during guided reading.

### **Writing**

Writing is evaluated through on-demand writing assessments designed by the Teacher's College Reading and Writing Project at Columbia University. Students complete writing pieces that are rated on vertically-aligned CCSS-based rubrics for each genre. Teachers grade these assessments as a team to ensure consistent scoring. Students repeat on-demand writing pieces at the conclusion of each unit, and demonstrate growth through increased rubric scores. Additional formative assessments include teacher/student conference notes, daily student writing pieces, published writing pieces, and writing across content areas.

### **Math**

The NWEA MAP and i-Ready diagnostic assessment (or similar) are given as a baseline and summative assessment; the CCSS-aligned i-Ready data dashboard provides a real-time metric of student growth and mastery of the standards. Additional formative assessments include weekly teacher/student conference notes, anecdotal observations from guided math groups, and student work.

### **External Assessments**

IPS administers state assessments: Smarter Balanced (SBAC) in reading and math for grades 3-5, Measurements of Student Progress (MSP) in science for grade 5, WaKIDS for kindergarten, and the ELPA21 for ELL students.<sup>57</sup> Results from state assessments provide valuable insight on student mastery of standards, and help the school to evaluate the effectiveness of the educational program and adjust as needed.

## **2. Additional Academic Standards**

IPS complements Washington’s rigorous academic standards with the IPS Habits of Leadership Framework – a social-emotional development framework rooted in Illinois Social/Emotional Standards<sup>58</sup> and Kansas Social Emotional and Character Development Standards.<sup>59</sup> These standards provide a framework for incorporating social-emotional learning into the curriculum. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K-3) and late elementary (grades 4-5).

The Habits of Leadership Framework ensures that students develop the habits required to effectively apply their academic, standards-based skills as equity-driven, innovative leaders in the workplace and in life. A growing body of research in psychology and learning science shows that developing skills like perseverance and self-control enhances both academic performance<sup>60</sup> and overall well-being.<sup>61</sup> Labor market research states that future jobs will require employees to possess skills like emotional intelligence and persuasion<sup>62</sup> and that those who possess personal, social, and technical competencies increase their earning potential.<sup>63</sup> The Habits of Leadership Framework will be an essential tool empowering students to truly fulfill the IPS mission and the State’s learning goals.

## **3. Grade Promotion**

IPS uses a standards-based progress reporting system to advance students within their K-1, 2-3, and 4-5 cohorts. To be eligible to present their portfolio in a Rite of Passage and advance from one cohort to the next, students must earn a mark of “mastered” for 80% or more of the grade-level standards in reading, writing, and math. To graduate from 5th grade, students must also meet individually determined academic goals (as discussed below), set annually with their mentor from K-5. (See **Attachment 5** for exit standards.)

### **Progress Reports**

Progress reports include standards on which students are working across CCSS-grade levels. For example, a first-grade student in a K-2 cohort may be working on CCSS standards from grades K, 1 and 2 (or beyond). Retention of standards is monitored through a variety of assessments (described above), and recorded on the IPS LMS. For each standard on which they have worked during a given trimester (including SEL), students receive a designation of “introduced,” “practicing,” or “mastered” as informed by the assessment results.



Designation	Description
Introduced	<p><b>The student:</b></p> <p>Has been introduced to the content or skill during, but does <b>not yet</b> show partial mastery of requisite skills or knowledge.</p>
Practicing	Is practicing this standard in small groups or independently, and <b>has begun</b> to show partial mastery of requisite skills and knowledge.
Mastered	Has <b>demonstrated proficiency</b> of the requisite knowledge or skill, and is ready to move on to a related, more rigorous standard.

If a student's promotion is in doubt based on formative assessments, the school (through the Principal) will issue a promotion-in-doubt letter to the student and parents at or before the conclusion of the second trimester. A required meeting will be held with the student, parents, mentor, and other school staff as necessary. At that meeting, a plan will be created to address the issues raised in the letter. Translation services will be available at all meetings and flexibility in scheduling will permit all to attend.

Formal reporting on student progress happens on a trimester basis through progress reports and at student conferences. In addition, mentors will notify parents when students are struggling to reach proficiency as part of their regular outreach. Since this system of evaluation and promotion is likely new to families, it will be introduced at Family Orientation at the beginning of the year, and teachers and coaches will be available to connect with families at conferences and throughout the year.

## **Section 5: High School Graduation Requirements**

Not applicable. Impact: Seattle will serve kindergarten through fifth grade students (not high school students) in the applied contract term.

## Section 6: School Calendar and Schedule

The majority of each student’s day will be spent in core subjects, divided across instructional blocks. Overall, students will spend 385+ minutes per day immersed in core subjects, with cultural inclusion embedded throughout. The frequency, duration, and total minutes of each instructional block follow.

Instructional Block	Subject(s)	Sessions per week	Minutes per session	Minutes per week
Math & Literacy Studio	Reading, math	5	150	750
Project Time	Science, social studies, reading, math	4	100	400
Writer’s Workshop	Writing	4	45	180
Mentor Time	Social Emotional Learning, Habits of Leadership	9	30	270
Expeditions	Science, Technology, Engineering, Arts, and Math (STEAM)	1	180	180
DEI Affinity Groups	Diversity, Equity & Inclusion, Social Emotional Learning	1	30	30
				1,810 minutes per week

Additional components of the schedule that build skills needed for college success and equity-driven, innovative leadership include Expeditions, MakerSpace, and Movement (**Attachment 6**). Throughout the schedule, efficient transitions, pre-planning, pacing, time-on-task, and clear directions reduce downtime and keep students involved in the academic learning needed to meet their ambitious goals.

### 1. Annual Academic Schedule

In adherence to RCW 28A.150.220(2), Impact: Seattle’s annual academic schedule provides a minimum of 180 instructional days and at least 1,000 instructional hours for students in grades K-5.<sup>64</sup>

To support the rigorous daily academic schedule, the annual calendar includes additional structures -- including Expeditions, Impact Institute, Rites of Passage, and Celebrations of

Learning (explained in detail in **Attachment 6**) -- that allow students to build non-cognitive skills and showcase their unique cultural and linguistic backgrounds.

## **2. Daily and Weekly Schedule**

School doors will open at 7:30 a.m. for students seeking additional support. Breakfast will be served to all students during mentor groups from 8:00-8:30 a.m. Math and Literacy Studio begins at 8:30 a.m. with dismissal at 3:30 p.m. Extended hours will be offered until 5:00 p.m., when students have the opportunity to receive targeted intervention, enrichment, or additional Studio time.

The daily academic schedule is built around key design elements, each of which has been selected to address the individual needs of the target population. While the Principal will make adjustments to meet the specific needs of the school, the schedule provided in **Attachment 6** provides an average number of minutes in which Impact: Seattle students will be engaged each type of instructional time each day and week.

## Section 7: School Culture

### 1. School Culture

The IPS culture is research- and experience-based, rooted in the knowledge that a leading contributor to outstanding academic achievement in school is a focused, positive school culture with high expectations for every student;<sup>65</sup> “students’ achievement and character are shaped by the culture around them.”<sup>66</sup>

Impact: Seattle’s culture is driven by the IPS mission: to prepare a diverse student population to impact communities as equity-driven, innovative leaders. IPS mission and values are evident in artifacts throughout the school environment, as well as in the routines, words, and actions of staff and students. Every community member of IPS -- including staff, leadership, students, and families -- is held to the expectation of being a positive steward of IPS school culture.

The IPS values animate the school mission, inspire actions, exude diversity, equity and inclusion, and inform decision making. They are:

- **Results for kids**
- **Diversity, equity and inclusion (DEI)**
- **Team WA**
- **Everyone Grows**
- **Play Big**
- **Intention**

### 2. Establishing and Maintaining Culture

To make the mission and values come to life in the daily culture of the school, Impact: Seattle will use the following systems and strategies.

Who?	What? How?
Students	<ul style="list-style-type: none"><li>● <b>Home visit:</b> Mentor will make a home visit to each newly-enrolled family the summer before school starts. At this meeting, the family is welcomed to the Impact: Seattle community in a joyful manner. Students and mentors establish relationship with dialogue that nurtures bonding and introduces the school mission and values.</li><li>● <b>Impact Institute:</b> New students attend a 4-day orientation prior to the first day of regular instruction. Institute is led by school leadership, parent volunteers, and eventually IPS students. Lessons focus on mission, values, and expectations, and Institute emphasizes community building in mentor groups.</li><li>● <b>First two weeks of school:</b> Morning Circle reviews and extends Impact Institute.</li></ul>
Families	<ul style="list-style-type: none"><li>● <b>Recruitment events:</b> from the start of the outreach process, IPS works</li></ul>

	<p>to make all parents feel welcomed and inspired by being part of the Impact: Seattle community. Recruiting sessions will include current students and families (after year 1) who will tell the story of IPS culture.</p> <ul style="list-style-type: none"> <li>● <b>Home visit:</b> See above. Opportunities for parents to participate in the rhythms of the school are introduced at this meeting, including volunteering, attending Celebrations of Learning and Rites of Passage.</li> <li>● <b>Impact Institute for families:</b> Parents have multiple opportunities to attend a one-night Institute during which they are immersed in the IPS mission, core values, expectations, and rituals of the school.</li> <li>● <b>First two weeks of school:</b> Parents are encouraged to attend Morning Circle sessions to get a sense of IPS culture, expectations, and core values. Parents attend Fall Mentor Dinners. Volunteers assist with attendance, lunch, greeting, etc.</li> </ul>
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**Ongoing Culture Structures and Routines**

Ongoing structures and routines that maintain school culture include the following.

<b>Badge System:</b>
<p>Students earn IPS Badges by completing various cognitive and non-cognitive challenges, or for demonstrating Core Values and Habits of Leadership. The badge system is based on the research that “students must derive some sense of personal reward from specific tasks before they can be expected to generate any significant motivation to carry out the task.”<sup>67</sup> Students receive badges to be sewn onto their backpacks or stuck on their laptops. Badges are presented at school ceremonies where staff and students celebrate community members’ accomplishments. The Badge system will be integrated into the IPS Learning Management System, informing progress reports, transparent to families, and part of each student’s digital portfolio telling the story of their growth as an IPS student.</p>
<b>Mentor Time - Morning Circle:</b>
<p>Students participate in a daily Morning Circle routine in their mentor group, setting a vibrant, joyful tone for the work day ahead. Morning Circle remains a hub for monitoring, reinforcing, celebrating, and discussing culture throughout the year. Students also spend time checking in on their goals, creating their daily schedule for Math and Literacy Studio, and having reflective conversations with peers. Weekly, Mentor Time includes an extended group SEL exercise in which students share and celebrate evidence of social-emotional progress.</p>
<b>Friday Impact Circle:</b>
<p>Every Friday, age-band classrooms (e.g., K and 1<sup>st</sup>) meet in their “House” or as a whole</p>

school community to celebrate milestones, enshrine school values, and set culture. Routines during Impact Circle include (but are not limited to) Badge ceremonies, stories and examples of core values in action, and shout-outs. Both Morning Circle and Impact Circle will include highly-structured routines for how to celebrate, shout-out, apologize, listen, and show kindness for all community members.

#### **Value of the Month:**

Each month, Impact: Seattle will observe a school-wide value of the month, celebrated through:

- Daily shout outs (public compliments to peers) focused on the value of the month during Morning Circle.
- Weekly shout-outs during school-wide Impact Circle.
- Weekly Values in Action moments featured in school newsletter, website, and social media.
- Value of the Month bulletin board inside school entrance.
- Value of the Month monthly read-alouds by Principal in each classroom.

#### ***Welcoming Mid-Year Students***

Students who enter mid-year will learn IPS culture through immersion in ongoing structures and routines. Although full acclimation will develop over time, new students will:

- Participate in an optional Shadow Day pre-enrollment.
- Meet with mentor during home visit within two weeks of enrollment.
- Engage in weekly one-on-one coaching sessions with mentor.
- Set IPS LMS goals aligned with IPS core values.
- Receive mentor call to family at the end of week one to check in on any initial questions or celebrations and to share positive feedback about the student's contributions to the IPS community.
- Check in daily with a buddy in mentor group each day for the first month.
- Gain support from parents who attend Monthly Mini-Impact Institute to learn IPS mission, values, expectations, and routines.
- Engage with peers to practice skills.

#### **3. Cultural Responsiveness**

Creating a school community that is diverse by design extends beyond student composition. IPS intentionally builds structures and routines that build relationships across boundaries and confronts challenges with openness and honesty. Specific routines that maintain an inclusive, responsive school culture include:

- Affinity groups
- Mentor group family dinners
- Student-led conferences in home language (with translation)
- Supports for students behind benchmark for meeting goals

### **Meeting All Needs**

All students, including students receiving special education services, ELL students, and at-risk students, benefit from the IPS culture of high expectations, personalized learning, and individualized support. Teachers know their learners; curriculum is relevant to their lives; and the classroom environment promotes differentiation (see **Section 2 – Program Overview**). Specific strategies that ensure IPS culture effectively serves students with special needs include:

- **Mentor group coaching:** Every student has a quick goal check-in with their mentor daily during morning mentor groups, and an extended coaching session once per week. Mentors take time to gain a strong knowledge of each student’s backgrounds, strengths, and challenges.
- **IPS Learning Management System:** The student, mentor, teachers, and family will collaborate to set goals, activities, and support structures that will encourage development of individual strengths and address individual challenges. Goals are monitored (with data) by the mentor and family and are used to support continued growth.

### **4-5. Typical School Day: Student and Teacher**

<b>Time of Day</b>	<b>Student Activity: Tori, 2nd grade student</b>	<b>Teacher Activity: Mr. Garcia, 2-3 Literacy Teacher</b>
Before school	Arrive at school; greeted by a tunnel of educators cheering for her, encouraging all the ways she and her peers will learn and grow at school today. <sup>68</sup>	Cohort team meeting. Uses design thinking brainstorming protocol to identify current successes and challenges in the studio. <sup>69</sup>
Mentor Time	Eats breakfast with mentor group. Completes Morning Circle. Receives shout-out from a peer for showing commitment to results by asking questions about organisms during project time. Reviews progress toward weekly goals and sets goals for the day using the IPS LMS. Sets schedule for Core Skills tasks for the day, and	Participates in student-led Morning Circle alongside students. Confers with Saniyah, Teddy, and Roberto about their learning plans for the day. Confirms that the tasks they have planned match their current goals and feedback from teachers. Completes 60-second check-in of goals and schedules with other members of mentor group.



	<p>adjusts upcoming days as needed. Discusses goals and daily plan with buddy, and completes quick check-in with mentor.</p>	<p>Gives compliments based on the value of the month: growth. Observes buddy conversations and gives feedback to pairs.</p>
<p><b>Math &amp; Literacy Studio</b> <i>(During this block, each student has a personalized schedule based on his/her achievement data and learning preferences. Tori's experience represents one example.)</i></p>	<p>Consults work plan to remember what to work on first, next, and last. Works with math manipulative to practice finding ten more or ten less than a given quantity (first grade standard).<sup>70</sup> (15 min) Attends guided reading group of five students with teacher. Reads Level L book (on grade level), receives small group word study lesson based on text, and receives personalized teaching point based on reading aloud to teacher. (30 min) Prepares and eats snack. (10 min) Consults work plan to remember what to do next. Works on independent writing piece from writer's workshop, adding dialogue to a narrative based on her last conference with her teacher. (20 min) Completes personalized phonics lessons on Lexia. (15 min) Attends multi-age guided math group of six students. Reviews strategies used on independent manipulative work, and completes lesson</p>	<p>Leads four small group guided reading lessons. Completes 1:1 reading conferences with two students who benefit from additional support as identified in their IEP and 504 plans.</p>

	on adding and subtracting within 20 using mental strategies (start of second grade skill chosen for students based on previous assessment results and progressing from previous objective). (30 min)	
Morning movement	Completes morning series of yoga poses in home classroom.	Sets up meeting area for upcoming writer's workshop lesson.
Writer's workshop	Attends third grade-level mini-lesson, sets a writing goal for the day with her partner, then works independently on her piece.	Teaches second grade-level mini-lesson on introducing a topic <sup>71</sup> during an opinion writing unit of study. <sup>72</sup>
Retreat	Completes job of setting tables at her table in the dining room with placemats, then enjoys lunch with peers. Chooses to jump rope outside with peers, then enjoys extra independent reading time during "Stop, Drop and Read."	Eats lunch with teaching fellow he is mentoring. Reviews fellow's guided reading lesson plans for next week.
Project Voyage ("Explore" stage of project arc)	Attends mini-lesson on the parts of a plant (NGSS second grade standard) <sup>73</sup> where the teacher uses a GLAD pictorial input chart. <sup>74</sup> Completes small group investigation to name and describe the parts of a plant observing live plant specimens.	Planning period: Reviews student work from writer's workshop to plan conferring teaching points. Creates lesson plans for upcoming guided reading lessons.
DEI Affinity Group	Attends group she selected for the trimester, focusing on	Leads affinity group for the trimester focusing on food

	<p>the similarities/differences between African and African American youth in the world, the United States, Seattle, and the school.</p> <p>Feels safe to take risks and grow because of group norms of honesty and acceptance.</p>	<p>insecurity in the world, the United States, and Seattle.</p>
<p>Mentor Time</p>	<p>Revisits LMS dashboard to reflect on whether goals were met for the day, and to make a plan for tomorrow.</p> <p>Completes daily check-in with Saniyah, a classmate who is new to Impact: Seattle, to make sure she reached her goal of introducing herself to 2 new classmates during project time.</p> <p>Laughs like crazy during Read Aloud and decides to check out other books by Andrea Beaty the next time she visits the library with her little brother.</p>	<p>Checks in with students on the progress they made towards their goals today. Supports students in making a plan for their evening reading.</p> <p>Closes with a read aloud <i>Rosie Revere Engineer</i>, a book that reinforces the value of growth.</p>

## **Section 8: Supplemental Programming**

### **1. Summer School**

Impact: Seattle does not have immediate plans to operate a summer school. Should parent demand or student need necessitate a summer school in future years, it will be designed primarily to support Level 3 students. The Principal, with support from the CEO, would assume responsibility for program design, including attendance criteria, schedule, staffing, mission alignment and educational program.

To extend learning over summer, IPS mentors work with all families to create a well-defined summer learning plan for each child. Learning plans include placement in partner organization summer programs, independent reading plans, and continued access to the IPS LMS and adaptive learning programs. Because research indicates that communication during summer can be effective in sustaining relationships into subsequent school years,<sup>75</sup> all mentors establish regular communication with families during summer. Further, IPS works to ensure each student has a library card and partners with the public library to participate in the annual summer reading program.

### **2. Extra or Co-Curricular Activities**

All students participate in Expeditions, the IPS co-curricular program. Expeditions are weekly half-day experiences in the arts. Expeditions occur from 12:30-3:30 p.m. on Fridays for 6-8 weeks and are focused on a broad definition of the arts, including performing arts, martial arts, digital media arts, visual arts, etc.

During Expeditions, students participate in a range of authentic, real-world experiences that permit students to explore interests, investigate careers, and gain essential knowledge and life skills. Expeditions reinforce content learning and provide opportunities for students to apply Deeper Learning Skills and Habits of Leadership.

Student learning during Expeditions will be assessed using publishable work or publicly presented performances, requiring students to demonstrate their content knowledge, Deeper Learning Skills, and Habits of Leadership to earn the Badge for the Expedition.

Expeditions are designed in collaboration with IPS staff and Community partners. Community partners are on contract to lead student activities during Expeditions, allowing teachers to participate in additional professional development. Expeditions are funded from Impact: Seattle's operating budget. All students participate in Expeditions, and both students and families provide input on Expedition choices, and feedback upon completion.

### **3. Student Mental, Emotional, and Social Development and Health**

Students' mental, emotional, social development, and health needs will be met through Mentor Time, one-one-one mentor check-ins, and integrated implementation of the Habits of Leadership framework which includes explicit emphasis on social-emotional learning, as well as diversity, equity, and inclusion (funded from the operating budget). Students are also supported by a Social-Emotional Learning Coach. The coach supports students directly individually and in groups, and also support teachers in developing and implementing strategies to support social-

emotional development in the classroom.

In addition, IPS cultivates relationships within the True Measure Collaborative and other community-based organizations who can support students and their families with a variety of services: dental care, health care, mental health services, family counseling, vision, nutrition, and tutoring.

#### **4. Other Student Programming**

Before- and after-school extended time (Power Hour) is available to students who want to develop skills through the IPS LMS or receive one-on-one coaching from teachers. Additional Level 3 academic interventions also occur during Power Hour. This extended time will be 30 minutes before school and up to two hours after school. Times were selected to accommodate a diverse set of family needs. Power Hours are staffed by the Learning Specialist, Teaching Fellows, and a rotating schedule of teachers.

#### **5. Supplemental Programming Parent Outreach**

Impact: Seattle is committed to ensuring that all students and families understand and take advantage of the opportunities available to them -- especially students who need them most -- and will use available and appropriate means to inform families of upcoming opportunities in a culturally responsive manner. These may include newsletters, phone calls, text messages, emails, flyers, direct communication from the mentor to the family, and translated messages. The school will review response and participation rates and adjust strategies accordingly.

Further, families are informed of Expeditions and Power Hour through recruitment events, Impact Institute, family meetings, promotional material about Impact: Seattle, and the school calendar.

## Section 9: Special Populations and At-Risk Students

### 1. Special Populations Plan

Impact: Seattle ensures equitable academic and nonacademic outcomes for all students. The school's model is designed with the agility and degree of personalization required to meet the academic and behavioral needs of all students, including (but not limited to): ELL students, students with IEPs or Section 504 plans, highly capable students, and students at risk of academic failure. We provide a Free and Appropriate Public Education (FAPE) in compliance with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, The Revised Code of Washington and The Washington Administrative Code.

The inclusion model is the preferred method of educating all IPS students. Students with special needs are integrated into the mainstream classroom to every extent possible, following the principle of least restrictive environment. Push-in services are provided in the general education classes by collaborating professional agencies and credentialed individuals, including occupational therapy, speech, among others. As such, services are provided in a manner that allows identified students equal access to the general curriculum and IPS instructional strategies. In the cases in which a student's IEP requires pull-out services, services are provided in compliance with the student's IEP. IPS will also partner with the True Measure Collaborative and the Seneca Center for Children and Families – a leading innovator in the field of community-based and family-based service options – to gain a deep understanding of the expected student population's unique needs as the school's program is tailored to meet those needs.

Effective implementation of the following elements supports an inclusive learning environment.

Element	How meets/adjusted
Personalized Daily Learning Plan	Guides pacing
Mentor time	Supports individual programming
Scope and Sequence	Avoids gaps and repetition through grade levels; prevents shortfalls from recurring
Daily schedule	Permits extra time for remediation or acceleration; includes meeting time to keep staff accountable and ensure interventions are implemented with fidelity
Staffing	Maintains ongoing awareness of students' individual needs
Co-teaching	Emphasizes collaboration and communication
Culturally responsive approach	Believes all students have potential to be successful when provided with high-quality programs, services

	and supports
Differentiation	Accommodates a variety of needs; engages all students with wide range of learning styles; drives continuous improvement
RTI	Varies instructional delivery
Evidence based instructional strategies	Addresses all needs when embedded in daily practice
Project based learning	Engages active learning and accountability for individual results
Data driven decision making (Ongoing informal and formal assessments)	Monitors progress; drives goal-setting; taps students' strengths and weaknesses
Targeted Supports and Interventions	Makes learning accessible to all students
Adaptive Learning Software	Supports individualized remediation or acceleration/pacing
Flexible grouping	Increases opportunity to match students' needs
Staff development	Supports teachers in using data to adjust instruction in timely manner

Further, at IPS, the Response to Intervention (RtI) approach – a preventive framework aimed at improving outcomes for all students – is used to identify at-risk students, monitor student progress, and/or provide evidence-based interventions to address special factors impacting students' access to high educational outcomes.

RtI addresses the academic, social, emotional, and behavioral development of all students. It ensures that practices are aligned on class and school levels. Universal screenings provide data necessary to identify students who need specific support. Screenings include ELPA 21 for ELL students, STEP and Fountas & Pinnell reading assessments, Units of Study writing on-demand assessments, and NWEA MAP. The robust IPS assessment system ensures that all struggling students are identified early, so that appropriate steps are taken and supports provided. For specific interventions at each RtI level, see the following table.

### IPS Leveled Service Model Overview

Student Experience	Staff Expectations	Resources
Level 1 - Students are prepared through basic mainstream program (~50% of students)		
<ul style="list-style-type: none"> <li>✓ Daily classroom experience</li> <li>✓ Regular Mentor Time participation</li> <li>✓ Daily goal-setting</li> <li>✓ 1:1 check-in with Mentor at least once per week</li> <li>✓ Daily online math practice</li> <li>✓ Daily online reading practice</li> <li>✓ Small group reading instruction 2-5 times per week</li> <li>✓ Small group math instruction 4-5 times per week</li> <li>✓ 1:1 writing conference at least once per week</li> </ul>	<ul style="list-style-type: none"> <li>✓ CCSS-aligned instruction</li> <li>✓ Student centered pedagogy</li> <li>✓ Vertically planned interdisciplinary curriculum for skill development (includes spiraling)</li> <li>✓ Differentiated instruction</li> <li>✓ High student engagement</li> <li>✓ Longer assignments are chunked with frequent checks</li> <li>✓ 100% extended time for all on assessments</li> <li>✓ No assigned work during vacation</li> <li>✓ Assessments using multiple modes of mastery</li> <li>✓ Common behavior expectations with consistent follow-through</li> <li>✓ Clear expectations for goal setting and accountability in adhering to student-created plans during Core Skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ 30+ days for professional development, collaborative planning and preparation</li> <li>✓ Common planning time</li> <li>✓ 1 hour grade level team meetings weekly</li> <li>✓ Uninterrupted teaching time</li> <li>✓ Peer coaching</li> <li>✓ Induction mentors</li> <li>✓ Existing/developed curriculum for each course</li> <li>✓ Personalized professional development</li> <li>✓ Decision-making authority in school policy and procedure</li> <li>✓ Culture of growth</li> </ul>
Level 2 - Students are prepared through Level 1 program, plus additional mainstream supports.		
✓ Power Hour	✓ Availability during Power	✓ Clear system for monitoring



<ul style="list-style-type: none"> <li>✓ More frequent small group instruction across week</li> <li>✓ Additional mentor support in planning daily schedule</li> <li>✓ Additional check-ins during Core Skills to self-assess whether on track to complete schedule and meet goals</li> </ul>	<p>Hour</p> <ul style="list-style-type: none"> <li>✓ Consistent expectations for work completion</li> <li>✓ Provide additional support and accountability for students in planning and executing daily schedules</li> </ul>	<p>work completion</p> <ul style="list-style-type: none"> <li>✓ Culture of revision and redemption</li> </ul>
<p>Level 3 - Students are prepared through Level 1 and 2, plus additional mainstream supports.</p>		
<ul style="list-style-type: none"> <li>✓ Additional small group participation within school day</li> <li>✓ Weekly Remediation Expedition</li> <li>✓ Additional mentor support</li> <li>✓ Buddy check-ins during Core Skills and Project Time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan and deliver highly differentiated “double dose” small group in reading and math</li> <li>✓ Provide additional mentor support in planning daily schedule</li> <li>✓ Mentor email and phone contact with home as needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional mentor support in planning daily schedule</li> <li>✓ Scheduled, coordinated time with scholars needing additional support</li> </ul>
<p>Level 4 - Students are prepared through Level 1, 2 and 3, plus additional mainstream supports.</p>		
<ul style="list-style-type: none"> <li>✓ 504 or IEP plan with accommodations</li> <li>✓ Extensive mentor support</li> <li>✓ Grade level interventions/plans</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personalized home-school communication plan in place (weekly+ contact between mentor and family via communication method of family’s choosing)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention documentation template</li> <li>✓ 504 plan template and policy</li> <li>✓ 10-15% of administrator’s time</li> </ul>
<p>Level 5 - Students are prepared through all mainstream supports, plus special education.</p>		
<ul style="list-style-type: none"> <li>✓ IEP with services</li> <li>✓ Learning Specialist support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaborate in creation of IEP</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1 FT Learning Specialist</li> <li>✓ 1+ special education</li> </ul>

<ul style="list-style-type: none"> <li>✓ Speech and language therapy</li> <li>✓ Occupational therapy</li> <li>✓ Audiological services</li> <li>✓ School-based mental health services</li> <li>✓ Modifications to program/curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide input and evidence of student's present levels of performance</li> <li>✓ Attend IEP meetings as needed</li> <li>✓ Implement modifications</li> </ul>	<ul style="list-style-type: none"> <li>certified teacher per house (K-1, 2-3, 4-5)</li> <li>✓ Contracted therapists, school psychologist</li> <li>✓ 10-15% of administrator's time</li> </ul>
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## 2. Expected Special Populations

Given the target location and community outreach strategy, Impact: Seattle anticipates serving an equal or higher proportion of special populations than the surrounding districts (see the following table). Given the low proficiency levels in the targeted area, IPS anticipates that a majority of students: will enroll with low levels of literacy or lack a solid foundation in math; may attend class regularly (and appear to be exerting effort) but consistently demonstrate poor performance; may be overwhelmed by a task and require chunking to meet an assignment. Also, students who enroll may be: those whose performance is inconsistent; those with an inability to focus or do not take oral instructions the first time given; have the tendency to disengage from learning and may have trouble organizing him/herself; and, those who have life circumstances impeding progress, or need intervention to perform at grade level.

	FRL %	SPED %	ELL %
Impact: Seattle	60%+	12%+	12%+ <sup>76</sup>
Seattle Public Schools	36.0%	14.4%	12.7%
Tukwila School District	74.7%	8.7%	37.8%
State	44%	13.5%	10.8%

## 3. Special Education

IPS will provide special education services in compliance with local, state, and federal laws/regulations. The following section provides a detailed, comprehensive plan to serve

students with special needs.

## **Section 504 of the Rehabilitation Act**

IPS students, including those who have an objectively-identified disability (physical or mental impairment) that substantially limits a major life activity are provided a FAPE, regardless of the nature or severity of the disability. IPS also protects students from disability discrimination in public schools. All students have educational opportunities and benefits equal to those provided to students without disabilities.

The Principal-assembled 504 team, which may include the parent/guardian (all of whom are notified before any action is taken), the student, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations, will conduct an individually-designed evaluation to determine disability under 504. If eligible, a 504 Plan is developed, specifying what services the student needs to participate in, and benefit from, the school's program. 504 Plans are reviewed annually. A student is periodically re-evaluated.

## **Students with Disabilities**

### **Identification and Supports**

Upon opening, IPS expects to enroll students with existing IEPs. The Principal will review the newly-enrolled student's record from the previous school to determine whether the student has previously been evaluated or classified as a student with special needs. For students who enroll from another school with a current IEP, a transitional IEP meeting will be conducted within 30 days. Prior to such meeting to develop an agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed to between IPS and the parent.

IPS will also enroll students with unidentified special needs, including kindergarten students who have not yet been identified. Accordingly, IPS will comply with Child-Find procedures.

For enrolled students, Impact: Seattle may refer any student for an IEP assessment during the RtI process (see SST below). A copy of that referral, along with the procedural safeguards notice described in WAC 392-172A-03000, will be sent to the student's parents. The Special Education teacher in the child's house will convene a meeting with the student's parents to discuss the option of psychoeducational testing to determine the child's eligibility, and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, a meeting will be reconvened with the Student Success Team (SST, described below). A decision is then made as to the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decisions about eligibility are made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team, including members outlined in WAC 392-172A-03095, will meet to develop an IEP that is implemented within 30 days.

Parents may place a written request for a special education assessment at any time. IPS has 25

days from the date that a written request is submitted to determine whether to evaluate the student. If the student is to be assessed, then the appropriate consents will be obtained from the parent and the process proceeds (in adherence to the timelines) as described above.

### **Student Success Team (SST)**

The SST includes a diverse group of school representatives that, as an integrated part of each Grade Level Team (GLT), meet on a weekly basis to identify and/or discuss students of concern related to academic and vocational challenges based on individual student performance on daily and weekly assessments, as well as qualitative observation. When standard common-practice interventions do not address a student's needs, the GLT invites parents (or upon parent request), the student, a school leader, and/or a Special Education teacher to their weekly meeting to develop more intense interventions. If students do not respond to those interventions, another more formal SST meeting is called to implement the most intense interventions of the general education program. In such instances, the GLT will communicate with the parents to understand their concerns and plan interventions as necessary. If a student does not respond to Level 3 interventions, a referral is made to assess for special education to gather more information about the student's learning needs. Level 4 or 5 interventions would be considered at that point, and may include services from external contracted professionals, such as psychologists, counselors, or therapists.

### **Programs, Strategies and Supports**

IPS will meet the specific learning needs of students with mild, moderate, and severe disabilities following the principle of the least restrictive learning environment. As such, services to students with disabilities will be provided in a manner that allows identified students equal access to the general curriculum and instructional strategies. Inclusion is a priority and the preferred method of educating all IPS students. Therefore, special needs students will be integrated into the mainstream classroom to every extent possible. In some cases, a student's IEP will require pull-out services. IPS will provide those services in compliance with the student's IEP.

### **Monitoring and Evaluation**

The process to monitor students with disabilities will involve formal and informal assessments measured against the goals identified in the student's IEPs. Further, all students with disabilities will participate in appropriate state assessments, and based on IEP determinations.

Further, for each student receiving special education services, the IEP team will meet annually, in adherence to IDEA and WAC 392-172A-03110, to: determine the effectiveness of services provided; determine whether the annual goals for the student are being achieved; and to revise the IEP, as appropriate, to address any lack of expected progress toward annual goals and in the general education curriculum. Progress on IEP goals will be reported concurrently with the general education progress reporting schedule.

### **Exiting Services**

When progress monitoring data show the student's assessed skills are at the same level in one or more areas with peers on grade level or shows the student has learned the skill that was directly taught within the intensive special education intervention and s/he is now able to

access core instruction without the most intensive intervention and the student no longer requires the services/intervention provided to be successful, the student can successfully be exited. However, progress monitoring continues with a less intense intervention for a period of time or continue to monitor progress after exited from an IEP to determine if the student requires a lower level intervention to be successful. The team monitors progress in a less intense intervention for a period of time to determine if reevaluation should be completed. A re-evaluation is completed prior to exiting a student from special education services, in entirety or intensity.

### **Over-identification and Misidentification**

To avoid misidentification, a single test or procedure will not be the sole factor in determining that a student is eligible for special education services. IPS will also reassess all students who enroll at the school who have identified special needs with the goal of determining accuracy of identification, correcting misidentification and ensuring proper support. Over-identification will be avoided through: improved teacher preparation; early interventions; culturally responsive approach and assessment; and, varied instruction.

### **Staffing**

All special education services at Impact: Seattle will be delivered by individuals or agencies qualified to provide special education services as required by law. Impact: Seattle is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists, as well as itinerant staff necessary to provide special education services, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Learning specialists at Impact: Seattle are the initial providers of services and support to students with special needs, and Impact: Seattle contracts with other professionals, such as school psychologists, youth counselors, speech pathologists (among others) to provide those services to students as they are needed. The precise makeup of this team is reevaluated on a year-to-year basis based on the anticipated student population. Impact: Seattle's initial plan is to hire one dually-certified teacher for each house (K-1, 2-3, 4-5), and one schoolwide Learning Specialist.

## **4. English Language Learner (ELL) Students**

Impact: Seattle will meet all applicable legal requirements for ELL students as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all those described by WAC 392-160. Impact: Seattle will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents.

### **Identification**

An initial screening assessment will be given to all kindergarten students. For all other new students, the school will utilize any documentation provided at the time of enrollment to plan necessary interventions and support. If a student enrolls at the school without records or prior

assessment information, school support staff will collect, administer, and review the Home Language Survey during the enrollment process. All students who indicate that their home language is other than English will take the English Language Proficiency Assessment for the 21st Century (ELPA21) placement screener within 10 days of initial enrollment to assess their English proficiency and determine initial student eligibility for English language development. They will take the test each year thereafter to reassess their need for ELL services. Impact: Seattle will notify all parents of responsibility for administering the test and reporting the results within 10 days from receipt.

For students who enter Impact: Seattle with ELPA21 scores of Level 3 or above, Impact: Seattle's mainstream program provides the necessary supports to accelerate their learning. Impact: Seattle's emphasis on differentiated literacy development for all students is ideal for motivated ELL students. Students who enter with ELPA21 scores of Level 1 (Emerging) or 2 (Progressing) will receive scheduled small group support by a credentialed English language acquisition instructor during Studio.

Over-identification of ELL students is avoided by providing culturally and linguistically sensitive assessment and instructional methods. Students are not classified solely on the basis of limited English proficiency. Overrepresentation is avoided as teams meet on a regular basis to identify patterns and to proactively address them prior to consideration for placement in special education. IPS provides targeted and embedded professional development (PD) for teachers regarding RtI – specifically, research-based interventions, assessments, progress monitoring, and instructional support teams. PD also provides teachers with time to attain an understanding about different cultures and the way children learn. Prevention and early identification and intervention are designed to improve achievement and behavioral outcomes. With data-based decision making in all levels, IPS ensures effective and efficient use of resources.

### **Parent Communication and Input**

Parents will be provided information regarding the procedures for reclassification when they are mailed the ELPA21 scores of their children. Impact: Seattle will actively seek parent input regarding their opinion on the supports in place for their EL-designated students through surveys, EL-specific focus groups, individual parent meetings, and large group meetings.

### **Key Strategies**

As outlined above, the Impact: Seattle academic model ensures that all students – including students who are ELL students – receive an education that is tailored to their individual needs. Structures already in place throughout the IPS model that will especially support ELL students include:

- Self-paced content
- Skill-based projects
- Cooperative learning activities
- Oral presentations
- Mentoring
- Inclusion of language objectives and scaffolds in daily lessons
- Use of Guided Language Acquisition Design (GLAD) strategies in daily classroom

instruction

- Staff discussions of student progress.

When it is determined that students need additional supports, individual intervention plans are developed and monitored. Those plans include may include:

- Pull-out instruction from an appropriately credentialed staff member;
- Primary language support from bilingual staff, as needed, in order to ensure academic content comprehension;
- Additional support after school during Power Hour and/or during student Expeditions; and
- Adaptive reading supports.

### **Monitoring and Evaluation**

ELL students will be tested on a diagnostic basis using the ELPA21. Because this assessment does not provide granular data on students' literacy gaps, IPS also relies on internal literacy assessments and nationally-normed exams to provide a clearer picture of ELL students' language development needs. A Level 6 composite score is the minimum exit criteria. Students who have exited English as a Second Language (ESL) receive careful monitoring and support.

### **Exiting**

Students who have been identified as ELL students are assessed annually to determine improvement in English proficiency. Students who score above the established cut-off point are deemed not an ELL student.

### **Staffing**

IPS will employ a teacher who is also certified in ELL to monitor ELL achievement, assessments, and provide family support, as needed. This staff member (full- or part-time status, depending on need) will speak Spanish and English and will have demonstrated success in providing instruction in a Structured English Immersion (SEI) classroom. Ideally, this staff member will hold dual certification in both special education and teaching English as a second language. In addition, all teachers will receive extensive PD to provide support to ELL students and their families.

## **5. At-Risk Students**

### **Identification**

Impact: Seattle's robust collection and analysis of a comprehensive set of data (described above), including longitudinal data that identifies trends and patterns over time, will allow IPS to identify struggling or at-risk students quickly and accurately, such that teachers can develop effective responses that will be determined, delivered, and monitored with equal speed and accuracy.

### **Programs**

Educational research and best practices in pedagogy indicate that at-risk students benefit from learning experiences that are relevant to their lives. These students are best served by differentiated school practices, such as multiple modes and measures of student progress, clear and high expectations, and a highly supportive learning environment.<sup>77</sup> Research also shows that such students benefit from placement in heterogeneous classrooms and schools that better

reflect the community at large. IPS integrates these research-based practices into each student's daily academic experience. Teachers also have the information they need to accurately and quickly identify struggling students and provide them with the supports they need. As with all students, at-risk students will be integrated into all programmatic elements (see table, page one) designed to meet diverse needs.

On an ongoing basis, the student, his/her parent or guardian, and his/her mentor determine what additional supports are needed and should be accessed through the IPS LMS. These supports might include daily tutoring by peers or adults, attending Power Hour held by teachers and learning specialists, and additional one-on-one and small group sessions with teachers during Expeditions. Each student's progress is regularly monitored by his/her mentor.

Impact: Seattle recognizes that some of the most at-risk students experience challenges in multiple domains, including behavioral and social-emotional challenges. Mentors use the Habits of Leadership Framework to assess and guide students' behavioral, social, and emotional growth. Structures such as Mentor Time and Affinity Groups provide opportunities for students to discuss personal issues with their peers and with trusted adults.

Impact: Seattle also uses Behavior Intervention Plans, usually created and implemented through the SST process, for students with more severe behavioral concerns. A student's SST, including his or her parent(s), will meet regularly to discuss behavior issues and create a plan to address them, so that the student can learn alternative behaviors. Generally, the team will try to identify the function of a behavior, and replace it with a more appropriate, culturally responsive functional behavior. For example, a student may call out in class to gain the teacher's attention when they are overwhelmed and need a break, and a functional replacement may be to provide the student with a card to hold up when s/he is feeling overwhelmed. In severe cases, as identified through the SST process, Impact: Seattle will contract with external mental health service professionals to provide individual or group counseling and other services.

### **Staffing**

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide differentiated instruction, and evaluate progress for all students, including at-risk students.

## **6. Highly-Capable Students (HICAP)**

### **Identification**

Impact: Seattle defines highly-capable students as those who have been assessed to have superior intellectual ability as demonstrated by one-or-more of the multiple criteria in WAC 392-170-040. IPS will use assessments that are language neutral (CogAT, or similar) and performance data, as well as teacher observation, rubrics, and work samples to identify gifted students and those students who need accelerated learning opportunities.

### **Programs**

Teachers differentiate projects for highly-capable students by facilitating deeper exploration of the topic or helping them create a product of publishable quality. The Deeper Learning Rubric and Habits of Leadership Framework include descriptors for skills developed through the middle



school level. This allows all student work to be assessed beyond the school and State requirements, and allows all students to continuously pursue challenging academic material. The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Lessons will be created to challenge these students to engage with the content on a deeper level and use their critical thinking and problem-solving skills to access the learning goal from multiple angles and perspectives.

IPS programs, practices, and strategies for meeting the educational needs of highly capable students include:

- Personalized daily learning plans via the IPS LMS, including accelerated pacing.<sup>78</sup>
- Small group instruction based on student needs, including above grade level.<sup>79</sup>
- Daily project work (particularly effective for HICAP students because content can be conceptual, pace is self-directed, and work can be collaborative).
- Mentor Time and consultation with families regarding supplemental programming.
- Use of adaptive learning software that meets academic needs of individual students, including skills above grade level.

### **Monitoring and Evaluation**

The progress of intellectually gifted students will be monitored and evaluated through the IPS LMS tool.

### **Staffing**

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide challenging curriculum and instruction, and evaluate progress for all students, including highly capable ones.

## Section 10: Student Recruitment and Enrollment

### 1. Recruitment and Marketing Plan

Purposeful community engagement and recruitment efforts have been and will be made to ensure full enrollment on opening day with a heterogeneous student body (see **Sections 1 and 12**). Recruitment is tailored to the needs of the community. IPS will enroll a diverse student population in terms of race, ethnicity, national origin, gender, socioeconomic status, language preference, special education requirements, sexual orientation, or level of preparation. Recruitment materials include statement of the mission, a description of the proposed program, and an explicit reference to IPS' commitment to serve all students in a culturally inclusive environment. Materials and recruiters will be provided in language(s) predominant in the community and actively dispersed throughout the community. Recruitment strategies, led by the Director of Operations & Engagement, Principal, and CEO, include:

- **Family room events** – Informational events in living rooms of families who encourage friends to gather and learn about IPS.
- **Community events** – Information Nights at various locations – faith-based organizations, schools, libraries, and community centers. Sessions held at different times of the day and week to accommodate parents' schedules. Provision of childcare, dinner, and other supports ease the burden on at-risk families.
- **Door-to-door canvassing and home visits** – Sharing information with families at their house while building interest and cultivating relationships. Home visits alleviate access for families who are not active and demonstrate a commitment to personalized care for every Impact: Seattle student and family.
- **Activities**, such as neighborhood BBQs to attract at-risk students and build camaraderie.
- **Targeted marketing**
  - **Direct Mail** to target addresses, inclusive of those without computers.
  - **Event listings and media releases** in local newspapers; public service announcements; air and radio space on local channels.
  - **Email** – As of the submission of this charter application, 3,600 supporters have been placed on the IPS email list.
  - **Flyers and Lawn Signs** distributed/posted throughout the community.
  - **Website, Facebook and other social media** to provide information and to post ongoing updates.
- **Adaptive marketing** – As applications begin to be processed in the Fall of 2017, results of a weekly demographic analysis (by ethnicity and ZIP code) will inform modifications to marketing strategies to increase diversity.

Additionally, to demonstrate the value of cultural inclusivity, the Board does and will demonstrate diversity in race, gender, and socio-economic status (**Attachment 23**). IPS has, and continues to develop, strong **partnerships** with local community organizations, mental health service providers and youth organizations, including (but not limited to) the Atlantic Street Center, Somali Community Services, Ethiopian Community Center, Seneca Center, Tukwila Pantry Food Bank, and Southeast Seattle Youth and Family Services to deepen the

understanding of the community and provide information for, and to, diverse student populations.

Finally, to recruit a diverse cohort of students, the IPS team and Board will strengthen community relationships, attending community events and performances to share the IPS mission, and purposefully reach out to organizations that serve families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

## **2. Enrollment Policy**

**The Enrollment Policy (*Attachment 7*)** details the specifics of the enrollment plans for the first class of students, including timeline and processes that will allow for broad-based recruiting and an application process that conveys a commitment to serving all students. IPS will comply with all Washington requirements regarding legal, fair, and equitable treatment of all families interested in applying to IPS. Each year, IPS will review its racial and ethnic balance and its policies to determine which are the most effective in enrolling and retaining a diverse student population.

## Section 11: Student Discipline Policy and Plan

### 1. Discipline Policy

The purpose of the IPS discipline policy is to nurture students' social-emotional development in a culturally responsive school climate conducive to teaching and learning. Compliant with all State laws and Commission policies, the discipline policy (**Attachment 8**) is based on a combination of research theory, experience, and best practices with three key elements.

#### *Social-Emotional Foundation*

Strong social-emotional skills are associated with readiness for, and commitment to, learning; self-regulation; and collaborative problem solving across lines of difference.<sup>80</sup> Long-term Social-Emotional Learning (SEL) outcomes include stronger academic performance, increased graduation rates, strong sense of purpose, reduction in criminal behaviors, reduction in risky health behaviors, and strong earning potential.<sup>81</sup> As a result, IPS emphasizes a fully integrated implementation of SEL for all students. Highlights of the IPS SEL program include:

- Weekly SEL lessons in mentor groups
- Daily SEL goal-setting to support individual student SEL growth
- SEL progress monitoring on IPS LMS
- Badges that celebrate student SEL growth and reinforce a strong school culture
- Discipline actions that support positive SEL and character development
- Cooperative learning that fosters sense of belonging
- Climate of inclusion
- Respect for diversity

#### *Positive Behavior Interventions and Support (PBIS)*

Aligning to a school-wide commitment to provide a culturally responsive setting for all students, as well as a personalized learning approach, IPS adopted school-wide PBIS, effectively supporting all students through leveled interventions. School-wide PBIS, based on implementation in more than 7,000 schools, evolved from valid research in the field of special education and has shown positive school climate outcomes in urban, rural, and suburban settings.<sup>82</sup> See the full IPS PBIS framework in **Attachment 8**.

As part of the PBIS approach, in IPS schools, trained staff respond to misbehavior as teachable moments that provide opportunities for students to grow. However, there are times when more severe action is necessary, specifically when actions threaten the physical or emotional safety of others, or undermine a positive and productive learning environment. See **Attachment 8** for planned procedures.

#### *Restorative Practices*

Impact: Seattle is a learning environment in which all belong and where personalized interventions and supports are used to effectively address individual needs. The implementation of restorative practices strengthens this culture of inclusion and permits development of social, emotional, and non-cognitive skills essential to our being a community of diverse learners. IPS draws best practices from the International Institute for Restorative Practices to attain outcomes rooted in research, including a drop in overall disciplinary referrals, lower suspension and

expulsion rates, peaceful conflict resolution, and an end to bullying.<sup>83</sup>

## **2. Distribution Plan**

The discipline policy for the school will be shared with students and families through school information sessions for prospective applications, orientation activities, in the Parent and Student Handbook, and ongoing mentor communication. IPS acknowledges that some families will have experience in schools in which punitive discipline is upheld, and addressing concerns will require discussion, training, and a commitment to partnership from parents.

## Section 12: Family and Community Involvement

### 1. Family and Community Engagement to Date

IPS leaders have been committed to supporting schools in communities across Seattle/Tukwila and Washington for more than two decades. These relationships help build cultural competence, improve practice, and expand learning achievement. Further, community conversations have informed development of this proposal – specifically, a need for high-performing elementary schools to fill the void left by middle/high charters in the region.

Two community-wide design meetings were held in Winter 2017 in Seattle/Tukwila, helping IPS examine and design school systems, structures, policies, and practices. The first community design meeting was held at Bilingual Buddies Learning Center in south Seattle. The owner/operator, understanding the need for high-quality elementary schools to send their graduates to, connected IPS with families. The second community design meeting was held at the SeaTac Community Center.

Feedback during the meetings prompted IPS to consider equitable uniforms; align the calendar with Seattle Public Schools to ease the childcare burden on families with older children; include a Power Hour option for morning childcare; and modify the Expedition program design. These events and ongoing conversations (including 1:1 and among groups) nurture an authentic sense of belonging and inclusion, helping connect goals and objectives with individuals whose validated voice encourages morale to soar. This proposal is in direct response.

The following meetings and events proved mutually beneficial:

Date	Community Organizations/Individuals	Info/Feedback Shared
December 2016		
12th	Think Tutoring	WA public charter schools; personalized learning
13th	Somali Community Services	More diverse representation in community engagement materials
14th	Hillman City Business Association	Ensuring transportation options for access to school
15th	Hillman City Community Meeting	Impact: Seattle vision
January 2017		
10th	Onboard Othello Neighborhood Group - Community Meeting	“ “
19th	Martin Luther King Jr Business Association	“ “

24th	Senait Tilahun with City of Seattle on outreach team	Shared best practices around community outreach within the East African community
February 2017		
1st	Emijah Smith w/ Children's Alliance	Impact: Seattle vision; special education needs in the African American community
3rd	Rainier Beach Action Coalition - Economic development planning session	Impact: Seattle vision
10th	East African Community Services	Impact: Seattle vision; feedback for after school programming
11th	League of Education Voters - Annual Parent and Community Training	Facilitated a workshop on parent advocacy and engagement
February 2017		
13th	Rainier Valley Chamber of Commerce - Community meeting with small business owners	Impact: Seattle vision
14th	Othello Park Alliance	“ “
16th	Tukwila Community Center	“ “
17th	Soka Gakkai Seattle Buddhist Center	Tukwila revitalization project and surrounding community
27th	Community and Parents for Public Schools	Using parent engagement training materials for Impact: Seattle
28th	Tukwila Pantry - Food Bank	Served food at community meal; discussed Impact: Seattle with pastor and participants
March 2017		
2nd	Green Dot Advisory meeting	Vision for parent engagement; feeder pathway
3rd	Somali Parent Education Board	Impact: Seattle vision; partnerships to engage families in deeper way
8th	Sea Tac Community Center -	Impact: Seattle vision

	Afterschool program participants	
	Islamic Center of Washington	“ “
	Church by the Side of the Road	“ “
14th	Tukwila School District – Superintendent	Partnership and enrollment trends
19th	Tukwila Pancake Feed	Introduction to Tukwila Mayor and other city officials
22nd	Emerald City Bible Fellowship - Senior Pastor - Harvey Drake	Partnership to engage families near Rainier Ave

IPS will continue to engage diverse stakeholders, collect feedback, and share updates (**Section 10**).

**Demand**

IPS selected this community to satisfy parent demand. Parents expressed dissatisfaction with the education their elementary grade students are receiving, as well as their limited choice (See Executive Summary). Further, as revealed in Act Now For Washington Students, WA charter schools demonstrate unmet demand: every space in Washington’s 8 charter schools was filled, and many have waitlists. Among the charters with waitlists: Spokane International Academy, which received 250 applications for 160 seats in its kindergarten, first grade, and sixth grade classes. A kindergarten waitlist there tops 60 students, and about 40 students are waiting for a spot to become available in the first grade class. The IPS outreach thus far indicates demand will fill seats on opening day.

**2. Family Engagement & Cultural Inclusiveness (Ongoing)**

At IPS, parents are critical partners, supporting their child’s development through engagement in project-based learning on a personalized pathway. Six-to-eight parental workshops per year will be offered with topics informed by parent need. IPS will encourage parents to assist in building a dedicated, visible, and accessible parent space to meet with other parents and volunteers, including a computer and information board. Weekly school bulletins, monthly newsletters (translation provided), as well as email and phone will facilitate ongoing communication that highlights both strengths and challenges. Scheduled meetings provide parents with formal opportunities to meet with staff, including one home visit (pre-opening) by the student’s mentor and student-led family conferences.

**Parental Involvement**

All parent participation is welcomed, yet voluntary, given IPS’s parent community’s competing demands. Several opportunities for culturally inclusive parent involvement will be offered (translation provided), including:

- Participation in the annual development of their child’s personalized pathway.



- Attendance at Family Nights (celebrating culture and language), social functions, performances, art exhibits, and special events.
- Volunteering across Seattle/Tukwila. Example: Bridge to Beach Clean-up and MLK Jr March.
- Involvement in the Founding Community Advisory Council: created to help guide leadership on school culture, plan school events, organize parent volunteers and fundraising efforts.
- Participation in Parent Patrol: volunteers greet students (upon arrival and dismissal) , supporting a positive, well-supervised environment.
- Participation in classroom-based activities such as the Student of the Month luncheon, after-school academic support, field trips, and culminating performances.
- Participation in quarterly parent programs: Math Workshops, Literacy Nights, Open Houses, Increasing the Role of Fathers, Parenting Skills, and Learning at Home.
- Completion of annual satisfaction surveys.

While all staff and Board Members engage with families on a routine basis, the Director of Operations and Engagement plays a key leadership role in engaging families and community members to help support the needs of its students.

### 3. Community Resources & Other Partnerships

IPS understands that community engagement works when it is long-term and mutually beneficial. Thus, to maximize the services brought to the children, IPS partners with organizations, connecting students and families to resources that strengthen and support their learning while cultural inclusion expands their world view. The following organizations have already committed to partnerships:

- **Community & Parents for Public Schools of Seattle, Stand University for Parents (Stand UP) and League for Education Votes** provide resources/tools to support training, empowering parents to advocate for a quality education for all students. IPS has a verbal commitment from Stand For Children to participate in Stand University for Parents (Stand UP), an 8 week parent engagement training course for all parents.
- **King County Library, the King County Library2Go** program brings the library into communities with their ABC Express and KidReach program to promote family reading, with an emphasis on books that honor culturally diversity.
- **Drills & Skills** program believes that young people who feel valued by others and maintain a positive outlook on their personal goals are individuals who are likely to do well in life. They provide tutoring, homework help, and activities to develop intra/interpersonal leadership skills.

The IPS budget allows the school to establish community partnerships for art expeditions (visual arts, photography, performing arts, martial arts, among others) every Friday afternoon. Impact: Seattle is establishing relationships with the following organizations who demonstrate mission alignment:

- **Seattle Children's Theatre:** Theatre and drama to build confidence.
- **Massive Monkees:** World of dance to students in a collaborative setting with performances.
- **Arts Corp:** Spoken Word poetry, visual arts, and breakdance instruction within a social justice framework.

- **YMCA at Dunlap:** Art programs, including martial arts and cooking.

Leveraging resources, partnering with community based organizations, and cultivating parent support will bring true meaning to the expression, “It takes a village.”

## Section 13: Educational Program Capacity

### 1-2. Leadership Team Capacity

#### Impact: Seattle Leadership Team

Impact: Seattle is led by a dynamic, experienced Leadership Team. Three co-founders are supported by a Board experienced in planting and maturing high-performing schools. While each individual shares a strong skillset, the collective team has the capacity and commitment to successfully implement the school design.

**Jen Davis Wickens, CEO**, brings a wealth of educational experience to IPS. (Résumé, including outcomes, is provided in **Attachment 12**.) With roots as a teacher leader in Seattle (SPS) and Highline Public Schools, she served as the Founding Principal of Impact Academy of Arts & Technology in California – one of the highest performing schools in the Bay Area for high-poverty students. She was promoted to VP of Teaching and Learning, overseeing Principals, as well as leading org-wide professional development (PD). Upon returning to Washington, she led principal PD for SPS before co-founding the Washington State Charter Schools Association (WA Charters). There, she selected and supported WA’s first home-grown charter leaders and recruited Summit Public Schools, later becoming their Chief Regional Officer. At Summit, she launched Washington’s first charter high schools and secured funding, facilities, leadership, and staff for the region. She recruited and managed the Summit WA Board and led all external affairs. She also oversaw all elements of the operational, financial, and academic components of the region. She earned an M.Ed. from Seattle University, Principal certification from New Leaders for New Schools, and was a Stanford Principal Fellow.

**Natalie Hester, Director of Operations & Engagement**, has a long track record of community engagement in Seattle/Tukwila. Accomplishments include: participation in the 2016 City of Seattle Cohort of community leaders, an 8-month workshop series to train and lead conversations about equity in neighborhood community groups; facilitation of Advocacy Training at the 2017 League of Education Voters 7th Annual Activist Training for parents and community leaders; co-leadership advocacy during 2016 campaign to “Save our Schools.”

**Chrissie Wright, Education Model Design Consultant**, has a decade of experience teaching grades K, 2, 3, and 4 in both high-performing charter and traditional public schools. A Washington native, Ms. Wright brings together best practices in elementary education from her experience as a teacher leader across States and Districts, including work for the New York City Department of Education, KIPP New Jersey (NJ), SPS, and the Issaquah School District. In New Jersey, she was a founding lead teacher at KIPP NJ. She has experience in curriculum design and as an educational consultant for high-performing charter schools including Rocketship Education, Uncommon Schools, Ingenuity Prep, and Achievement First. Ms. Wright graduated Phi Beta Kappa with Honors from Stanford University as a Truman Scholar. She received a Master’s degree in Teaching from Pace University; the Sue Lehmann Award (Teach For America’s national teaching award). Her classroom has been featured in the Seattle Times.<sup>84</sup> She was named a School Leadership Fellow with WA Charters. She has visited

national charter schools, conducting case studies at Montessori For All and Roots Elementary. She has vetted school elements with local community members and charter school experts, including Charter Board Partners and Seneca Family of Agencies.

Board Members Tony Byrd, Tatiana Epanchin, Sara Morris, and Micaela Razo are also key leaders in implementing the school design. Board Member résumés can be found in **Section 16**.

### Summary of Expertise of IPS Leadership Team

Leader	School Leadership & Administration	Curriculum, Assessment & Instruction	Performance Management	Cultural Competence/ Inclusiveness	Family and Community Engagement	Special Populations
Jen Davis Wickens (CEO)						
Chrissie Wright (Design Consultant)						
Natalie Hester (Director of Operations & Engagement)						
Tony Byrd (Board)						
Sara Morris (Board)						
Micaela Razo (Board)						
Tatiana Epanchin (Board)						

### 3. Community Relationship

Through community leadership roles and relationships (see the following table), Natalie Hester has built remarkable ties to, and knowledge of, the target community. She is uniquely positioned to lead the school’s outreach and engagement strategy, inclusively and responsively.

Organization	Role
On Board Othello	Committee Member
Rainier Beach Economic Development Committee	Co-Chair
Rainier Beach Merchants Association	Membership Committee Member
Rainier Valley Chamber of Commerce	Member

WA Charters	Board Member
Seattle Public Schools - Graham Hill Elementary PTA	Member
Summit Sierra Public Charter School	Founding Parent
Green Dot Public School	Advisory Board Member

Further, Ms. Wickens, has deep local connections and extensive knowledge of the education landscape in the Puget Sound through her work coaching principals across Seattle Public Schools and successfully launching Summit Public Schools.

#### 4. Partnerships

The following organizations are partners in planning and establishing Impact: Seattle.

Partner	Role (Current & Planned)	Resources (Current & Planned)
NewSchools Venture Fund (NSVF)	Investment in IPS as a NewSchools Invent <sup>85</sup> grantee.	<ul style="list-style-type: none"> <li>✓ Startup grant</li> <li>✓ Technical support</li> <li>✓ Coaching</li> <li>✓ Cohort and collaboration</li> </ul>
WA Charters	School design support	<ul style="list-style-type: none"> <li>✓ Training</li> <li>✓ Participation in True Measure Collaborative - contracted services with Seneca, and more.</li> </ul>

IPS is also supported by Advisory Board Members who continue to volunteer expertise. None of the members are expected to assume a role at the school.

IPS Advisory Board			
Name	Organization	Role	Expertise
Abigail Cedano	Summit Public Schools	Senior Director of Schools	Innovative school design; elementary personalized learning
Isabelle Parker	Summit Public	CFO/COO	Finance, Operations

	Schools		& Facilities
Noah Wepman	Bill & Melinda Gates Foundation	Senior Program Officer	Finance, Operations & Facilities
Bob Lenz	Buck Institute for Education	Executive Director	Project-based learning; portfolio assessment
Jeff Petty	SchoolFoundry	Director, Puget Sound Consortium for School Innovation	Innovative school design; school leadership
Amanda Gardner	Innovate Public Schools	VP of Schools	All aspects of running a successful school and CMO

### 5. School Leader Capacity

IPS is currently recruiting a founding principal for Impact: Seattle with interviews underway and a final Simulation Interview Day scheduled on May 1, 2017. The process currently includes five strong candidates who have deep elementary experience, relentless focus on equity, growth mindset and vision to execute a world-class learning environment. The Impact: Seattle principal will begin on July 1, 2017 and will be an integral member of the IPS leadership team. The process for hiring this exceptional school leader is detailed in **Attachment 10**.

### 6-7. School Leadership/Management Team

Upon approval, the development of Impact: Seattle will be led by the following team.

Role	CMO or Impact: Seattle position	Name	Commitment	Start Date	Compensation source OR hiring plan
CEO	CMO	Jen Davis Wickens	Full-time	April 2017	NSVF grant
Director of Operations & Engagement	CMO	Natalie Hester			NSVF grant
Principal	Impact: Seattle	TBD		July 2017	SchoolFoundry & NSVF grant
Director of Finance (DOF)	CMO	TBD		Summer 2018	CSGF Grant

**Attachment 11** includes a job description with criteria for the DOF. Below is a timeline, recruitment and hiring process for the DOF.

**Timeline**

January - April, 2018: Active Recruitment

March - April, 2018: Screening

March - April, 2018: Interviews

May 2018: Simulation Days

May 2018: Offer

Summer: DOF begins

**Recruitment Process**

The position will be advertised at top MBA schools across the country, in local job banks, and with local university partners. To ensure a diverse pool, IPS has formed connections with culturally-connected businesses and organizations throughout Washington, including those working for increased representation.

**Selection Process**

The CEO is ultimately responsible for this hire. Input is gathered from diverse stakeholders through final round Simulation Days that enable the candidates to demonstrate their knowledge and skills.

## **CATEGORY 4: OPERATIONS PLAN AND CAPACITY**

### **Section 14: Legal Status and Governing Documents**

#### **1. Legal Status**

IPS constituted itself as a Washington nonprofit corporation pursuant to Washington law. IPS is a 501(c)(3) tax-exempt organization with an effective date of exemption of October 14, 2016. IPS's Articles of Incorporation state:

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

#### **2. Legal Documents**

Impact: Seattle will be operated by IPS. IPS shall be governed pursuant to the corporate bylaws adopted by the IPS Board, which shall be consistent with the terms of this charter and all other applicable laws. IPS's governing documents and business plan are included in **Attachment 12**.

IPS will provide services to Impact: Seattle in back office/financial and operational support, school leadership coaching, professional development, technology, etc. as per the terms of a Service and License Agreement to be negotiated with the Principal at Impact: Seattle and the CEO at IPS; the services agreement will also include licensing rights from IPS to Impact: Seattle. Such agreements allow skilled educators to focus their efforts on providing a high-quality learning experience while leaving support functions to be completed by equally skilled central office staff members.

Impact: Seattle shall operate autonomously from the Commission and neighboring school districts, with the exception of supervisory oversight as required by statute.

#### **3. Subsidiaries and Business Endeavors**

There are no subsidiaries owned or affiliated with the nonprofit submitting this charter school application. The nonprofit that is submitting this application is not involved in any other organizational/business endeavor.

#### **5-10 Year Growth Plan**

Impact: Seattle will be the first charter school operated by IPS. IPS's 10-year growth plans include eight charter schools in two regions throughout Washington, including the Puget Sound region and Central/Eastern WA to eventually serve nearly 7,000 students. (See the growth plan table included in the IPS business plan in **Attachment 12**.) A network of high-performing schools will not only serve the students and families of Washington better, but will provide IPS with the economies of scale required to be a robust, healthy organization.

IPS is proud to be a Washington-based nonprofit organization with no plans or aspirations to expand out of State. The IPS commitment is to closing the opportunity gap across Washington.

IPS is well-positioned to successfully support and execute these growth plans given the team's



experience leading in high-performing charter management organizations, successful fundraising track record (Ms. Wickens helped raise more than \$10m for the launch of Summit Public Schools in WA) and excellent student academic results. Impact: Seattle will be the tenth school the IPS CEO, Ms. Wickens, has co-designed and launched throughout her career and the fourth public charter school she has opened in Washington. Impact Academy, the first school Ms. Wickens founded outside of Oakland, California is consistently ranked as one of the top Bay Area schools for underserved students – especially for Latino students – by the Innovate Public Schools annual study. The school has aggressively closed the achievement gap from the day it was founded, and it continues to serve as a proof point. In addition, through leading the launch of Summit WA's first out of State region, Ms. Wickens was able to guide all aspects of the organization from operations, educational model, finance, Board, and fundraising to facility. Summit WA schools show tremendous academic results. Last year, Summit Sierra and Summit Olympus students outperformed their national peers in reading and math in the NWEA MAP nationally normed assessment. Olympus students more than doubled the national average in reading and more than tripled the national average in math. They are in the top third of schools in the nation in terms of math growth. This is despite the fact that nearly half of Summit WA students came into school on average at 3.5 - 4 years below grade level in both reading and math.

In addition, the team already has strong connections to parent, nonprofit organization, education, legislative, business, and faith-based communities in Central/Eastern Washington, led primarily through IPS Board Members, Micaela Razo and Anthony Byrd, and is beginning to lead Design Team meetings there.

As IPS serves more students, roles will be added to increase capacity. See the year 5 organization chart in **Attachment 13**.

## Section 15: Organization Structure and Partnerships

### 1. Organization Structure

The IPS and Impact: Seattle organizational charts for the planning year, year 1, and year 5 are found in **Attachment 13**. The charts delineate roles and lines of authority for the Governing Board, organizational leadership, staff, and Founding Community Advisory Council. As displayed in the organizational chart (Year 1), the Chief Executive Officer (CEO) will report to the IPS Board of Directors and will be responsible for the daily operations of the school. The Principal (instructional leader of the school), Director of Operations & Engagement (lead of the organization's outreach and operations strategy), and Director of Finance will report to the CEO. The school's operations manager, teachers, and teaching fellows will be overseen by the Principal. The Board will ultimately be accountable to the authorizer.

As IPS grows, the Principal will report to the Senior Director of Schools, who will report to the Chief Academic Officer, who will report to the CEO. The CEO will also provide oversight of the CXO, CFO/COO, and Development Director/Communications and its services to the school.

The Impact: Seattle school site staff are illustrated in the organization chart (**Attachment 13**) in green. All other positions are IPS central office support positions. Impact: Seattle will contract with IPS for services, including (but not limited to) the following: financial/operational back office support, school leadership coaching, professional development, public relations, fundraising, and technology support, among others. Impact: Seattle will pay an annual service fee each year for these supports.

### 2. Proposed Partnerships

IPS has three key partners central to the school's operations and mission:

1. Puget Sound Educational Service District (PSESD) or EdTec will provide back office business services, payroll, and auditing services in its first year. **Attachment 14** includes a copy of the proposed PSESD contract and current pre-launch contract with EdTec.
  - a. Anticipated annual cost when school opens = \$45k - \$72k depending on provider.
  - b. Criteria used for selection include:
    - i. Familiarity with Washington's context in terms of policy and education funding.
    - ii. Established long-term, meaningful relationships.
    - iii. Previous success in partnership on projects.
2. True Measure Collaborative will provide special education services, support, and training. Contract to be negotiated upon charter approval.
  - a. Anticipated annual cost = \$12.5k
  - b. Criteria used for selection include:
    - i. Familiarity with Washington's unique context in terms of policy and special education funding and reporting.
    - ii. Established long-term, meaningful relationships.
    - iii. Previous success in partnership when launching Summit Public Schools.
3. Washington State Charter Schools Association for Strong Start professional development, parent organizing and advocacy support. Contract to be negotiated upon charter approval.

- a. Anticipated annual cost = \$5 per student, per year for a total of \$1,680 in Impact: Seattle's first year of operation.
- b. Criteria used for selection include:
  - i. Established long-term, meaningful relationships.
  - ii. Previous success in partnership when launching Summit Public Schools.

These organizations are central to the IPS goal of providing a world-class educational experience to students across Washington. IPS values these organizations for their deep expertise and shared commitment to diversity, equity, and inclusion.

## **Section 16: Governing Board**

### **1. Philosophy**

Impact: Seattle is governed by the IPS Board of Directors that, in addition to holding the school's overall legal, financial, and fiduciary responsibility and being the entity to whom the charter is granted, provides external accountability, internal oversight, and mission-based leadership. It ensures the leadership is in place to execute on the school's mission. The IPS Board has strong local control over Impact: Seattle and all other charter schools it will eventually operate in Washington. The members are mission-driven, culturally competent, locally connected, and adept in the skills needed to oversee successful charter schools. The Board is not involved in daily school operations, dealing with personnel issues or addressing individual student issues. The Board role is one of oversight and management of the CEO.

### **2. Primary Roles**

In addition to supporting the CEO, the Board:

- Develops, monitors, and implements the school's strategic plan, in conjunction with school leadership.
- Establishes, implements, and enforces or delegates the implementation and/or enforcement of school policies with respect to all, or more particularly, set forth in the school By-laws.
- Endorses the mission that drives the school's goals, programs, and services in alignment with the needs of the target population and reviews it regularly for accuracy and validity.
- Ensures that criteria are in place to evaluate new mission-aligned initiatives and resource opportunities.
- Holds responsibility for monitoring school performance, including charter compliance and other governing documents; it takes actions necessary to satisfy its obligations under Washington and other applicable laws.
- Reviews outcomes and metrics to provide active oversight of the school through setting annual performance goals in the areas of academic success, student engagement, and financial performance.
- Confirms/selects, and holds (and, if necessary, dismisses) the CEO accountable.
- Approves hiring of the Impact: Seattle Principal.
- Supports, reviews, and evaluates (using the BoardOnTrack's nationally-recognized evaluation tool) the CEO's annual performance; provides oversight and guidance of the CEO.
- Oversees and approves contract negotiations and renewal.
- Manages resources effectively; approves the annual budget, monitors finances, and conducts long-term financial and strategic planning to ensure effective allocation and deployment of the school's daily/monthly resources.
- Ensures proper fiscal controls remain in place and causes audits of the school's books and records to be made as required by law and as otherwise prudent.
- Hires the school's auditor, reviews the annual audit and, if necessary, adjusts policies and procedures.

- Adheres to Bylaws.
- Decides policy matters by majority vote; a formal record of its proceedings are maintained and made available for public review and inspection.
- Works to increase the organization's standing in the community.
- Evaluates its own success through annual Board evaluation, including self-evaluation.
- Assists in fundraising, public grants, and private donations.

The CEO provides a monthly dashboard to the Board in advance of every Board meeting, which the Board uses to evaluate progress toward meeting academic, operational, and financial goals.

### **3. Governance Structure & Composition**

The Board consists of two-to-nine members. Each member will serve a 3-year term. Terms are staggered, with the exception of the first Board. Number of terms is unlimited.

The members of the Board select the officers of the Board. The officers are Chair, Secretary, and Treasurer, who each hold powers and duties as prescribed by the Board and By-laws and performs as the Board prescribes.

**Chair**, subject to Board control, is a crucial strategic partner to the CEO. The Chair collaborates with the CEO, helps prepare meeting agendas, facilitates meetings, and is the liaison between the CEO and the rest of the Board. The Chair appoints committees; completes other activities per the bylaws; provides general supervision, direction, and control of school affairs; and, presides at Board meetings.

**Secretary** keeps Board and committee meeting minutes, noting the time and place, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; keeps school's charter and Bylaws, with amendments; keeps copy of the school's incorporation and tax status filings and documentation; gives notice of the Board and committee meetings as required by the Bylaws.

**Treasurer** keeps adequate and correct accounts of the school's properties, receipts, and disbursements; makes the books of account available at all times for inspection by any Trustee; deposits the school's monies and other valuables in the school's name and to its credit, with the depositories the Board designates; disburses the school's funds as the Board directs; renders, no less frequently than once every fiscal year, an account of the school's financial transactions and financial condition; prepares reports on financial issues required by an agreement on loans; and, serves as chairperson of the finance committee.

#### **Structure**

A committee structure, allowing the Board to operate with great efficiency, is staffed with members with diverse expertise and is supported by in-depth discussion and analyses, resulting in well-informed recommendations to the Board.<sup>86</sup>

Standing committees include the following:

- Finance Committee: Monitors financial records; oversees creation of financial statements for Board; reviews annual budget and makes recommendation to Board
- Audit/Compliance Committee: Recommends external auditor; oversees audit; monitors

accounting policies and compliance

- Facility Committee: Advises on facility decisions; provides support on facility negotiations
- Nominating Committee: Sources and recruits new Board Members
- Academic Performance Committee: Collaborates with the school leader to set and reach rigorous academic goals; and analyzes and monitors the school's academic performance. It also advises (without making program-level decisions) the Board on core values and activities that define the school's approach to teaching and learning, recommending to the Board the adoption of academic policies consistent with the school's vision, mission, and strategic direction.

These standing committees are advisory bodies and report to the full Board. The Board may appoint one or more committees that include staff, parents, community members, or other members of the public with varying areas of expertise. In addition, ad hoc committees may be established, per Board discretion, to focus and report on specific, time-sensitive tasks, and may be dissolved upon completion of the goal. Committee members receive regular reports on key performance metrics to inform the prudent governance of the school.

The Board meets at least five times per year. Board meetings are held at an IPS school. All meetings are held in accordance with the Open Public Meetings Act (OPMA). IPS retains its own legal counsel when necessary, and purchases and maintains, as necessary, general liability, officers' and directors' property, Workers' Compensation, and unemployment insurance policies.

#### **4. Membership**

Board Members represent a diverse set of knowledge and skill with various experiences in education, legal, finance, fundraising, strategic planning, nonprofit Board experience, academic oversight, marketing, human resources, and public relations. Active representation ensures that the members have the experience required to provide oversight of the school's finance, operations, and administration and, therefore, are an educational and operational success. Board diversity ensures the cultural competence that is needed to improve practice to serve all students and communicate effectively with families.

The IPS Board currently includes the following Board Members. Each member's Disclosure Form, Résumé and Statement of Assurances can be found in **Attachment 15**.

**Sara Morris** brings expertise in development, nonprofit management, strategic planning, financial oversight, and significant Board experience. As the former CEO of the Alliance in Seattle, she joined the Board because of her commitment to public service, belief in Impact: Seattle's mission, and desire to close the opportunity gap.

**Tony Byrd** brings significant experience with Boards, fundraising, strategic planning, financial oversight, district partnerships, as well as strong local connections. As the former Deputy Superintendent in Everett and current Executive Director of Teach For America, he joined the Board to help provide valuable public school options to students across the State and because he believes that IPS will assist in bolstering all public schools.

**Micaela Razo** brings expertise in policy, community engagement, finance, political strategy,

accounting, and business strategy. As a strong community activist in the Yakima Valley, she joined the Board to help with the expansion of educational opportunities and choices for diverse populations. She will help IPS expand in eastern/central Washington.

**Tatiana Epanchin** brings expertise in elementary school design, execution, school finance, diversity, equity, and inclusion training and leadership coaching. As a former Superintendent of Aspire Public Schools – a high-performing charter management organization in California – she joined the Board to ensure IPS scales with quality.

IPS is working to add three Board Members by January 2018 to add capacity in facilities, finance, community connections, and legal expertise. Each will share a commitment to diversity, equity, and inclusion. Based on the proposed CEO's previous track record in recruiting and leading the Summit Public Schools Washington Board of Directors, IPS is confident it will meet this goal.

Parental involvement is expressed through the school's Parent Organization, the IPS Design Team, and the Impact: Seattle Founding Community Advisory Council (**Section 17**), and other startup activities. Parent input is communicated to the Board through, as appropriate, the CEO and Principal. The Advisory Bodies are diverse, represent parent and community perspectives and interests, and ensure that the school is responsive to differing cultural backgrounds and viewpoints within the community.

## **5. Selection**

With respect for the community voice and commitment to the organization's mission, the Founding Board works to screen and deliberately select individuals with: demonstrated evidence of understanding the roles, responsibilities and commitment required of a start-up Charter School Board; a strong philosophical alignment to the proposed mission and vision; and, deep-seated commitment to, and understanding of, the needs of Washington students. Equally essential to Board Member selection is a set of specific qualities (i.e., strong personal/team skills, flexibility) and time. Member selection follows an interview process used to probe the qualifications, skills, and experiences to ensure s/he possesses the qualifications and demeanor required to be an effective member. This process includes reference checks and ensures inherent conflicts of interest are avoided.

To continually assess the capacity of the Board and identify potential candidates to fill vacancies, a Nominating Committee will be appointed to propose qualified candidates to the full Board.

## **6. Capacity**

Professional training and development enhance the Board's capacity to govern the school. Needs inform training, and topics include: financial oversight, accountability, regulatory compliance, OPMA, effective Board communication, assessment, data-driven decision making, and strategic planning. Condensed and focused training are incorporated into the regularly scheduled Board meetings, through presentations by an external resource or IPS leadership, and may include workshops, retreats, seminars, and/or e-training opportunities. Members may participate in seminars on a topic of special interest. Finally, to supplement development of the Board, each Member is, annually, scheduled to identify and share a publication with the Board that s/he has identified in alignment with current issues of relevance or best practices.

The Board attends an annual in-service retreat. New Board Members are mentored by experienced members during their first year. Additionally, training is provided twice per year on topics such as IPS’s academic model, school administration, cultural competence, diversity, equity and inclusion, finance, facilities, effective governance, and legal governance and compliance. Following is the IPS Board professional development cadence for the first six months of operation. This plan and corresponding materials will be utilized for onboarding new members in the future.

<b>Board Meeting Date</b>	<b>Professional Development Topic</b>	<b>Participation</b>
February	IPS Mission, Vision & Academic Model OPMA Training	All
March	Capacity Interview Training	All
April	Effective Charter School Governance & Diversity, Equity & Inclusion Training	All
May	Charter School Finance and Facilities 101	All
June	IPS Staffing Model	All
July	Authorizer & OSPI Reporting Requirements Review Sample Charter Contract	All

Jen Davis Wickens, the Founding CEO, has extensive experience with Board management through her experience at Summit Public Schools and Envision Education – a charter management organization in California. In addition, she has coached aspiring charter school leaders in Board management best practices. She will co-lead on creating and delivery Board development with the Board Chair.

**7. Transition to Formal Board**

The current IPS Board is the formal Board. IPS will add three additional members over the course of the calendar year. However, over time, the Board anticipates its functions to expand, moving from a school design and start-up phase to a more mature phase. Board development will be utilized to support the Board's role in strategic thinking and the long-term planning process.

**8. Ethics**

The Board complies with all Federal, State, and local laws and recognizes that appropriate ethical standards serve to increase its effectiveness and their staff as educational leaders in the community. The Board reviews any known potential ethical or financial conflict of interest



violations promptly and thoroughly, complies with all required statutory obligations, and takes appropriate action to resolve actual violations. IPS has adopted a Conflict of Interest Policy and a Code of Ethics Policy (**Attachment 16**).

#### **9. Existing Relationships/Conflicts**

There are currently no existing relationships that pose a conflict of interest if the proposal is approved. Tony Byrd is the Executive Director of Teach for America (TFA). IPS hopes to partner with TFA at some point in the future. Prior to forming the partnership, the IPS CEO will seek advice and approval from the Commission. If a conflict of interest is identified, Mr. Byrd will step down from his board seat.

#### **10. Existing Nonprofits**

This section is not applicable to Impact Public Schools. IPS is a nonprofit organization whose core existence is operating charter schools.

## **Section 17: Advisory Bodies**

Three advisory bodies are – or will become - central partners in Impact: Seattle’s success: Educator Design Team, Student Design Team, and the Founding Community Advisory Council.

**Design Teams** (selected by the IPS CEO and Principal; overseen by the Principal)

**Educator Design Team** includes 15 local and national experts – researchers, school leaders, principals, and charter management organization leadership – to provide valuable feedback on the design of the IPS education model – the personalized learning models, curriculum, instruction, assessment, intervention, and enrichment.

**Student Design Team** includes K-12<sup>th</sup> grade students who demonstrate interest in co-founding a school and communicate dream school ideas. It provides feedback on school features – projects, calendar, schedule, and elective courses.

The teams’ feedback, reflected in this proposal, will be piloted throughout the planning year. IPS leadership considers all feedback and assumes full accountability for decision making.

Upon the school’s opening, the teams will shift ongoing focus to Research and Development with oversight from IPS’s Chief Academic Officer (beginning in year 2020).

**Founding Community Advisory Council** consists of parents and local community leaders who accurately represent the school’s diverse demographics, and reports to the Principal and Director of Operations and Engagement. It provides guidance on community needs, partnerships, engagement/enrollment activities, and aspects of the academic program. The Council will meet monthly throughout the planning year (post-approval to opening day). Its concerns will be raised to the Impact CEO and Board as necessary, through the Impact: Seattle Principal. All interested family and community members are welcome to attend. Members will then be encouraged to join the ongoing Impact: Seattle’s Parent Organization.

IPS is advertising this opportunity in its community meetings as it seeks to solicit interest and input from diverse membership based on the organization’s core value around diversity, equity, and inclusion.

## Section 18: Grievance/Complaint Process

The IPS team proactively addresses concerns of its stakeholders: students (represented by his/her parent or guardian), staff, families, or affiliated community members. To nurture communication, staff maintain interaction with families, and staff are supported in ongoing one-on-one coaching. Board meetings are open to the public with time for public comment (per Open Public Meetings Act). The public may directly address the Board to discuss school policies, decisions, procedures, and practices. Translation is provided to ensure all voices are heard.

Understanding conflict is part of any development or growth process. A complaint and conflict resolution process is an essential component of a strong communication model. IPS adopted an internal communication model/conflict resolution procedure, designed to:

- Encourage growth and development;
- Sustain a healthy community;
- Perpetuate a climate of collegiality, mutual trust, and respect;
- Resolve differences in a timely, objective, and equitable manner.

The first step is direct communication with the involved parties. Where reasonably possible, the concerned parties are encouraged to address their questions or concerns jointly and resolve conflict at the lowest possible level, including resolution attempts with the immediate supervisor.

Example:

ISSUE	ADDRESSED BY	WHO
Pedagogical		Teacher
Curriculum, Procedural, Operational, Policy		Principal
Personal/Communication Breakdown		Colleague
Task-related		Immediate Supervisor

In the event an informal resolution is not achieved or is not appropriate, there is a clearly-defined process:

1. If a stakeholder complaint is regarding a staff member, it will be filed with, and heard by, the Principal (or his/her designee). The process includes: 1) Written description of the grievance (all known and relevant facts with supporting documentation) ≤ ten calendar days after the date via mail, electronic mail or hand; 2) Principal review of materials, investigation of facts; may request an interview of the involved parties; 3) Principal within one week's time, may call for more information; 4) The Principal provides a solution or explanation and non-binding recommendations concerning the disposition of the complaint; 5) The CEO considers the recommendations of the Principal and renders a decision; 6) If the CEO

decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible.

2. If the complaint is with the Principal or if the complaint is with a decision made by the Principal, the complainant may file to the CEO. The steps above will be followed.
3. If the complaint is with the CEO or if it is an appeal of a decision made by the CEO, the complainant may file to the Chair of the Board who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.
4. The Board, CEO, or Principal may take appropriate remedial measure to ensure effective resolution.
5. Complaints against an employee by an external party will follow the same steps. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

Translation services are provided as needed throughout the process. All complaints respect confidentiality and non-retaliation.

The IPS complaint procedures are designed to be internally resolved within a timeline of no more than 30 days from the date the complaint was received unless otherwise agreed to by the complainant. Many grievances should be resolved within a shorter timeframe. Since the Board is ultimately responsible for school governance, the complaint process ends at the Board level. However, if a complainant is not satisfied with the Board's response, it may file an appeal to the Washington State Charter School Commission/OSPI. The school is committed to providing prompt, thorough, and accurate information to the Commission in such cases and will abide by any prescribed corrective action it deems necessary.

The Commission shall not intervene in any such internal disputes without the consent of the IPS's Board and shall refer any complaints or reports regarding such disputes to the Board or CEO for resolution pursuant to the school's policies.

This policy cannot guarantee each problem will be resolved to the employee or community member's satisfaction. However, IPS values each stakeholder's ability to express concerns and the need for resolution without fear of adverse consequence to employment or connection to the community.

## Section 19: District Partnerships

IPS shares a collective obligation with other public schools in Washington to ensure all children are offered a highly-effective education, which can only be accomplished through collaboration.

IPS secured a partnership with the PSESD around the academic model and for potential back office support (**Attachment 17**). IPS is actively engaged in the PSESD's personalized learning professional learning community, and actively participates with district leaders.

IPS is partnering with School Foundry – an incubator that joins district and charter leaders to design and refine innovative practices. The Impact: Seattle Principal will engage in monthly meetings with School Foundry district leader.

IPS reached out to both the Seattle and Tukwila superintendents, Dr. Larry Nyland and Dr. Nancy Coogan, as well as School Board Members to cultivate partnerships. Ms. Wickens met with Dr. Coogan on March 14, 2017 to learn more about Tukwila's strategic plan, share the vision for Impact: Seattle, and discuss collaboration. A follow up meeting is planned in mid-April.

Impact: Seattle takes its role as an incubator of innovative ideas and practices seriously. Through this charter agreement, IPS agrees to fulfill the role as innovators who share best practices and to engage in collaborative relationships throughout the State to identify new models of success. IPS will:

- Engage in parent activities to close the State's opportunity gap for all public school students;
- Open lines of communication through an open-door policy – foster an environment of collaboration;
- Analyze data to understand student demographics and enrollment;
- Share best practices and tools; innovative curricular resources and practices, including web-based LMS (**Sections 2 & 3**);
- Share professional development and after-school enrichment; and
- Collaborate to design instructional scopes and sequences with feeder patterns.

IPS looks forward to actively engaging in long-term partnerships that serve the needs of all students in Washington.

## **Section 20: Education Service Providers (ESP) and Other Partnerships**

Not Applicable. Impact: Seattle will not contract with any Educational Service Providers (ESPs).

## **Section 21: Staffing Plans, Hiring, Management and Evaluation**

### **1. Employment Relationship**

All IPS employees will be at-will employees, and IPS will outline all employee rights in the Employee Handbook and IPS' posted employment policies. At-will contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual positions and adhering to policies, procedures, and expectations outlined in the Employee Handbook. Impact: Seattle will not use employment contracts.

### **2. Salary & Retention**

#### **Salary**

New teachers will be compensated according to their level of competence and their display of professional skills, rather than by years of experience. The CEO and Principal of Impact: Seattle will assess each candidate against the teacher continuum of skills to make an appropriate salary offer. They will ensure that offers and subsequent increases (for both salary ranges and benefits) are highly competitive with pay levels for similar positions throughout the region. For specific salary ranges and benefits information for all IPS employees, see **Attachment 28**. Educators are incentivized to progress along the salary scale through years of experience and through progressing along the IPS Educator Pathway (**Attachment 21**).

All IPS employees are incentivized to meet annual performance goals, which are rewarded with an annual 4% salary increase. Spot Bonuses (donated game tickets, restaurant gift cards, movie tickets, etc.) are provided when IPS employees demonstrate exceptional alignment to the IPS core values. Both incentives are built into the IPS strategy to ensure retention of high-performing talent.

All employees who work at least half-time will receive health and other benefits (such as retirement). As public school employees, IPS staff will become part of the Washington State Retirement System.

#### **Retention Strategy**

IPS recognizes that high-quality teachers are one of the defining elements of a successful school. To that end, Impact: Seattle, will recruit highly capable teachers, help them develop as professionals to reach their full potential, and provide a clear growth and leadership pipeline to retain them within the organization. Using the attract-develop-manage-retain strategy planning, Impact: Seattle aims to achieve an 80% teacher retention rate of high-performing teachers, with a clear growth trajectory for teachers. Informed by The New Teacher Project (Tntp) report on teacher retention, IPS will implement the following to support retention of high-performing teachers.<sup>87</sup>

- Hold high expectations for all educators.
- Set clear, public retention targets for high-performing teachers.
- Maintain positive working conditions that build trust and respect, including creating intentional schedules with opportunities for support and collaboration.
- Invest teachers in a meaningful evaluation system.

- Conduct annual satisfaction surveys.

IPS also offers teachers a career trajectory that spans a teacher's entire career from induction to master teacher and beyond. This trajectory is not a straight line, but, rather, allows for teachers to take a variety of positions during their career, naturally transitioning based on their growth, strengths, and career goals. For those teachers who aspire to serve students outside the classroom, IPS will retain staff by providing opportunities to transition into administration and technical support roles.

IPS will incentivize teachers to pursue their passions through their career trajectory by conducting a yearly Career Matrix Survey and subsequent individual career conversations based on the data collected.

### **3. Recruitment**

Impact: Seattle will proactively target teachers from diverse backgrounds who display a burning passion to work with students and have proven results. The IPS CEO and Impact: Seattle Principal will partner to conduct a wide-ranging nationwide recruitment campaign. The campaign will begin in Fall 2017 and will be conducted in two broad waves. The first wave will focus on priority candidate hiring of teachers, concluding in April 2018; the second wave will incorporate support and non-credentialed staff, concluding in May 2018.

The campaign will utilize both traditional and online methods: positions will be advertised at the top 50 Schools of Education across the country, in state and county job banks, and with highly regarded educational organizations (such as the Knowles Science Teaching Foundation).

IPS has established informal partnerships with Teach For America, University of Washington, Gonzaga University, and Seattle University, and is committed to eventually placing student teachers from these programs in IPS: Seattle. To ensure diverse candidates learn about IPS opportunities, IPS will form connections with culturally diverse student groups at targeted educational institutions, and partner with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (eg Martinez Foundation). IPS will also broaden its pool of diverse, local talent, through developing an alternate certification route with a university partner to support Impact Teaching Fellows' growth to becoming fully certificated teachers.

Impact: Seattle will also host a year-long schedule of events (both in person and online) to attract candidates, including hiring webinars and teacher development days.

Such a vigorous campaign will be essential to attract teacher candidates of a sufficiently high caliber. IPS will define high-bar candidates as teachers in possession of a Bachelor's degree in their field, a Washington teaching credential or out-of-State equivalent, and a Master's degree in education. (The last qualification may be waived in the exceptional event that a candidate possesses significant teaching experience or local knowledge that would make them equally effective.) Each teacher will be hired specifically to meet both the academic standards of highly-qualified teachers across the country and the exacting personal and professional standards expected at Impact: Seattle.



Throughout the recruitment and hiring process, IPS will adhere to a set of defined selection criteria and indicators, including:

- Demonstrated alignment and personal commitment to the school mission, vision, culture, and to the targeted student population in the selected community, with an emphasis on the value of diversity, equity, and inclusion.
- Highly-qualified status (in accordance with Elementary and Secondary Education Act) and K-5 certification.
- Strong content knowledge and pedagogy skills that match IPS vision.
- Experience implementing or passionate desire to learn how to integrate elements of personalization, SEL, and DEI.
- Deep roots in project-based learning and standards-based aligned curriculum design.
- Ability to assume accountability for classroom management and culture with a willingness to adapt classroom management style to meet the needs of the IPS students and animate our values.
- Demonstrated success (performance results) in holding all students accountable for high expectation.
- A firm understanding of, and ability to use, data to develop and implement targeted learning experiences.
- A recognition of the value added when vision, mission and values are shared by the whole community.
- Willingness to collaborate in professional learning communities; desire to learn and grow.
- Capacity and interest in chairing an extracurricular activity and engaging in school-based leadership opportunity.
- Commitment to serving an intentionally diverse school community.

#### **4. Hiring & Termination Procedures**

##### **Hiring Procedures**

The Principal is ultimately responsible for hiring Impact: Seattle employees. Input is gathered from stakeholders, including parents, students, and staff through final round Simulation Days. The following multi-stage interview process is used to evaluate candidates:

1. Submit résumé and letter of interest.
  - a. Candidates must have a valid Washington State teaching credential or be in a clear process for obtaining one before the start date to move forward.
2. Complete one-on-one screening interview.
3. Complete extended day of simulations and interviews, with reflection on simulations.
  - a. Simulation Days include parent, student, and staff input scored on the IPS hiring rubric.
4. Complete background check.

Hiring and termination policies are detailed at length in Impact: Seattle's Employee Handbook. For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

## **Criminal Background Checks**

All IPS employees and contractors will be required to submit a criminal background check and furnish a criminal record summary, as required by the Revised Code of Washington (RCW) 43.43.830-43.43.838, prior to beginning employment. The Director of Operations and Engagement will monitor compliance of this policy. The Board Chair will monitor fingerprinting and background clearance of the CEO and the Director of Operations and Engagement. Volunteers who spend time outside of the direct supervision of a credentialed employee will be fingerprinted and receive a background clearance prior to volunteering. (Note: the school will not consider immigration status as a precondition to volunteering).

All volunteers not meeting the unsupervised access provisions outlined by RCW 43.4 3.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through the Washington State Patrol WATCH [Washington Access to Criminal History] system prior to volunteers being cleared.

## **5. Staffing**

See **Attachment 19** for a full staffing chart for Impact: Seattle.

## **6. Senior Administration and Staff Relationship**

### **Shared Leadership**

The relationship between Impact: Seattle's senior administrative team and the rest of the staff will be a very collaborative one. The school Leadership Team consists of all teaching staff, plus the Principal. The group meets weekly for 2 hours to discuss school level challenges and develop solutions. This often includes discussing students, looking at data, identifying what students need, planning student interventions, and creating consistent and meaningful experiences for students. The Principal is supported by the IPS CEO, with Board oversight (including participation in succession planning).

### **Performance Management**

Impact: Seattle's senior administrative team is responsible for the performance and development of the all teachers and staff. IPS identified the skills necessary for students to be ready for college, and then created rubrics along which to measure student's growth at those skills. With the same method, IPS leaders and educators agreed on a continuum of teaching skills and then selected and modified a teacher rubric from Summit Public Schools for use by both school leaders and teachers to evaluate classroom performance and growth.

As further explained in **Section 22**, each staff member will have an Individual Learning Plan (ILP), developed by the staff member with the input and approval of the Principal. The plan identifies the teacher's present level of performance in each strand using a standard rubric, indicates the employee's annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by Impact: Seattle and its professional development activities throughout the year.

## Teacher-Student Ratio & Adult-Student Ratio

Calendar Year	Year of Operation	Number of Students	Number of Teachers	Teacher: Student Ratio	Total Number of Staff	Adult: Student Ratio
2018-2019	1	196	7	1:28	13	1:15
2022-2023	5	336	12	1:28	19	1:18

For a full breakdown of staff roles, see **Attachment 13** and **Attachment 19**.

### 7. School Leader Evaluation

The Impact: Seattle Principal will set annual goals with the CEO in August before each school year based on his/her self-assessment and the CEO's assessment of the Principal's current strengths and growth areas in the Educator Skills Rubric (**Attachment 20**), adopted from Summit Public Schools. Areas of student need as identified through the school's data dashboard will also factor into the creation of the annual goals, and strategic plans will be developed for strong execution.

Throughout the year, the Principal and CEO will review student achievement data at the student, class, house, and school level in order to monitor progress toward school-wide goals. Through weekly coaching conversations, the Principal will set smaller, weekly goals that align to the annual goal, to track progress, discuss necessary supports, highlight proof points, and shift strategy when needed. After each coaching conversation, the CEO and Impact: Seattle Principal will complete a walkthrough to collect additional observational data on the quality of instruction and culture in alignment with the Principal's goals.

In January, the CEO and Principal will participate in a longer coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the CEO and Principal will have a summative evaluation conversation during which the Educator Skills Rubric is re-scored based on the year's input from coaching and observation.

### 8. Teacher Evaluation

At IPS, all educators are leaders and treated as such. While principals lead staff, teachers lead students. The skills required to perform both leadership roles are the same, though the level of execution varies. Thus, the teacher evaluation process parallels the school leader evaluation process described above, as does the evaluation tool. The Educator Skills Rubric is designed to assess both leaders and teachers so that teachers can clearly see the skills required for their career trajectory to either a teacher leader role or an administrator.

Teachers will set annual goals with the Principal in August before each school year based on his/her self-assessment and the Principal's assessment of the teachers' strengths and weaknesses on the Educator Skills Rubric (**Attachment 21**). Areas of student need as identified through diagnostic assessments will also inform the process of setting goals. The Principal and teachers will collaborate to create an Individual Learning Plan (ILP) to support teacher

development in goal areas throughout the year.

Throughout the year, the Principal will conduct weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding their goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to achieving the long-term goal. Prior to each coaching conversation, the Principal will conduct a classroom observation (approximately 15 minutes) focused on the teacher's identified area of growth in order to provide specific, actionable feedback in the coaching conversation.

In January, the Principal and each teacher will have an extended coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the Principal and teacher will have a summative evaluation conversation during which the Educator Skills Rubric is re-scored based on the year's input from coaching and observation.

## Section 22: Professional Development

### Overview

Professional development (PD) is offered to recruit, retain, and develop a high-quality teaching force. Research shows: Teachers today are not satisfied with existing PD formats; and system-driven, compliance-based PD is not working for teachers or kids.<sup>88</sup> Instead, teachers describe ideal PD as relevant, interactive, delivered by someone who understands their experience, and sustained over time.<sup>89</sup>

At IPS, PD is approached with these ideals in mind. IPS provides a PD program that is driven by the collective and individual needs and preferences of the staff, and geared toward long-term learning to impact student achievement. IPS teachers play a role in selecting learning experiences that are impactful for them, and designing their own individual learning plans together with their supervisor (see below).

Like IPS students, IPS teachers are empowered, self-directed learners. As a result, teachers help drive the innovative PD program which includes:

- Over 40 days per year dedicated to professional development;
- Professional development opportunities embedded in teachers' daily schedules throughout the school year. (*See table below for details on both.*)

### 1. Responsible Parties

The Principal, with support from the CEO, creates a professional environment in which all staff can drive their own development aligned with their professional goals. To facilitate this process, Impact: Seattle staff iteratively follow a self-directed learning cycle similar to the ones students follow:

1. **Reflect** on their individual and collective strengths and weaknesses.
2. **Set goals** (annual, trimester, and weekly) to develop their practice and meet their students' needs.
3. **Make a plan** to efficiently meet these goals within a defined timeline.
4. **Execute the plan**, learning in ways that best match their needs and preferences.
5. **Demonstrate learned knowledge and skills** in their daily work, and by sharing them with their colleagues and peers from partner district and charter schools.

Reflections and progress for each cycle over time are recorded in the staff member's ILP.

The Principal develops and implements the PD scope and sequence for the year. The Principal, Learning Specialist, high-performing teachers, and SEL coach plan and execute PD sessions.

### 2. Core Components

The IPS professional development program includes eight main components, listed below. The core components are parallel to core components of the IPS experience for students and will enhance our teachers' ability to implement the instructional program and to drive the school mission forward. In planning for various PD opportunities, the Leadership Team will cross-reference proposed programming with the mission and achievement goals of the school to

make sure they are in alignment. All core components are conducted internally, although staff have additional opportunities to attend PD conducted by external partners (when fees are waived) based on need and/or in alignment with interests.

<b>Component of Teacher &amp; Staff PD</b> (Individualized or uniform)	<b>Description</b>	<b>Timing</b>
<b>1. Individual Learning Plans (ILPs)</b>	Teachers develop and complete weekly learning plans. Learning plans include reading books and articles, watching videotapes, attending workshops, and more. Content of each teacher’s learning plan is driven by a combination of interest and demonstrated need. Learning plans will also include content connected to the subject the teacher specializes in (e.g., writer’s workshop, guided reading, guided math). In addition to developing instructional competencies, every ILP includes goals and action items related to diversity, equity, and inclusion. This process mirrors the student-mentor experience, aiding new teachers’ ability to serve as strong mentors as a result of learning the process from a master educator.	Daily, ongoing (scheduled planning periods & Flex Fridays)
<b>2. Classroom Observations &amp; One-on-One Coaching</b> Individualized	Each teacher’s direct supervisor observes their classroom 15+ minutes each week, watching for observable criteria connected to the teacher’s goals and ILP. The observation is one point of conversation during the teacher’s weekly one-on-one meeting with their supervisor. Teachers also conduct quarterly observations of peers in their House, and teachers in other Houses.	Weekly
<b>3. Staff Core Skills Studio</b> Individualized, with common sessions based on need	In addition to time devoted each day and week for work on ILPs, teachers have an extended devoted Studio block to work on their ILP every other Flex Friday. This includes small group learning experiences	Fortnightly

	with regular time devoted to building staff capacity in the collection, analysis and use of performance data to improve student learning.	
<b>4. Staff Project Time</b> Individualized, in heterogeneous groups with common interests	Staff work in small groups to dive deep on areas of shared learning. Occurs every other Flex Friday. Example: completing an IPS innovation cycle to iterate an element of the instructional model.	Fortnightly
<b>5. Staff DEI Affinity Groups</b> Individualized, in heterogeneous groups with common interests	During the extended PD that occurs in August, January, and June, staff participate in DEI Affinity Groups. Staff have a safe space to explore topics of race, identity, and diversity that impact the school community. Affinity Group topics are driven by staff preference, and groups are led by staff members.	3x per year
<b>6. Weekly Team Meetings</b> Uniform format across weeks and teams, with individualized elements	<p><i>Leadership Meetings:</i> The entire school staff meets for two hours once per week. Staff members share the responsibility of leadership of Impact: Seattle. They are disciplined in using data to solve problems and continuously improve. Specifically, they analyze student performance data, as well as student survey and focus group data. From the data, they identify problems areas and collectively create action plans, and in the process they determine a set of metrics by which to judge progress.</p> <p><i>House Meetings:</i> For at least one hour of Leadership Meeting each week (after school), all teachers in the same cohort (K-1, 2-3, and 4-5) meet to identify what students need based on data and mentor input, plan interventions, and create a consistent and meaningful experience for all students. Since all members of a House interact with the same students, they are in a unique position to collaborate in order to</p>	Weekly

	<p>provide needed supports to individual students.</p> <p><i>Content Teams:</i> At least once per month, Flex Fridays, teachers meet with others who specialize in the same instructional area (reading/writing, or math/science/ social studies).</p>	
<p><b>7. August PD</b> Uniform, with individualized elements</p>	<p>Staff Summer PD occurs for three weeks prior to student arrival. Over these three weeks, half days are reserved for home visits, classroom setup, planning, and learning plans. Meanwhile, staff will come together for 4 hours each morning to complete staff-wide modules that will help the school launch with a strong culture and foundation for academic excellence from the outset (<b>Attachment 22</b>).</p>	<p>Annual</p>
<p><b>8. Staff Rites of Passage</b></p>	<p>Each Spring, staff who are prepared to progress on the teacher career path based on ILP progress participate in a Rite of Passage portfolio presentation and defense during Leadership Meeting.</p>	<p>Annual, based on demand</p>

Note that all staff members have ILPs and participate in Studio, Project Time, DEI Affinity Groups, and August PD (according to schedules). These structures support all staff, not just teachers.

### 3. Schedule

For a detailed schedule and description of professional development for Impact: Seattle, see **Attachment 22**.

### 4. Time Allotments

See table above, **Attachment 22** and **Attachment 6**.



## Section 23: Performance Framework

### Academic and Organizational Goals

Note that **Attachment 23** communicates how IPS's goals and targets measure and evaluate school mission-specific academic progress.

### Assessments

After thoughtfully defining IPS exit standards, IPS educators realized that there is not a single external measure that appropriately assesses a student's readiness for middle/high school or college. IPS believes statewide assessments are effective yet incomplete. Thus, as part of a robust evaluation system, a combination of metrics, as well as a data-aligned dashboard, are used to track student achievement and to ensure that IPS students meet/exceed proficiency, growth, and achievement goals and targets as IPS prepares all students to meet their individual potential and for success in college-preparatory middle/high schools.

IPS teachers are responsible for administering regular assessments to monitor the progress of students toward achieving personal and Smarter Balanced Assessment Consortium (SBAC) goals. Also, to measure progress toward the school's mission and vision, IPS administers a combination of external and internal assessments. The web-based LMS serves as an information source for students, parents, teachers, and leaders. IPS develops an assessment calendar to evaluate students at particular points of time, to formatively assess student progress throughout the school year, and as an ongoing process that provides students with useful feedback as embedded into their regular learning.

The following assessments are used at IPS to address instructional, evaluative, and predictive needs:

**Formative Assessments:** Formal and informal formative assessments (for learning), permit IPS to measure student progress toward individual goals, confirming mastery of skills and concepts throughout the year as learning happens. Performance on these assessments are used internally to help tailor each student's education experience to meet individual needs. Teachers use the results to develop interventions; rethink instructional strategies, activities, and content, based on student understanding and performance; and expose students to samples of SBAC questions so they may gain familiarity. Formative assessments may include teacher-made tests, school-made common assessments, vendor-created benchmarks, written reflections, surveys, quizzes, self-assessments, rubric-generated peer assessments, and interactive class discussion. Each is carefully selected, designed, and lead to defined student outcomes. Assessment feedback, provided at the time, prompts reflection and revisions, support, and continued opportunity for learning.

**Summative Assessments:** IPS students complete performance assessments through project-based learning. Final products that are selected for a student's portfolio, are summative and represent mastery on indicators within the Deeper Learning Skills rubric. Additionally, Impact: Seattle proctors the SBAC and other mandatory state assessments: SBAC in reading and math for grades 3-5; Measurements of Student Progress (MSP) in science for grades 5; WaKIDS for kindergarten; and, the ELPA21 for ELL students. The data from these assessments, along with

report card grades, are used to determine if long-term learning goals are being achieved and provide a comparative snapshot of student achievement.

This collection of internal and external assessments align with the goal of helping all students meet their full potential and gives teachers a collection of actionable data points spread throughout the year.

### **Student Growth & Proficiency**

As stated above, IPS students take the SBAC to measure both student achievement and student growth. In addition, all students, in particular K-2<sup>nd</sup> grade students – or those not eligible for the SBAC – take the NWEA MAP assessment in math, reading, and language three times per year. The NWEA MAP assessment is an adaptive, nationally norm-referenced assessment that prioritizes improvement over time, enabling the school to measure students' progress over the course of each year and from year-to-year. NWEA provides growth norms that allow one to compare a student's observed growth relative to a nationally representative comparison group. The norms provide a context for knowing how much growth is typical or atypical for students over a school year or between varying time intervals in a school year. It will also be used to predict proficiency on end-of-year state assessments. Data are disaggregated by standard/skill, allowing teachers to identify strengths and areas for improvement in the students' learning. All data are used to inform and customize student instruction.

### **Academic Progress**

IPS constantly monitors students' academic progress to develop plans of action for individual students, set learning goals, reinforce practices, and provide students with rapid interventions to accelerate learning. Progress monitoring informs student movement between intervention levels. The IPS assessment tools – NWEA, daily progress collected in the LMS and performance assessments – permit teachers to use achievement data to develop targeted instructional strategies and interventions while ensuring that students are working on level, outcomes are met, and rates of improvement distinct to each individual's specific needs are identified. Frequency of progress monitoring varies as does implementation – one-on-one, in small groups, or in whole class.

### **Data Analysis & Management**

As discussed at length in previous sections, Impact: Seattle utilizes a robust assessment system to constantly measure students' progress along the ultimate outcomes rubrics. Students take daily assessments and are constantly working on projects, both of which allow for continuous data collection on exactly where students stand on each content or skills standard. The results of these assessments and projects are reflected in each student's LMS and shared through the dashboard with all staff, further allowing students to monitor their own progress – with mentor support – as well as with parents to track that progress, all while giving teachers actionable data to inform their instruction and help students set and achieve their learning goals.

Much of the PD discussed in the previous section is centered around IPS's emphasis on using data to drive decision making. Teachers learn how to create and analyze data such that it is actionable and can inform best practices. Since data is such an integral part of driving the success of the school, the Principal works closely throughout the year to design and deliver a

series of scaffolded trainings for teachers on how to access the information tools and use the data. These trainings range from a wide collection of guided practice training videotapes to hands-on deep-dive data sessions. All PD that relates to student performance data is focused on best practices for using the data to improve instruction and student outcomes, including qualitative and quantitative data analysis, disaggregated analysis, analysis of student work, among others. The PD is designed to generate self-sufficiency for educators so they use the data tools independently.

In addition, the Impact: Seattle Principal meets weekly with each teacher to analyze student data, reflect, set goals, and define action steps. Similar to the mentor/mentee coaching relationship between teacher and student, the Principal serves as the teacher's coach to ensure that data drives coaching conversations.

The CEO reviews data on a weekly basis with the Impact: Seattle Principal, and reports the data six times per year to the Board to evaluate the school's academic performance. Data are reported to parents and the surrounding community during the annual IPS State of the Schools event.

### **Responsible Parties**

The IPS Home Office is responsible for maintaining the data systems used for the above-mentioned analyses, as well as the IPS LMS application, which is the primary source for student- and parent-facing data. The Principal is ultimately responsible for collecting, disaggregating, and analyzing the data – with and for classroom teachers, leading PD and weekly coaching sessions to improve student achievement.

## Section 24: Facilities

The Impact: Seattle facility will be located in the center of the community served in close proximity to a bus line and on a safe path for those that walk or are dropped off.

### 1. Requirements

IPS is currently looking to secure a facility that will provide an ideal learning environment: an effectively designed space to comfortably accommodate flexible instructional groupings and the academic program, as well as house the IPS home office. As provided in the following table, IPS estimates needing approximately 83 square feet per student (minimum of 75). At full size, the facility will be divided into ~12 classrooms, 4 administrative office spaces, a staff room, a large common area (gymnasium, lunchroom and full school assembly space), bathrooms, and other adequate common and shared space (such as a STEM room that will accommodate 25-to-50 students/time, ~900 feet). The school anticipates needing 35 parking spaces and a student drop-off zone. Administrative space in the building shall eventually include: 3 private offices for the Principal, SEL Coach, and Learning Specialist; 2 multi-use conference rooms for meetings; 1 large staff lounge; and 1 teacher planning room with a copy machine and adequate storage space. The building will also contain 2-to-3 small offices for IPS team members and a technology and a server room for computer and LMS support. The following table illustrates the specific anticipated needs.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b># of Students</b>	196	280	336	336	336
<b># of Impact: Seattle Staff</b>	13	17	19	19	19
<b>Approximate Square Feet</b>	15,000+	21,000+	25,000+	25,000+	25,000+
<b>Administrative Office Spaces</b>	2+	3+	3+	3+	3+
<b>Teacher Planning Room</b>	1	1	1	1	1
<b>Staff Lounge</b>			1	1	1
<b>Classrooms</b>	7	10	12	12	12
<b>Specialty Classrooms</b>	1 large common area/ gymnasium/ lunchroom 1 - STEM Room 2 Conference Rooms				
<b>Restrooms</b>	3	3	4	4	4

<b>Common Area: Large all school gathering space</b>	1	1	1	1	11
<b>Outdoor Space</b>	1	1	1	1	1
<b>Parking Spots</b>	25	30	35	35	35
<b>Other: Small kitchen/food service area Safe drop-off and pick-up Tech/server room</b>	1	1	1	1	1
<b>IPS offices</b>			2-3	2-3	2-3

Further, dedicated electric and network drops for wireless access are essential. To ensure the highest safety of students and staff, security features will be considered upon identification. In addition, because outdoor space is important, the chosen facility will include ample exterior space for recess, physical education, and to play sports (or other elective activities). At times of inclement weather, students will need a large indoor space. Kitchen space will support the food program and adequate storage space will be used to maintain clutter-free learning space.

IPS understands that annual facility costs will be roughly \$223,000, based on average rent from existing schools in the region. The budget assumes costs for routine maintenance, janitorial, technology and wiring upgrades, as well as for campus beautification. The planning year budget allows for architectural/renovation and real estate services needed to secure a facility that is compliant with all state regulations and codes. The facility (including parking spaces and bathrooms) will comply with all codes, acts, and requirements, including Americans with Disabilities, fire, health and structural safety.

## **2. Steps Taken**

Pacific Charter School Development (PCSD) established Washington Charter School Development, Inc. (WCSD) to develop charter school buildings. WCSD is partnering in IPS's search for a space to ensure that the space is financially viable. If a space is purchased, it may serve as the landlord on behalf of IPS. WCSD secured funding, constructed three schools for Summit Public Schools - Washington (under Jen Davis Wickens' leadership, IPS's CEO), which opened on time in August of 2015 and are currently housing 350+ students. Impact: Seattle will follow that strong track record of success in its partnership with WCSD and will likewise secure financing.

The IPS team located a viable facility in Tukwila at 3438 S 148th Street. The building meets all search criteria, includes three parcels of additional land, and requires modest renovations. IPS has reached agreement with the seller of the property and will be under contract to purchase it within the next 30 days.

## **3. MOU of Other Proof of Intent to Secure Facilities**

**Attachment 24** includes the following documents:

- Timeline for process with Tukwila facility
- Examples of Seattle/Tukwila properties for lease at the time of proposal development, demonstrating community capacity
- Statement of assurances to follow commission and legal guidelines in case Impact: Seattle leases a religious facility
- Letters
  1. Of commitment from WCSD;
  2. Of support from Raza Development Fund, highlighting facility financing commitment; and
  3. Of intent that IPS will use to enter into negotiations.

## Section 25: Start-up and Ongoing Operations

### 1. Start-Up Plan

The start-up plan can be found in ***Attachment 25***.

### 2. Transportation

Impact: Seattle students will receive transportation services to/from school in accordance with RCW 28A.160.150 - 28A.160.180, including those to mitigate hazards for walkers (RCW 28A.160.030). Based on our desired location and historical data of other students attending charter schools, we anticipate the majority of students will walk, while others will take public transit or be driven to school. In the case of public transit, IPS will seek collaboration with Sound Transit to provide free and/or reduced cost passes. If the school assumes responsibility for transportation; it will contract with a private transportation company (Durham, Harlow's or First Student). This responsibility includes transportation to and from school, off-campus field trips, and school-sponsored events. The budget assumptions are in line with local transportation quotes (and may be adjusted according to need). The Director of Operations & Engagement (DOE) will oversee the contract and relationship with contracted service providers. IPS is sensitive to transportation needs and will work with families to address them. Further, IPS will provide transportation dictated by a student's IEP and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism.

### 3. Safety and Security

Feeling safe is critical to a positive learning environment. Fully consistent with all federal, state, county, and city health and safety laws, IPS will provide a safe and healthy learning/work environment for all. All staff will be trained around safety procedures and actions to take in the event of an emergency. Further, upon identification of a facility or no later than 90 days prior to operation, the Board will adopt and have in place a comprehensive set of health, safety, and risk management plans and procedures. These will be created with guidance from the School Nurse Corps' Washington State School Staff Health Training Guide and the OSPI School Safety Center. Moreover, these policies will be developed in consultation with the school's insurance carriers and Seattle's Police, Fire, and Health Department requirements. The policies will be distributed as appropriate (and may be in handbooks). The facility will be equipped with an alarm system. If necessary, it may be equipped with security cameras and/or a security guard. Entry and exit from the school building will be monitored during the day – in particular upon opening. All doors but the main office door will then be locked. All guests must register at the main office upon entry to the building, and wear a badge with ID verification. Staff will wear badges. The plan will include a process for implementation and continual refinement with community partners.

Following is a list of a few of the most critical safety and security guidelines for Impact: Seattle:

- **Procedures of Background Checks:** Board members, employees, and contractors at IPS and Impact: Seattle will be required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-

43.43.838. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The DOE will monitor the compliance of this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the CEO, Principal, and DOE. All volunteers shall be fingerprinted and receive a background clearance prior to working with students. All volunteers not meeting the unsupervised access provisions outlined by RCW 43.43.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to volunteers being cleared to work at IPS: Seattle. In its compliance duties, the DOE will review all new hire packages, including reference checks, background checks, and fingerprints, and will compare each package to a standard checklist, which will be developed concurrent with human resources policies

- **Role of Staff as Mandatory Child Abuse Reporters:** All IPS staff will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during Summer Institute and in the IPS employee handbook.
- **Immunizations and Mandatory Health Testing:** Impact: Seattle will adhere to laws related to legally required immunizations and a health screening for entering students and staff pursuant to RCW 28A.210 and WAC 246-110. IPS's Board will adopt Seattle Public Schools required procedures for medical records and medication, with the exception of the over-the-counter medications Ibuprofen and Acetaminophen, which the school nurse (or designee) will be able to dispense, as needed, with parent permission.
- **CPR, AED & First Aid Training:** All IPS employees will hold current CPR and First Aid and AED certification.
- **Vision and Hearing:** Impact: Seattle shall adhere to RCW 28A.210.020, 030, and 040, and Washington Administrative Code (WAC) 246.760 as applicable to grade levels served.
- **Blood-Borne Pathogens:** IPS shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace. Impact: Seattle will establish a written infectious control plan, similar to Seattle Public Schools, designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.
- **Drug-Free and Smoke-Free Environment:** Impact: Seattle is a drug-, alcohol-, and smoke-free environment.
- **Comprehensive Harassment Policies and Procedures:** IPS is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. IPS will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school to include all interactions between and among students, employees, and volunteers.
- **Emergency Preparedness:** Impact: Seattle shall adhere to an emergency preparedness and crisis plan drafted specifically to the needs of the school site in conjunction with law



enforcement and the fire marshal. Emergency response will be part of Impact: Seattle's emergency preparedness and IPS will have a system for internally locking down the building based on the facility. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If IPS assumes a facility that was used as a school, any existing emergency preparedness plan shall be reviewed and updated. All Impact: Seattle staff will be trained on this site safety plan. IPS will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills once per quarter and shelter-in-place drills and off-site evacuation drills once per year.

- **Facility Safety:** IPS will comply with WAC 246-366 (and WAC 246-366A, effective July 1, 2015) regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times. The school shall conduct the required number of fire drills required in accordance with RCW 28A.320.125(6).

#### **4. Food Service**

Impact: Seattle is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all its students in adherence to all state and federal nutritional guidelines. In July 2017, the DOE will solicit bids from other food service providers and select the one that is the highest quality and most affordable. That said, IPS hopes to partner with Fresh & Local to deliver food service to Impact: Seattle. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout WA, including several charter schools.

The Operations Manager of Impact: Seattle will work in partnership with the IPS DOE to collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system.

#### **5. Insurance Coverage**

See **Attachment 26** for a list of the types and levels of insurance coverage Impact: Seattle will secure.

#### **6. All Other Operations**

The vast majority of the other significant operational services will be provided by IPS team members. The IPS Leadership Team is experienced in running schools as it has supported the opening and operation of six charter schools in the State of Washington (including three Summit Public Schools) and nine charter/district schools prior.

## Section 26: Operations Capacity

### 1. Applicant Team Capacity

Impact: Seattle is led by a dynamic and experienced Leadership Team. Three co-founders are supported by a Board experienced in operating high-performing schools. While each individual shares a strong set of skills, the collective team has the capacity and commitment to successfully implement the Operations Plan. Each member – Jen Wickens, Chrissie Wright, Natalie Hester, Tatiana Epanchin, and Tony Byrd (whose résumés are found in **Attachment 12** and **Attachment 15**) – and partner organizations – Washington Charter School Development (WCSD), Puget Sound Educational Services District (PSESD) and a technology director from Summit Public Schools – will contribute their expertise in staffing, professional development, performance management, general operations, and facilities management.

The applicant team includes a highly capable, experienced, and proven school founder and nonprofit executive as CEO – **Jen Davis Wickens** (see **Section 13** for more details). Ms. Wickens is an expert in launching, operating, and sustaining high-performing schools from the academic program, leadership, nonprofit management, Board development, fundraising, operations, and charter school finance.

In addition to Ms. Wickens' background, the robust capacity around staffing, professional development, performance management, general operations, and facilities management are as follows:

**Staffing:** Ms. Wickens has hired hundreds of high-quality educators throughout her career from operations managers, to teachers, to school leaders, with a 100% retention rate at Summit Sierra last school year. She has a deep understanding of the type of person who will thrive and get great results for children at IPS. Ms. Wickens is dedicated to recruiting a continuous, robust pipeline of exceptional talent for all roles in the organization, hiring the best talent, and employing them. She will provide this support in partnership with Impact: Seattle's founding Principal.

In addition, **Tony Byrd**, Executive Director of Teach For America, is on the IPS Board and has extensive experience in building powerful teacher pipelines in Washington. He has personally hired hundreds of educators in his career as a Principal and Deputy Superintendent.

**Professional Development:** Ms. Wickens and Ms. Wright are veteran educators who have led Principal and teacher PD for both charter management organizations and districts nationally and who truly understand the development needs of teachers and leaders. Furthermore, both have been intricately involved in the creation of the academic model on which they will train teachers. They will develop the vision for, plans, and coordinate execution of more than 40 days of PD provided to Impact: Seattle teachers each year. Weekly on-site coaching for the Principal will be provided by the CEO with more than a decade of coaching experience.

**Performance Management:** From Ms. Wickens' experience leading Summit Public Schools Washington, she has a broad view of how data can and should be used to improve student outcomes. She is committed to providing timely and efficient access to data and knowledge to drive decision making for every person in the organization; track, analyze, synthesize, and train

staff on benchmark data; and track information needed to measure school goals. She and the Director of Operations and Engagement will improve and manage Impact: Seattle's Student Information System to support the school with information collection and dissemination.

In addition, **Tatiana Epanchin** serves on the IPS Board. As a previous Superintendent for Aspire Public Schools – the first charter management organization in California – she has extensive experience managing schools to close the opportunity gap. She will be a strong strategy partner to the CEO and Impact: Seattle Principal on site-level performance management.

**General Operations:** Through the IPS partnership with the Puget Sound Educational Service District, they will support general operations, including payroll, accounting, Board and Commission reporting throughout the school and organization. In addition, **Natalie Hester**, Director of Operations and Engagement, has an extensive background in organizational startup, operations, community engagement, banking, and small business lending in several nonprofit organizations and Community Development Financial Institutions (CDFIs) in Washington.

IPS plans to contract with the Technology Director at Summit Public Schools to build a technology infrastructure and eventually assist in hiring a technology team. Since technology and one-on-one computing is central to Impact: Seattle's educational program, the Technology Team will eventually:

- Maintain infrastructure
- Respond to user issues
- Purchase and set up equipment
- Ensure application development and integration
- Design an overall technology strategy

## **2. Facilities Acquisition and Management**

IPS is partnering with WCSD, a nonprofit real estate development organization that has extensive experience in facilities acquisition and management, having built over 45 charter school campuses. They have secured more than \$200M in financing and have established relationships with lenders, including Community Development Financial Institutions (CDFIs) and banks. They partner with local architects and contractors (in managing build-out and renovations) and work with public agencies to streamline approvals. WCSD will report to the IPS CEO.

## **CATEGORY 5: FINANCIAL PLAN AND CAPACITY**

### **Section 27: Financial Plan**

#### **1. Systems, Policies and Processes**

The following policies and procedures will be established by the Board of Directors, in conjunction with the CEO and the Director of Finance, to ensure that IPS follows all applicable local, state, and federal regulations regarding the use of public funds. The Board will continue to revisit these policies and procedures on an ongoing basis, but most specifically during the start-up period.

#### **2. Financial Planning**

The Director of Finance will work regularly with the Impact: Seattle Principal to monitor the budget. In bi-weekly meetings, the Director of Finance will train the Principal on financial management, analysis of budget versus actuals, variances, monitoring cash, and providing real-time access to all financial data. This is a very tight and collaborative relationship where the Principal has significant ownership over the school-site budget and also has an expert partner to ensure success.

After budgets are created by the Director of Finance and Principal, they will be reviewed with the staff, the Leadership Team at IPS, and the Board Finance Committee. Then each budget will be taken to the full IPS Board at a public Board meeting for approval. Budgets will be revised once a year, in the fall. In addition to presenting the one-year budget in detail, the Director of Finance also presents a multi-year model for context and planning. In addition to these roles, the table in the Roles and Responsibilities section summarizes the major financial responsibilities in the organization.

#### **3. Accounting**

IPS will follow all accounting procedures mandated by GAAP, FASB, and the State of Washington. Accrual-based accounting will be used with appropriate general ledgers codes, along with account segments capable of reporting on sub-categories such as revenue source, department, and other areas to be determined.

#### **4. Purchasing**

All purchases of goods and services must be consistent with the Board-approved budget and do not require a Board-approved/executed contract, with the exception of expenditures that exceed the budget by a material amount. All other proposed expenditures must be approved by the person who reviewed the proposed expenditure to determine whether it is consistent with the Board-adopted budget.

Purchase orders under \$10,000 must be approved in accordance with the authority amounts listed above. Purchase orders and invoices of \$10,000 or more must be approved by the Board Chair and one of the following authorized positions: Board Treasurer or CEO.

Check request and purchase order forms must be signed by the person reviewing the expense (if applicable).

In general, invoices will be reviewed and signed according to the procedures outlined below to ensure the items were properly requisitioned and maintained to document check processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. Expenditures between \$5,000 - \$10,000 must be authorized by the Board Chair and CEO. Expenditures up to \$5,000 must be authorized by Director of Finance, Board Chair or CEO. Electronic payment methods (i.e., wire, ACH, transfer between bank accounts) must be reviewed by the Board Finance Committee and must follow ordinary procurement procedures.

All professional consulting services shall be provided under a contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval during the annual budget cycle or prior to signing. Duration of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. Bid tabulations shall be presented to the Board, along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without regard to the low bidder being the automatic selection.

School credit cards shall be allowed for school purchases and travel. Authorized purchasing cardholders are the CEO and the Director of Finance. All credit card charges must follow ordinary procurement procedures.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling are reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two, or three meals per day, depending on the circumstances of a particular trip. Under no circumstances shall alcohol be reimbursed. Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses will exceed standard U.S. government per diem rates for the city in which an employee is staying, that employee must receive advance approval for the cost of their lodging. In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner. No Board Member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the CEO are approved by either the Board Chair or the Treasurer.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business-related travel pre-approved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report containing the destination of each trip, its purpose, and the miles driven, as well as parking fees and tolls within one month after the travel date, supported by receipts, if applicable. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable.

Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

## **5. Payroll**

The hiring process is directed by the CEO and Impact: Seattle Principal and is consistent with the approved annual personnel budget. New employees must complete an application for employment, all necessary paperwork for payroll, and are fingerprinted consistent with state law. Fingerprint and background clearance must be received before any employee may start work. Employees accrue vacation and sick leave based on the Board-approved personnel policy.

The Director of Finance will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. IPS intends to contract payroll services as a cost-effective method to ensure accuracy in payroll processing and reporting.

IPS values the unique contributions and commitment of each employee. The State of Washington is an at-will employment State so there will be no employee contracts; however, IPS leadership will develop a written handbook with specific guidance around expectations for both employer and employee, especially with regard to fulfilling the school's mission, vision, and values.

## **6. Maintaining Strong Internal Controls**

The Board Finance Committee will meet monthly to review compliance with established policies and procedures and to recommend improvements. The committee shall review a stratified/random sample of invoices and payments (for instance, all expenditures over \$2,000) and then a random selection of transactions under that materiality threshold. The Finance Committee shall immediately report to the Board any inconsistencies in the application of internal controls, no matter how slight. The Finance Committee will work with the Director of Finance to ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with any and all legal requirements, as well as ethical, open, and transparent presentation of information.

The Board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts. The general checking account shall be the primary account for school needs. Authorized signatories to this account shall be the Board Chair, Board Treasurer, and CEO. The general checking account shall be reconciled monthly by a school staff member or outsourced accountant who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations shall be reviewed and approved by the Board or a representative of the Board who is not an authorized approver of expenses or signer on the account. Authorized signatories to the savings account shall be the Board Chair, Board Treasurer, and CEO.

A petty cash fund of \$200 will be established and managed by the Impact: Seattle Principal according to normal petty cash procedures (e.g., provide receipts, ensure valid purpose). Core

cash balances and reserves shall be invested in federally insured, fiscally conservative interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The Operations Manager will open all mail on a daily basis, immediately sort and endorse all checks to the appropriate school account, and prepare appropriate deposits as soon as practical, ideally the same day and no more than three working days. When cash is received, it will be counted by at least two employees, both of whom will verify the amount received and sign a cash deposit form indicating the performance of their duties.

## **7. Role and Responsibilities**

IPS's Home Office Team will manage all of Impact: Seattle's finances, internally. The experienced team has successfully managed the finances of Summit Public Schools Washington and various other charter and district schools. Through this experience, the IPS Team has sophisticated systems and policies for effectively managing charter school finances.

Our current Finance Team includes:

- CEO
- Director of Finance (future hire)
- Back office service provider (PSESD or EdTec)
- IPS Board - Finance Committee

The service provided to Impact: Seattle will be detailed in the IPS Service Contract, approved annually in a public meeting.

The Director of Finance will work regularly with the Impact: Seattle Principal to monitor the budget. In bi-weekly meetings, the Director of Finance will train the Principal on financial management, analysis of budget versus actuals, variances, monitoring cash, and providing real-time access to all financial data. This is a very tight and collaborative relationship where the Principal has significant ownership over the school-site budget and also has an expert partner to ensure success.

After budgets are created by the Director of Finance and Principal, they will be reviewed with the staff, the Leadership Team at IPS, and the Board Finance Committee. Then each budget will be taken to the full IPS Board at a public Board meeting for approval. Budgets will be revised once a year, in the fall. In addition to presenting the one-year budget in detail, the Director of Finance also presents a multi-year model for context and planning. In addition to these roles, the following table summarizes the major financial responsibilities in the organization. Each of these is also detailed in the text below.

Activity	Principal	Director of Finance	CEO	IPS Board
Budget	Provides input	Leads development	Makes proposal	Finance Committee Reviews/ Board Approves
Audit		Leads process	Provides input	Audit Committee Reviews/ Board Approves
AR/AP/Banking		Leads process; Approves all invoices	Signs checks below \$500	Signs all checks above \$500. Reviews Balance Sheet
Budget Monitoring	Variances and forecasts reviewed 2 x month with Director of Finance	Leads process	Variances and forecasts reviewed 1 x month	Finance Committee Reviews
Payroll		Leads process	Approval of all compensation	Finance Committee Reviews Approval of CEO compensation
Cash Management		Leads process		If any loan is needed, Board approval required
Authorizer Reporting	Provides input	Leads process	Approval	Approval when required

## 8. Audit Plans

The Board will contract with a qualified outside firm to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. The audits include: (1) accuracy of the school's financial statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If IPS receives more than \$500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm is chosen in compliance with state laws and regulations. At the conclusion of the audit, the Board of Directors reviews the audit findings and requests, adopts, and monitors any corrective action, if required.

The selected audit firm prepares the Federal Tax Return Form 990 and sends a copy to the school staff responsible for the audit. The CEO and Director of Finance will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the Director of Finance will notify the audit firm who prepares the final return for filing.



The school will also be subject to audits by the State Auditor's Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, federal A-133 testing, and risk-based procedures.

## **9. Financial Transparency**

The Board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the Board may amend the budget as expenses and revenue projections change. Prior to Impact: Seattle's first year of operation, IPS and the Board shall start the budget adoption process in January 2018 by creating a list of budget priorities and/or reviewing the current budget priorities balancing input from key stakeholders while focusing on the core mission of the school. This proposed budget will be provided to the Board of Directors at the end of March 2018 and will be based on conservative assumptions for State and Federal Education Revenue. The Board will discuss the budget at an open Board meeting in April 2018. The meeting will be publicized to families and various community stakeholders well in advance of the public meeting so that interested parties can attend the budget-related Board meeting(s). School leadership will submit a final budget for approval by the Board by the end of May 2018.

As the school is subject to Washington Open Meetings Law, all Board discussion around, and the ultimate adoption of, the budget will be completed during public Board meetings. Annual audits and any significant findings will likewise be presented during public Board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available.

The financial documents for Impact: Seattle will be available to the Commission and public upon request and meet all of the financial requirements of the contract. Additionally, as regular practice, the Board will:

- Review and approve the budget in a public meeting
- Review quarterly financial reports including budget vs actuals and balance in a public meeting
- Review and approve the audit in a public meeting
- Review and approve the 990 in a public meeting

## **10. Financial Plan Workbook**

**Attachment 27** includes a complete financial workbook which uses the per-pupil revenue guidance provided by the Commission.

## **11. Budget Narrative**

**Attachment 28** includes a detailed and comprehensive line item budget narrative that includes a description of the assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures and the degree to which the school/campus budget will rely on variable income.

## **12. Fundraising Plan**

**Attachment 30** includes a comprehensive, viable and long term fundraising plan.

## **Section 28: Financial Management Capacity**

### **1. Applicant Team Capacity**

The applicant team includes a CEO and Board who have significant experience in financial management, fundraising, and overseeing internal controls with schools or organizations. The robust capacity is as follows:

#### **a. Financial Management**

The PSESD or EdTec will provide direct support to the IPS CEO and DOF on items related to budget planning and management, Board reporting, State reporting, insurance, banking, payroll, bookkeeping, and more. The experienced teams have managed the finances of district and charter schools successfully throughout the State and have sophisticated systems and policies for effectively managing charter school finances.

In addition, the Board Finance Committee will provide tight governance over IPS and Impact: Seattle finances.

#### **b. Fundraising and Development**

Fundraising will be led by the IPS CEO, Jen Wickens, and the IPS Board. Ms. Wickens successfully oversaw fundraising when she founded Impact Academy where she raised more than \$2 million dollars. More recently, she oversaw fundraising and development as the Chief Regional Officer for Summit Public Schools - Washington. Summit raised more than \$10 million dollars to support startup costs in Washington. Given this track record of success, the IPS Board is confident in the organization's ability to raise necessary funds.

#### **c. Accounting and Internal Controls**

The PSESD or EdTec will provide direct support to the CEO, DOF, and Director of Operations & Engagement on items related to accounting, audits, budget planning and management, Board reporting, state reporting, insurance, banking, payroll, bookkeeping, and more.

In addition, the Board Audit Committee will provide tight governance over the accounting and internal controls at Impact: Seattle.

See **Attachment 11** and **Section 26** for the individual qualifications and/or criteria for each of these leaders and further description of the financial supports that will be provided to Impact: Seattle. Below is a timeline, recruitment and hiring process for the DOF.

#### **Timeline for DOF Hiring**

January - April, 2018: Active Recruitment

March - April, 2018: Screening

March - April, 2018: Interviews

May 2018: Simulation Days

May 2018: Offer

Summer: DOF begins

**DOF Recruitment & Selection Process**

The position will be advertised at top MBA schools across the country, in local job banks, and with local university partners. To ensure a diverse pool, IPS has formed connections with culturally-connected businesses and organizations throughout Washington, including those working for increased representation. The CEO is ultimately responsible for this hire. Input is gathered from diverse stakeholders through final round Simulation Days that enable the candidates to demonstrate their knowledge and skills.

**Internal Financial Statements**

Not Applicable: IPS is a new Washington nonprofit organization founded in 2017 to manage a public charter school as outlined in this application. IPS filed for federal tax-exempt status on October 4, 2016, received tax exempt status on Jan 24, 2017, and has no prior financial history.

**Audits**

Not Applicable: IPS is a new Washington nonprofit organization founded in 2017 to manage a public charter school as outlined in this application. IPS filed for federal tax-exempt status on October 4, 2016, received tax exempt status on Jan 24, 2017, and has no prior financial history.

## **CATEGORY 6: EXISTING OPERATORS**

### **Section 29: Existing Operators**

Not Applicable: Impact Public Schools does not operate one or more schools and is not proposing to contract with an ESP.

**CATEGORY 7: FEDERAL CHARTER SCHOOL PROGRAM (CSP) GRANT APPLICATION (Optional)**

**Section 30: Federal Charter School Program Grant Application**

See *Attachment 34* and *Attachment 35* for all CSP application materials.

## Section 1: Executive Summary – Footnotes

<sup>1</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from <http://reportcard.ospi.k12.wa.us/summary.aspx?schoollid=100&OrgType=3&reportLevel=District>

<sup>2</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from <http://reportcard.ospi.k12.wa.us/summary.aspx?schoollid=106&OrgType=3&reportLevel=District>

<sup>3</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from <http://reportcard.ospi.k12.wa.us/AYPProficiencyDetail.aspx?domain=AYP&schoollid=109&OrgType=3&reportLevel=District>

<sup>4</sup> Office for Civil Rights. (n.d.). LEA summary of selected facts. Retrieved 2016, from <http://ocrdata.ed.gov/Page?t=d&eid=31355&syk=7&pid=2008>

## Section 2: Program Overview – Footnotes

<sup>5</sup> Rhodes Lab, UMass. (n.d.). School-based mentoring. Retrieved March, 2017, from <http://www.rhodeslab.org/files/MeetingTime.pdf++>

<sup>6</sup> Myrick, R.D., Myrick, L.S., Blair, C., Chambers, S., Highland, B., Lawson, L., et al. (1990). The teacher advisor program: An innovative approach to school guidance. Ann Arbor, MI: University of Michigan.

<sup>7</sup> National Mentoring Partnership. (n.d.). Mentoring impact. Retrieved March, 2017, from <http://www.mentoring.org/why-mentoring/mentoring-impact/>

<sup>8</sup> Boston Public Schools. (2016, November 10). Personalized learning and cultural competency. Retrieved from <http://blog.mass.gov/odl/uncategorized/personalized-learning-and-cultural-competency/>

<sup>9</sup> Pane, J. (n.d.). Promising evidence on personalized learning. Retrieved February, 2017, from [http://www.rand.org/pubs/research\\_reports/RR1365.html](http://www.rand.org/pubs/research_reports/RR1365.html)

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<sup>11</sup> Bill & Melinda Gates Foundation. (2016, November 21). Personalized learning: Helping teachers spark a love of learning in every student. Retrieved from <http://k12education.gatesfoundation.org/2016/10/personalized-learning-helping-teachers-spark-a-love-of-learning-in-every-student/?gclid=CK3bwJq179ECFUpNfgodMI8ljg>

<sup>12</sup> Quattrocchi, C. (2016, July 10). How Lindsay Unified redesigned itself from the ground up. Retrieved from <https://www.edsurge.com/news/2014-06-17-how-lindsay-unified-redesigned-itself-from-the-ground-up>

<sup>13</sup> ASCD. (2009, April). What research says about small-group intervention for ELLs. Retrieved from [http://www.ascd.org/publications/educational\\_leadership/apr09/vol66/num07/Small-Group\\_Intervention\\_for\\_ELLs.aspx](http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx)

<sup>14</sup> Buck Institute. (n.d.). What is project based learning (PBL)? Retrieved February, 2017, from [http://www.bie.org/about/what\\_pbl](http://www.bie.org/about/what_pbl)

<sup>15</sup> Holm, M. (2011). Project-based instruction: A review of the literature on Effectiveness | Project Based Learning | BIE. *Rivier Academic Journal*, 7(2). Retrieved February, 2017, from [http://www.bie.org/object/document/project\\_based\\_learning\\_a\\_review\\_of\\_the\\_literature\\_on\\_effectiveness](http://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness)

<sup>16</sup> Buck Institute. (n.d.). Research summary on the benefits of PBL. Retrieved February, 2017, from [http://www.bie.org/object/document/research\\_summary\\_on\\_the\\_benefits\\_of\\_pbl](http://www.bie.org/object/document/research_summary_on_the_benefits_of_pbl)

### Section 3: Curriculum and Instructional Design – Footnotes

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# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 1

Contents:

- Pending Authorization and School Opening Form



## PENDING AUTHORIZATION AND SCHOOL OPENING:

Impact: Seattle

Does the applicant have charter school proposals 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	Proposal Due Date	Decision Date

Does the applicant have new schools approved but not yet open elsewhere in Washington or the United States?  Yes  No

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

State	Authorizer	City	School Name	Opening Date



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 2 - Background Checks

Contents:

- Jen Wickens (CEO) - Background Check Clearance
- Natalie Wickens (Director of Operations and Engagement) - Background Check Clearance
- Tony Byrd (Board Member) - Request for Background Check and Receipt
- Micaela Razo (Board Member) - Request for Background Check and Receipt
- Tatiana Epanchin (Board Member) - Fingerprint Records
- Sara Morris (Board Member) - Washington State Charter Schools Commission Statement on Board Fingerprinting (demonstrating that IPS is waiting for direction from the Washington State Charter Schools Commission for next steps to complete Sara Morris' fingerprints with OSPI).



# SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building - PO BOX 47200 - Olympia, WA 98504-7200 - <http://www.k12.wa.us>

## Fingerprint Result

JENNIE D WICKENS

Date of Birth: 04/18/1978

TCN: 4202000600277963

Certificate or Non Certificate: Cert

Organization Name: IMPACT PUBLIC SCHOOLS/SPI CERT

Submission Date: 2/21/2017 12:00:00 AM

### Washington State Patrol

Entry Date: 3/1/2017 7:46:37 AM

Result Date: 3/1/2017 7:04:04 AM

Result : Clear

### FBI

Result Date: 3/1/2017 12:00:00 AM

Result : Clear

### AFIS

Result Date:

Result : Unknown

### **Catherine Slagle**

Director Office of Professional Practices  
Ethics and Public Disclosure  
Office of Superintendent of Public Instruction  
P.O. Box 47200 | Olympia, WA 98504-7200  
office: 360-725-6136 | fax: 360-753-4201  
[catherine.slagle@k12.wa.us](mailto:catherine.slagle@k12.wa.us)  
[www.k12.wa.us](http://www.k12.wa.us)



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# SUPERINTENDENT OF PUBLIC INSTRUCTION

---

Chris Reykdal Old Capitol Building - PO BOX 47200 - Olympia, WA 98504-7200 - <http://www.k12.wa.us>

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## Fingerprint Result

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NATALIE A HESTER-JOHNSON

Date of Birth: 05/13/1969

TCN: 4202000600277663

Certificate or Non Certificate: Cert

Organization Name: IMPACT PUBLIC SCHOOLS/SPI CERT

Submission Date: 2/16/2017 12:00:00 AM

<u>Washington State Patrol</u>	<u>FBI</u>	<u>AFIS</u>
Entry Date: 2/22/2017 2:01:11 PM		
Result Date: 2/22/2017 1:54:15 PM	Result Date: 2/22/2017 12:00:00 AM	Result Date:
Result : Clear	Result : Clear	Result : Unknown

---

**Catherine Slagle**

Director Office of Professional Practices  
Ethics and Public Disclosure  
Office of Superintendent of Public Instruction  
P.O. Box 47200 | Olympia, WA 98504-7200  
office: 360-725-6136 | fax: 360-753-4201  
[catherine.slagle@k12.wa.us](mailto:catherine.slagle@k12.wa.us)  
[www.k12.wa.us](http://www.k12.wa.us)





OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 Fingerprint Records Office  
 Old Capitol Building  
 PO Box 47200, Olympia, WA 98504-4700  
 (360) 725-6133 FAX (360) 725-6250 TTY (360) 664-3631  
 OPPFP@k12.wa.us

## REQUEST FOR BACKGROUND CHECK RESULTS

WAC 392-300-035 Requests for record check information. In accordance with the requirements of RCW 42.56.100 that agencies prevent unreasonable invasions of privacy, protect public records from damage or disorganization, and prevent excessive interference with essential functions of the agency, record check information is obtainable by district employees or applicants to whom it pertains when they comply with the following procedures:

A request shall be made in writing. The written request shall be presented to the Fingerprint Records Office of the Superintendent of Public Instruction during customary office hours or may be mailed, emailed or faxed to the office. The request shall include the following information:

*Calendar Date: 4/20/17		*Time of Day: 1:00 p.m.	
*Name: (Last, First) Byrd, Anthony			
Private/Personal Email Address: (If a private email is not provided, the results will be mailed to the address provided.) anthonyabyrd@gmail.com			
*Mailing Address: 1231 148th Pl. SE		City: Mill Creek	State: WA Zip: 98012
*Date of Birth: 01/25/1967	Social Security Number (Optional): 542-86-3812		*Telephone No.: (606) 518-2003
*Height: 5'9"	*Weight: 175		
*Nature of Request: I will be on the board of Impact Public Schools			
I WOULD LIKE THE BACKGROUND CHECK INFORMATION SENT BY: (only one box can be checked. If no boxes are checked, the fingerprint office will mail the background check information to the address provided)			
<input type="checkbox"/> MAIL to the address listed above <input checked="" type="checkbox"/> EMAIL to the email address listed above			
NOTE: Results cannot be mailed or emailed to the applicant's place of employment or college/university.			
I am the person identified above. I am requesting a copy of my most recent background check results, including copies of any criminal history rap sheets from the Washington State Patrol (WSP) and Federal Bureau of Investigations (FBI).			
*Required: Signature (No electronic signatures are accepted. Must be signed by the applicant): 			

All fields marked with \* must be completed.

Send your completed and signed Request for Background Check Results to:

Mail: Fingerprint Records, OSPI, PO Box 47200, Olympia, WA 98504  
 FAX: (360) 725-6250  
 Email: oppfp@k12.wa.us

GENERAL RECEIPT

Puget Sound ESD  
 MS KR 01  
 800 Oakesdale AVE SW  
 RENTON, WA 98057-5221

DEPOSIT # : 032017CC  
 RECEIPT # : 1054572

RECEIPT DATE : 03/20/2017  
 OPERATOR CODE : NICOLDEI000  
 NAME KEY : FINGERPR000  
 PAGE NUMBER : 1

Fingerprint Customer  
 \*\*\*\*\* , WA \*\*\*\*\*

INV#/REF	DESCRIPTION	PAYMENT TYPE	DATE	PAYMENT
		ACCOUNT NUMBER		
RECEIPT	ANTHONY A	CREDIT CARD	03/20/17	43.00
	BYRD	01 R 960 7842 13 0000 000 0000 0000		
RECEIPT	ANTHONY A	CREDIT CARD	03/20/17	39.50
	BYRD	01 R 960 0123 13 0000 000 0000 7844		
* AMOUNT PAID				82.50

EDUCATIONAL SERVICE DISTRICT 123

No 86427

Received From Bazo, Micaela

Date 3-9-2017

Desc.	Acct. Code	
<u>processing fee</u>	<u>898371</u>	\$ <u>32.25</u>
<u>finger printing</u>		\$ <u>45.75</u>
Desc.	Acct. Code	\$
Desc.	Acct. Code	\$
Desc.	Acct. Code	\$
Desc.	Acct. Code	\$
Desc.	Acct. Code	\$
Desc.	Acct. Code	\$

VISA

By [Signature]

Total \$ 78.00

Cash

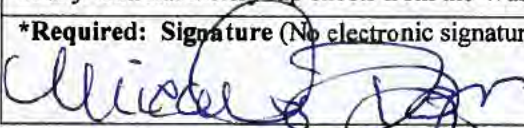


OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 Fingerprint Records Office  
 Old Capitol Building  
 PO Box 47200, Olympia, WA 98504-4200  
 (360) 725-6135 FAX (360) 725-6250 TTY (360) 664-3631  
 OPPFP@k12.wa.us

## REQUEST FOR BACKGROUND CHECK RESULTS

**WAC 392-300-035 Requests for record check information.** In accordance with the requirements of RCW 42.56.100 that agencies prevent unreasonable invasions of privacy, protect public records from damage or disorganization, and prevent excessive interference with essential functions of the agency, record check information is obtainable by district employees or applicants to whom it pertains when they comply with the following procedures:

A request shall be made in writing. The written request shall be presented to the Fingerprint Records Office of the Superintendent of Public Instruction during customary office hours or may be mailed, emailed or faxed to the office. The request shall include the following information:

*Calendar Date: 3/9/2017		*Time of Day: 2:37 pm	
*Name: (Last, First) Razo, Micaela			
Private/Personal Email Address: (If a private email is not provided, the results will be mailed to the address provided.) Micaela@quantumed.org			
*Mailing Address: 9503 West Chestnut Ave Zip: 98908		City: Yakima	State: WA
*Date of Birth: 10/7/1975	Social Security Number (Optional): 458-45-2238	*Telephone No.: ( 509 ) 952-6490	
*Height: 504	*Weight: 189		
*Nature of Request: On the Executive Board for Impact Public Schools. Need results for WA Charter Schools Commissioners Application Process			
<b>I WOULD LIKE THE BACKGROUND CHECK INFORMATION SENT BY:</b> (only one box can be checked. If no boxes are checked, the fingerprint office will mail the background check information to the address provided)			
<input type="checkbox"/> <b>MAIL</b> to the address listed above <input checked="" type="checkbox"/> <b>EMAIL</b> to the email address listed above			
<b>NOTE: Results cannot be mailed or emailed to the applicant's place of employment or college/university.</b>			
I am the person identified above. I am requesting a copy of my most recent background check results, including copies of any criminal history rap sheets from the Washington State Patrol (WSP) and Federal Bureau of Investigations (FBI):			
<b>*Required: Signature</b> (No electronic signatures are accepted. Must be signed by the applicant): 			

All fields marked with \* must be completed.

Send your completed and signed Request for Background Check Results to:

**Mail: Fingerprint Records, OSPI, PO Box 47200, Olympia, WA 98504**

**FAX: (360) 725-6250**

**Email: oppfp@k12.wa.us**



Jen Wickens <jwickens@impactps.org>

Hi there!

Matthew Paolini <mpaolini@summitps.org>  
To: Jen Wickens <jwickens@impactps.org>

Wed, Mar 8, 2017 at 12:01 PM

Here you go, no problem!

**Fingerprint Record Search Screen** [Home](#) > Fingerprint Search

[Contact Fingerprint Records](#)

First Name:       Middle Name:       Last Name:       Submitted To:   
 Birth Date:       Activity From Date:       Activity To Date:   
   

1 Record Found - Show  items per page Page:  [Export](#)

View	FingerprintSearchID	Name Birth Date TCN	Cert/ NonCert	Submitted To	WSP Entry Date	WSP Result glossary	FBI Result glossary	AFIS Result glossary	Last Activity Date
<a href="#">View</a>	5725295	TATIANA W BRANCHIN-TROYAN 07/19/1971 420200500107275	Cert	SPI APPLYING FOR WA STATE CERTIFICATION/SPI CERT 11/17/2015	11/19/2015	Clear 11/18/2015	Clear 11/18/2015	Unknown	

[Quoted text hidden]



Jen Wickens &lt;jwickens@impactps.org&gt;

---

**FW: Charter school board members being printed**

---

Joshua Halsey <Joshua.Halsey@k12.wa.us>  
To: Jen Wickens <jwickens@impactps.org>  
Cc: Cathy Fromme <Cathy.Fromme@k12.wa.us>

Tue, Mar 21, 2017 at 1:22 PM

Hi Jen

I can confirm that individuals who are identified in a charter school application do not need to have their finger prints completed prior to the application deadline. In the event that the Commission approves a charter application, Commission staff will work with the charter school board of directors regarding the finger printing requirements.

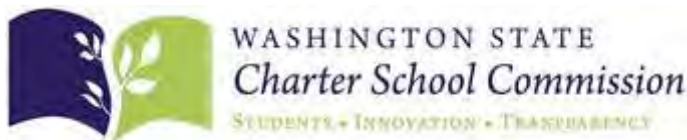
If you have further questions, please let me know.

Be well,

Joshua Halsey

Executive Director

Office (360) 725-5511



---

From: Jen Wickens [mailto:[jwickens@impactps.org](mailto:jwickens@impactps.org)]  
Sent: Tuesday, March 21, 2017 12:53 PM  
To: Joshua Halsey <[Joshua.Halsey@k12.wa.us](mailto:Joshua.Halsey@k12.wa.us)>  
Cc: Natalie Hester <[nhester@impactps.org](mailto:nhester@impactps.org)>; Chrissie Wright <[cwright@impactps.org](mailto:cwright@impactps.org)>  
Subject: Fwd: Charter school board members being printed

Hi Josh,

Thank you for connecting by phone today about fingerprinting/background checks for charter school board members. As I mentioned, our board members went to their local ESD to complete the process and one was told the prints can't be processed. We have a fourth board member who is waiting to hear on next steps before proceeding with prints.

Given that it's unclear where charter school board members should be fingerprinted, can you please confirm that charter school board members don't need to have been fingerprinted at the ESD, the local police department, or anywhere before the charter application is submitted?

We will wait to move forward with the board member fingerprinting process until the Commission provides guidance on next steps.

Thanks,

Jen

Begin forwarded message:

From: Jennifer Simmonds <[Jennifer.Simmonds@k12.wa.us](mailto:Jennifer.Simmonds@k12.wa.us)>  
Date: March 21, 2017 at 12:34:01 PM PDT  
To: "[jwickens@impactps.org](mailto:jwickens@impactps.org)" <[jwickens@impactps.org](mailto:jwickens@impactps.org)>  
Subject: FW: Charter school board members being printed

Jen:

This is the April, 2015 conversation(s).

Jennifer Simmonds

Administrative Program Specialist  
Background Check Unit

Fingerprint Records  
Office of Superintendent of Public Instruction (OSPI)  
office: [360-725-6137](tel:360-725-6137) | fax: [360-753-4201](tel:360-753-4201)

[jennifer.simmonds@k12.wa.us](mailto:jennifer.simmonds@k12.wa.us)

[www.k12.wa.us](http://www.k12.wa.us)

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From: Dierk Meierbachtol  
Sent: Monday, April 6, 2015 10:03 AM  
To: Halsey, Joshua (CSC) <[joshua.halsey@charterschool.wa.gov](mailto:joshua.halsey@charterschool.wa.gov)>  
Cc: Catherine Slagle <[Catherine.Slagle@k12.wa.us](mailto:Catherine.Slagle@k12.wa.us)>  
Subject: RE: RFP Quesőon

Hi Josh. That's basically right. The WSP and FBI will only run background checks that are authorized under law. The problem here is that [RCW 28A.400.303](#) only provides that "[s]chool districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, and their contractors hiring employees who will have regularly scheduled unsupervised access to children shall require a record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050 and through the federal bureau of investigation before hiring an employee." So, with approved charter schools, we have a narrow needle to thread. For purposes of this statute, we construe "school districts" to include approved charter schools. Given the intent of this law, we're confident that the WSP or FBI would agree with that in an audit. But we have no confidence that the Patrol or FBI would agree that a board member of an unapproved not-for-profit who has no regularly scheduled access to children would meet the criteria in this statute.

Dierk

DIERK MEIERBACHTOL  
SPECIAL ASSISTANT FOR LEGAL AFFAIRS  
  
OFFICE OF SUPERINTENDENT  
OF PUBLIC INSTRUCTION  
360/725-6004  
CELL: 360/529-6844  
[dierk.meierbachtol@k12.wa.us](mailto:dierk.meierbachtol@k12.wa.us) • [www.k12.wa.us](http://www.k12.wa.us)

---

From: Halsey, Joshua (CSC) [<mailto:joshua.halsey@charterschool.wa.gov>]  
Sent: Monday, April 06, 2015 8:40 AM  
To: Dierk Meierbachtol  
Subject: FW: RFP Question

Good morning Dierk



I received the below email this morning and would ask that you review its content and confirm that OSPI will not process the criminal record checks for charter school board members that are not yet authorized.

Thanks

Josh

---

From: Pippin-Timco, Colin (CSC)  
Sent: Monday, April 6, 2015 8:07 AM  
To: Halsey, Joshua (CSC); Fromme, Cathy (CSC)  
Subject: FW: RFP Quesőon

Good Morning Team,

Please see the quesőon below.

Best,

Colin Pippin-Timco

Execuőve Assistant, Washington State Charter School Commission

[colin.pippin-timco@charterschool.wa.gov](mailto:colin.pippin-timco@charterschool.wa.gov)

o: (360) 725-5511 c: (360) 529-7398

From: Katherine Kleitsch [<mailto:katherine@wacharters.org>]  
Sent: Saturday, April 04, 2015 6:05 PM  
To: Pippin-Timco, Colin (CSC)  
Cc: Thomas Franta  
Subject: RFP Question

Hi Colin,

I have a question regarding the following language on page 27 of the RFP:

5. Leadership and Governance. Pursuant to RCW 28A.400.303, provide as Attachment 2 the appropriate documentation verifying a criminal record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050 and through the federal bureau

of investigation for each board member (Section D of Category 1: General Information of the online application portal).

We are familiar the OSPI fingerprinting process, but we weren't sure how to get appropriate verification documentation for board members since the school will not yet have an EDS account. I called OSPI and spoke with Catherine Slagle (Director of the Office of Professional Practices). She spoke with Dierk Meierbachtol and shared back with me that they will not process the criminal record checks for charter school board members that are not yet authorized.

How do you advise moving forward? Could the criminal record check be required post-authorization?

Best,

Katherine

--

Katherine Kleitsch

Director of School Development Programs

Washington State Charter Schools Association

o: [206 832 8505](tel:2068328505) | c: [253 740 1350](tel:2537401350) | [wacharters.org](http://wacharters.org)

Join me May 7-8 at the [WA Charters 2nd Annual Conference](#)

[From Vision to Reality: Transforming Great Ideas into Great Schools](#)



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 3 - Course Scope and Sequence

Contents:

- Course Scope and Sequence

**Attachment 3 - Course Scope and Sequence**  
**A Sample K-1 Science & Social Studies Through Project-Based Learning**

The mission of Impact Public Schools is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. To fulfill this mission, equipping students with core skills is not enough. Instead, in order to empower students as problem solvers, innovators and changemakers, IPS invites students to apply their skills in authentic contexts -- taking charge of their learning path to deeply explore ideas that impassion them.

Propelled by the power of story, IPS students dive deep into content and apply skills and knowledge through 6-8 story-based projects per year.

**Desired Outcomes:**

- Students master Next Generation Science Standards (NGSS) and Washington social studies Grade Level Expectations (GLEs) through project-based learning.
- Students master Deeper Learning skills (framework integrating process skills and mindsets from CCSS, NGSS, and GLEs) through project-based learning.
- Students develop DEI and SEL skills through cooperating with peers to complete projects.

**Project-Based Learning (PBL) Design Principles:**

- Rigorous learning objectives that give students the opportunity to apply, receive feedback, and develop skills.
- Interdisciplinary: integrates science and social studies, with application of math and ELA skills.
- Accessible and challenging for all students.
- Presentation to authentic audience.

**How Each Project Works at IPS:**

Each project lasts 6-8 weeks and has three stages: explore, create, and showcase.

Explore ~2 weeks	Create ~3 weeks	Showcase ~1 week
Students master knowledge of a topic through a curated set of experiences including read alouds, independent texts, shared reading, individual playlists, interviews, field trips, primary sources, and more. At the end of the	Students more deeply explore a subtopic of the area of study, applying skills and knowledge through creation of the product outlined in their declaration.	Students share their completed project with peers in their house (K-1, 2-3, 4-5), with family and community through an evening Celebration of Learning, and through additional

<p>exploration stage, each student chooses a subtopic to dive deep on and makes a <b>declaration</b> of their intended project, from a bank of choices aligned with standards-based learning outcomes.</p>		<p>community-based audiences as appropriate depending on project.</p>
--	--	---

### The Power of Story: Project Arcs

Cognitive scientist Daniel Willingham suggests, “The human mind seems exquisitely tuned to understand and remember stories--so much so that psychologists sometimes refer to stories as ‘psychologically privileged.’”<sup>1</sup> Willingham suggests that teachers leverage story structure and four principles of story -- causality, conflict, complications, and character -- to yield cognitive advantages for students. Chip and Dan Heath, authors of *Made to Stick*, add that story is one of the strongest devices to helping ideas stick because they “have the amazing dual power to simulate and to inspire.”<sup>2</sup> IPS aims to leverage the power of story by housing rich projects in science and social studies within the context of story-based arcs: year-long topical arcs, and unit-long arcs. Each arc explores characters, conflict, causality and complications connected to the topic, and connects topics to the stories of students’ own lives. The year-long arcs for each grade band also build in emphasis on a particular principle of story, resulting in deep mastery of narrative structures by the time students graduate IPS in fifth grade.

K-1: Character

2-3: Conflict

4-5: Causality & Complications

Each year, projects follow a year-long theme called a “project arc” that is connected to a broad topic or idea (eg “stories” or “justice”). Each year-long arc is divided into 6-8 individual project arcs that are connected to a topic or idea that fits within the yearlong theme. Arcs are designed by IPS faculty by unbundling science and social studies standards into common topics and themes. IPS faculty create the menu of project products by identifying intersections between process skills (from CCSS, NGSS and GLEs) and authentic problems or audiences.

### PBL Scope & Sequence for K-1

Science and social studies standards are integrated to create 6-8 interdisciplinary projects per year, covering all K-1 NGSS and social studies GLEs by the end of first grade. Projects in K-1 classrooms occur on a 2-year cycle, with some standards covered in Year A, and the remainder covered in Year B. Years A and B explore the same year-long arc theme.

<sup>1</sup> Willingham, D. T. (2010). *Why don't students like school? a cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey Bass.

<sup>2</sup> Heath, C., & Heath, D. (2010). *Made to stick: Why some ideas survive and others die*. New York: Random House.

The scope and sequence for K-1 project arcs at IPS is below. A breakdown of standards covered in Year A and Year B of each project arc follows.

<b>Yearlong Arc:</b> "World of Stories"					
<b>Arc 1:</b> <i>The Power of Story</i>	<b>Arc 2:</b> <i>My Story in the World</i>	<b>Arc 3:</b> <i>Other Creatures in Our World</i>	<b>Arc 4:</b> <i>When Stories Collide</i>	<b>Arc 5:</b> <i>Story Above</i>	<b>Arc 6:</b> <i>Story Between</i>
<b>History</b> Exploration of personal and family history through timelines.	<b>Geography &amp; Geology</b> Exploration of our place in the world through study of mapping and plate tectonics.	<b>Biology</b> Exploration of organisms and biodiversity.	<b>Sociology &amp; Environmental Science</b> Exploration of natural hazards, human impact on the environment, and environmental impact on humans.	<b>Astronomy</b> Exploration of the sun, moon and stars.	<b>Physics</b> Exploration of force and motion, and chemical reactions.

### Arc 1: The Power of Story

Exploration of personal and family history through timelines.

#### Year A: Retell personal history.

- GLE 4.1.1: Understands and creates timelines to show personal events in a sequential manner.
- GLE 5.4.1: Retells and explains personal history.

#### Year B: Retell family history.

- GLE 4.1.1: Understands and creates timelines to show personal events in a sequential manner.
- GLE 4.4.1: Understands how knowledge of family history can be used to make current choices.

### Arc 2: My Story in the World

Exploration of our place in the world through study of mapping and plate tectonics.

#### Year A: Mapping the World

- GLE 3.1.1: Understands and uses maps and globes to identify major bodies of water and continental land masses.
- NGSS ESS2.C: Understands that water is found in the ocean, rivers, lakes, and

ponds. Water exists as solid ice and in liquid form.

**Year B: Mapping Communities**

- GLE 3.1.1: Understands and uses maps and globes to identify major bodies of water and continental land masses.
- GLE 3.1.2: Understands the physical characteristics of places in the community.

**Arc 3: Other Creatures in Our World**

Exploration of organisms and biodiversity.

**Year A: Organism Structure, Growth, and Development**

- NGSS LS1.A: Organism structure and function.
- NGSS LS1.B: Growth and development of organisms.
- NGSS LS1.C: Organization for matter and energy flow in organisms.

**Year B: Organism Traits & Biodiversity**

- NGSS LS3.A: Inheritance of traits.
- NGSS LS3.B: Variation of traits.
- NGSS LS4.D: Biodiversity and humans.

**Arc 4: When Stories Collide**

Exploration of natural hazards, human impact on the environment, and environmental impact on humans.

**Year A: Natural Hazards & Environmental Impact on Humans**

- NGSS ESS3.A: Natural resources.
- NGSS ESS3.B: Natural hazards.
- GLE 3.2.1: Understands that people in communities affect the environment as they meet their needs and wants.
- GLE 3.2.3: Understands why families make decisions to move.

**Year B: Human Impact on Environment**

- NGSS ESS3.C: Human impacts on Earth systems.
- NGSS 3.2.1: Understands that people in communities affect the environment as they meet their needs and wants.

**Arc 5: Story Above**

Exploration of the sun, moon and stars.

**Year A: Sun, Moon & Stars**

- NGSS ESS1.A: The universe and its stars.
- NGSS ESS1.B: Earth and the solar system.

**Year B: Sunlight**

- NGSS PS3.D: Energy in chemical processes and everyday life.

**Arc 6: Story Between**

Exploration of force and motion, and chemical reactions.

**Year A: Force and Motion - Pushes and Pulls**

- NGSS PS3.C: Relationship between energy and forces.
- NGSS PS2.A: Pushes and pulls can have different strengths and directions.
- NGSS PS2.B: Types of interactions (touch, collision, change in motion).

**Year B: Chemical Reactions - Heating and Cooling**

- NGSS PS1.B: Heating or cooling a substance may cause changes that can be observed.





# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 4 - Curriculum Development Plan

Contents:

- Curriculum Development Plan

#### Attachment 4 - Curriculum Development Plan

Date	Stage	Description	Responsible Party
Fall 2015- Spring 2017	Research	Conduct literature review of best practices and curriculum.	Education Model Design Consultant
Spring 2016- Fall 2017	Research	Conduct residencies and school visits at schools with similar models. Visits include Montessori For All, Roots Elementary, Bricolage Academy, Brightworks School, Spokane International Academy, Summit Public Schools, Nueva School, Valor Collegiate Academy, and others.	Chief Executive Officer (CEO), Education Model Design Consultant
Summer 2017	Design	Create K-5 scope and sequence for IPS project work, mapping science and social studies projects across projects.	Principal
Summer 2017	Design	Create project plan and evaluation rubric for pilot project.	Principal
Spring- Summer 2017	Design	Build out Deeper Learning Rubric based on high rigor standards from CCSS and deeper learning framework from Buck Institute, Summit Public Schools and other PBL leaders.	CEO, Principal
Spring- Summer 2017	Design	Build out Habits of Leadership Framework based on CASEL research, Illinois SELS, Kansas SECD, and work by partner schools including Valor Collegiate Academy. Work in partnership with Seneca.	CEO, Principal
Spring- Summer 2017	Hiring	Begin recruiting teachers, with potential to develop future teachers through contract design work during Year 0.	CEO, Principal
Summer 2017	Hiring	Identify teacher leaders or curriculum consultants to co-develop projects for social studies and science.	Principal

Spring-Summer 2017	Design	Collaborate with engineer team and partner schools to develop prototype of IPS LMS to support Core Skills Block.	CEO, Principal
Summer-Fall 2017	Research	Recruit Guided Reading K-2 design lead.	Principal
Summer-Fall 2017	Research	Recruit Guided Math K-2 design lead.	Principal
Summer-Fall 2017	Research	Recruit Writer's Workshop K-2 design lead.	Principal
Winter 2017-2018	Design	Guided Reading and Guided Math design leads create K-2 lesson plans for small groups and individual learning tasks to support standards mastery during Core Skills.	Design Team
Winter 2017-2018	Design	Writer's Workshop design lead creates K-2 long-term plan and unit plans.	Design Team
Spring 2018	Hiring	Finalize teacher hiring.	Principal/CEO
Summer 2018	Feedback	Designers submit long-term plans, unit plans, and learning tasks to larger teaching team; solicit feedback.	Teaching Staff & Principal
Summer 2018	Design	Adjust long-term plans, unit plans, and learning tasks as needed based on feedback.	Teaching Staff & Principal
Fall 2018	Implementation	School begins.	Teaching Staff & Principal
Ongoing	Monitor & Adjust	Use data to monitor success of unit plans and projects. Adjust as necessary.	Teaching Staff & Principal
Ongoing	Design Feedback Implementation Monitor & Adjust	Replicate above process to iterate long-term plans, unit plans, and playlists for subsequent instructional years.	Teaching Staff & Principal



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 5 - Exit Standards

Contents:

- Exit Standards for Students Completing 5th Grade at Impact: Seattle

## Attachment 5 - Exit Standards for Graduating Students

Impact: Seattle prepares all students for advanced and college preparatory middle school classes. In addition, Impact: Seattle prepares students to impact communities as innovative equity-driven leaders through cultivating the values of results, DEI, teamwork, growth, play, and intention. IPS exit standards reflect this preparation. By the end of fifth grade at Impact: Seattle, students will be able to meet or exceed all state grade level expectations and achieve the following:

Curricular Area or Skill	Assessment	Mastery
Reading	Fountas and Pinnell Benchmark Assessment	Independent reading level of Level V or above <sup>1</sup>
Writing	TCRWP Units of Study On-Demand Writing Assessment	Rating of “3” or above overall on fifth grade rubric (aligned to fifth grade CCSS standards) <sup>2</sup>
Math	i-Ready Diagnostic	90% mastery of fifth grade standards or above
Science	Deeper Learning Rubric (collaboratively developed by teachers and students based on NextGen Science Standards)	80%+ mastery on content quizzes during “exploration” phase of projects  90%+ mastery of exit competencies on Deeper Learning Rubric
Social studies	Independent study rubric (collaboratively developed by teachers and students based on OSPI social studies standards)	80%+ mastery on content quizzes during “exploration” phase of projects  90%+ mastery of exit competencies on Deeper Learning Rubric
Mission: impact communities as equity-driven, innovative leaders	Progress reports completed with mentor  Capstone project highlighting	Identify and implement solution to 1 or more community problem.

<sup>1</sup> Heinemann, O. (n.d.). The F & P text level gradient. *Fountas and Pinnell Literacy*. Retrieved February, 2017, from <http://www.heinemann.com/fountasandPinnell/pdfs/WhitePaperTextGrad.pdf>

<sup>2</sup> Common Core State Standards Initiative. (n.d.). English language arts standards, writing, grade 5. Retrieved February, 2017, from <http://www.corestandards.org/ELA-Literacy/W/5/>

	a school value of the student's choosing	Completion of capstone project
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# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 6 - Calendar & Schedules

Contents:

- Daily and Weekly Schedule
- Year 1 of Operation School Calendar

**Sample Daily & Weekly Schedule, K-5**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8:00	Power Hour	Power Hour	Power Hour	Power Hour	Power Hour
8:00-8:30	Mentor Time (Breakfast)	Mentor Time (Breakfast)	Mentor Time (Breakfast)	Mentor Time (Breakfast)	Mentor Time (Breakfast)
8:30-11:00	Math & Literacy Studio	Math & Literacy Studio	Math & Literacy Studio	Math & Literacy Studio	Math & Literacy Studio
11:00-11:45	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Impact Circle
11:45-12:30	Retreat	Retreat	Retreat	Retreat	Retreat
12:30-2:10	Project Time	Project Time	Project Time	Project Time	Art Expeditions
2:10-2:30	Recess	Recess	Recess	Recess	
2:30-3:00	PE	Makers	PE	DEI Affinity Group	
3:00-3:30	Mentor Time	Mentor Time	Mentor Time	Mentor Time	
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-5:00	Power Hours	Power Hours	Power Hours	Power Hours	Power Hours

**NOTE:** Individual classrooms will have variations of the above schedule in order to balance demands on staff and space, but each class schedule will include the elements named above.



## Daily & Weekly Schedule Guide

**Power Hours:** (Optional) Students arrive before school or stay after school to receive additional support in reading and math, or to complete additional Core Skills work (includes independent reading/writing, independent work with manipulatives in connection with previous small group lesson, online learning, and more). Open to all, Power Hours are also a primary tool for providing support for Tier 3 students.

**Mentor Time (AM):** Students eat breakfast, participate in Morning Circle, check in with buddies, and set goals and create Core Skills schedules for the day based on previous progress towards and teacher coaching.

**Math & Literacy Studio:** Students use the IPS LMS to direct their own learning based on their personal goals, interests, and achievement data. Activities include independent work in reading and math, small group instruction in reading and math, online learning, and “refreshers” like snack or movement breaks when they need the to best support their own learning.

**Writer’s Workshop:** Students participate in a CCSS-aligned mini-lesson, write independently, complete weekly 1:1 writing conferences with teacher, and participate in small-group strategy lessons to support writing goals.

**Recess:** Play is considered so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child;<sup>1</sup> IPS students enjoy outdoor free play twice per day during recess.

**Retreat:** Students eat lunch, enjoy free play at recess, and take time to read independently at their just-right level.

**Project Time:** Students apply their skills through rigorous, authentic projects with an emphasis on science and social studies.

**DEI Affinity Groups:** Students participate in trimester-long explorations of issues related to diversity, equity, and inclusion. Affinity Group topics are identified through interest surveys of students, families, and teachers, and students then choose from the identified topics. Activities include reading, writing, discussion, digital media, interviews, guests, and more.

**Mentor Time (PM):** Students review progress towards today’s goals and set goals for tomorrow. Students end the day with a joyful values-aligned read aloud from mentor or peer.

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<sup>1</sup> Office of the High Commissioner for Human Rights. (n.d.). Convention on the rights of the child. Retrieved February, 2017, from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

**Expeditions:** On Friday afternoons, students select specialized courses including music, photography, visual arts, dance, martial arts, and more.

## Impact: Seattle 2018-2019 School Calendar Draft

July 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	












December 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019							May 2019							June 2019						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

-  Schools begins and ends
-  PD & Potential inclement weather make-up days
-  Celebration of Learning
-  Rites of Passage
-  Flex Friday & PD for teachers
-  Impact Institute
-  No students – PD for teachers
-  School closed: Holidays and Breaks
-  Family Meetings (early release)
-  State assessment window (WaKIDS Gold, ELPA21, WA-A M if applicable, SBAC, and MSP-Science)
-  Progress reports go home

## Yearly School Calendar Guide

### *Structures To Build Life Skills & School Culture*

**Impact Institute:** Students participate in week-long orientation introducing Impact: Seattle’s mission, values, expectations and routines.

**Flex Fridays:** On Friday afternoons, students participate in half-day Expeditions, applying skills and content knowledge to authentic contexts and gaining real world experiences. See more on Expeditions below.

**Celebration of Learning:** A Celebration of Learning is an evening family and community event where students share the projects they have just completed with an authentic audience.

**Expeditions:** After completing Mentor Time, Core Skills and Writer’s Workshop on Friday mornings, students spend the afternoons in an art-related Expedition that celebrates and builds on the project they are currently building. Expeditions are led by community partners. Teachers participate in professional development and planning while students are on Expeditions. These

real world, authentic experiences support Deeper Learning Skills and Habits of Leadership. Expeditions are discussed in more detail in ***Section 8 - Supplemental Programs***.

**Family Meetings:** Students lead two meetings each year between themselves, their parents, and their mentor. The purpose of these meetings is to collaborate on the student's IPS LMS goals and jointly develop a plan for the student to meet his or her goals.

**Rites of Passage:** Students in grades 1, 3, and 5 complete a portfolio defense/reflection in front of a panel including the student's mentor, parents, and a student-invited community member. Rites of Passage are discussed in detail in ***Section 2 - Program Overview***.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 7 - Enrollment

Contents:

- Enrollment Policy
- Student Recruitment Plan

## **IPS Student Enrollment Policy**

The IPS Board of Directors, with the advice of IPS leadership, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Impact: Seattle. All students attending Impact: Seattle must follow the application, admission, and enrollment policies of IPS.

The application packet for admission to Impact: Seattle shall include information that allows students and parents to be informed about Impact: Seattle's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of Impact: Seattle.

The IPS Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Impact: Seattle. The determination of school capacity shall be based on, among other things, consideration of Impact: Seattle's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the physical capacity of the facility.

### ***Admission Criteria***

Impact: Seattle shall be open to all students at the appropriate age groups and grade levels who wish to attend. Impact: Seattle shall be open to all students without regard for the location of residence of students within Washington. If capacity is insufficient to enroll all students who apply to Impact: Seattle, admission to Impact: Seattle, except for existing students, shall be determined by lottery in accordance with the enrollment preferences given in the next section.

The only admission requirement is that students wishing to attend Impact: Seattle must follow Impact Seattle's admission procedures and deadlines with respect to completing applications, and submit enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for enrollment preferences as listed below, and may result in loss of opportunity for admission, but will be reserved in the case that the waiting list is completely exhausted in a given year. Late return of enrollment packets following notification of admission shall result in loss of admission, and placement at the end of the admission priority list, described below. Impact: Seattle will provide extensive support to families - including home visits - to ensure all paperwork is received on time.

There shall be no admission testing or other evaluation required of any applicant. Impact: Seattle shall not charge tuition.

### ***Lottery and Enrollment Preferences***

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than capacity. If capacity is insufficient to enroll all students, enrollment, except for

existing students, shall be determined by lottery. Impact: Seattle will grant an enrollment preference to siblings of currently enrolled students, with any remaining enrollments allocated through a lottery (RCW 28A.710.050(3)). When Impact: Seattle conducts the lottery, the school may work with the Commission to legally grant a weighted enrollment preference to children of full-time employees of IPS, as well as to at-risk students.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list, also called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. Impact: Seattle shall maintain a list of students interested in transferring to Impact: Seattle. After the admission priority list has been exhausted, Impact: Seattle will advertise if a space has become available and applications are being accepted in another open enrollment period.

Lottery rules, deadlines, dates and times for the lottery will be communicated in the admission applications and on Impact: Seattle's website. Public notice for the date and time of any lottery will also be posted once the application deadline has passed. Impact Seattle will also inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time via mail or email at least two weeks prior to the lottery date.

### ***Conditions of Enrollment***

Impact: Seattle shall have the following requirements that must be met by each student and his or her family before enrollment is complete at Impact: Seattle:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools.

Admission tests will not be required; however, assessments will be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

### ***Re-enrollment and Transfers***

Students are assumed to be returning to the school each fall unless the school is informed otherwise. To withdraw a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which they are transferring.

## **Student Recruitment Plan for 2018-2019**

### **Area Schools**

Impact: Seattle seeks to recruit most heavily from the areas surrounding the following pre-schools and elementary schools, which best represent the south Seattle/Tukwila area:

#### **Preschools:**

- La Escuelita, Seed of Life, Learning Garden Montessori, Bilingual Buddies, Neighborhood House-New Holly, Denise Louie Education Center, The Giving Tree Learning Center, and Tiny Tots Development Center, SeaTac Community Center Preschool

#### **Elementary Schools:**

- Cascade View Elementary, Thorndyke Elementary, Tukwila Elementary, South Shore Elementary, Emerson Elementary, Graham Hill Elementary, Martin Luther King Jr. Elementary, Lakeridge Elementary, Campbell Hill Elementary and Hawthorne Elementary

### **Community Communication and Notification (July 2017 – August 2018)**

(All communication will be done in English, Spanish, Mandarin and Somali whenever possible. Other languages will be added, as needed.)

1. IPS will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. IPS will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for K-5 grade students enrolled in the target schools and districts, IPS will mail postcards to each residence. The postcard will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. IPS will have a table set up at all major community events, fairs, farmers markets, celebrations, parades to spread the word about Impact: Seattle.
5. IPS will present twice in each low income housing community in Seattle, Renton, Tukwila and Skyway, including: NewHolly, Rainier Vista, Greentree Apartments, Lake Washington Apartments, and KingWay Apartment.
6. IPS will work with the faith based community to present to full congregations.
7. IPS will post fliers announcing recruitment events at various public facilities frequented by school aged students and families and set up tables at the entry to share more information (Southeast Seattle Education Coalition, Rainier Valley Food Bank, Southwest Youth and Family Services, Skyway Solutions, Atlantic Street Center, Renton



Skyway Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.), with a particular emphasis on organizations that serve high levels of “at-risk” youth.

8. If allowed, IPS will place announcements in the parent newsletters or communication vehicles at all pre-school and elementary schools that will feed into Impact: Seattle. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
9. IPS will have monthly canvassing dates where the Impact: Seattle team and community members will go door-to-door in target communities to share information and the application process one family at a time.
10. IPS will run a digital media marketing campaign with one-click access to the Impact: Seattle charter application.
11. IPS will maintain a website that includes detailed information and updates on the school, recruitment, application process and deadline.

### **Recruitment Events (October 2017 – April 2018)**

1. IPS will host at least four Recruitment Open Houses during the school year before Impact: Seattle opens. The schedule and location of the events in preparation for the 2016 opening is as follows\*:

October	Saturday	location based on availability
November	Weeknight	location based on availability
December	Weeknight	location based on availability
January	Weeknight	location based on availability
February	Saturday	location based on availability
March	Weeknight	location based on availability
April	Weeknight	location based on availability

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to provide feedback on defined aspects of the Impact: Seattle program and ask questions in a large group setting or on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish and other languages, as needed.

2. Beginning in January 2018 and concluding in April, IPS will host a weekly small group question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the session, participants will be given the written materials and application provided at the Open House. In subsequent

years, they will have an opportunity to observe our classes in session and ask individual questions.\*\*

3. During the fall of 2017, the school will host at least one educator information session. IPS will invite the administrators, counselors and K-5 grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
4. The school will request to be one of the schools included in any annual pre-school fairs in the targeted area.
5. IPS will request to participate in the Seattle Public Schools and Tukwila Public Schools annual school information night, if applicable.
6. IPS will request the opportunity to present or be a part of any other elementary information opportunities or events hosted by the target schools or districts.
7. Beginning in the spring of 2018, IPS will host school tours for prospective families, so families can see observe progress made on the facility.

\*Beginning in the 2018-2019 school year these Recruitment Open Houses will be held at the school. In the year prior, when the permanent facility is not yet available, the site of these events will be based on availability.

\*\*Due to the logistical constraints of not actually being open yet, these recruitment events will not begin until the 2017-2018 school year.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 8 - Discipline Policy

Contents:

- School Discipline Policy
- Suspension and Expulsion Policy

## School Discipline Policy

One of the IPS core values is diversity, equity and inclusion, which is represented in Impact: Seattle's approach to student culture and discipline. IPS's ultimate goal is to retain every student at Impact: Seattle and ensure they thrive. With a focus on growth, reflection, and clear expectations in the discipline plan – a plan that is largely based on the work of Lee Canter and William Glasser – the IPS team is confident they can achieve this goal.

Impact: Seattle utilizes a positive behavior support approach to discipline with restorative practices. The IPS team believes that all students can learn the skills necessary to be successful in school, to demonstrate Habits of Leadership, and to use these skills and habits to become successful college students. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, the following code of discipline defines expected behaviors first; then unexpected behaviors; followed by possible strategies for correcting the behavior.

### Student Behavioral Expectations

- Diversity, equity and inclusion.
- Take care of all people and all things.
- Do your best work.
- Be a problem solver.
- Be safe.

### Encouraging Positive Behavior

Research suggests that human performance thrives in response to at least 5 positive pieces of feedback for every critical piece of feedback.<sup>1</sup> As a result, to maximize student achievement and ensure a positive learning climate, Impact: Seattle teachers strives to maintain a **6:1 positive: critical feedback ratio**. Positive feedback will be based on the IPS focus on Deeper Learning Skills and Habits of Leadership, and will be tracked through an online tool called Kickboard (or similar) and integrated into the IPS LMS; feedback is analyzed at the cohort and school level, and positive feedback is shared with parents.<sup>2</sup> Every IPS student receives documented positive feedback every day.

In addition to acknowledging behavior expectations, IPS responds to repeated misbehavior using a system of Logical Consequences. Using logical consequences combines a high level of behavior expectations with a climate that is responsive to the social and emotional development of scholars. The goal is to help scholars notice and reflect on the connections between their

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<sup>1</sup> Folkman, Jack Zenger and Joseph. "The Ideal Praise-to-criticism Ratio." Harvard Business Review, 10 June 2015. Web. 15 Feb. 2017. <<https://hbr.org/2013/03/the-ideal-praise-to-criticism>>.

<sup>2</sup> Kickboard. (n.d.). Positive school culture at your fingertips. Retrieved February, 2017, from <https://www.kickboardforschools.com/product-features>

actions and the consequences of those actions. Logical consequences are always respectful, relevant to the scholar's actions, and realistic.

IPS defines expected behaviors and anticipated responses to unexpected behaviors as follows.

**Behavior Type 1:** Behaviors that do not automatically result in suspension or expulsion. See matrix of expected and unexpected behaviors below, with logical consequences and restorative practices.

<b>Impact Public Schools Positive Behavior Support Framework</b>
<p><b>Level 1:</b> Detail-oriented behaviors that ensure a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere, and allow all students to be on task and engaged in academics.</p>
<p><b>Expected Behaviors:</b></p> <ul style="list-style-type: none"> <li>● Understand and follow school rules.</li> <li>● Attend school every day and on time.</li> <li>● Use books, materials, and other items appropriately.</li> <li>● Adhere to the school dress code.</li> <li>● Resolve problems peacefully.</li> <li>● Use respectful and appropriate language at all times.</li> <li>● Demonstrate Impact: Seattle's mission, core values, and Habits of Leadership.</li> </ul>
<p><b>Unexpected Behaviors</b> (behaviors that disrupt the learning process of oneself or others):</p> <ul style="list-style-type: none"> <li>● Failing to comply with classroom and school rules.</li> <li>● Failing to participate in learning or classroom activities.</li> <li>● Possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials.</li> <li>● Initiating or participating in verbal confrontations with other students or adults; using profane or crude language; or displaying or participating in behavior that is disruptive.</li> </ul>
<p><b>Logical Consequences</b> (one of the following may be used):</p> <ul style="list-style-type: none"> <li>● Verbal correction.</li> <li>● Re-teaching and rehearsing an expected Level I Behavior.</li> <li>● Conference with the student (which may involve the student, parent or family member, teacher, SEL Coach, and/or other Leadership Team member);</li> <li>● Peer mediation.</li> <li>● Loss of privilege to participate in related activity.</li> <li>● Confiscation of inappropriate items.</li> <li>● Behavior contract.</li> <li>● Informal counseling session with Mentor.</li> </ul>
<p><b>Accompanying Restorative Practices:</b></p> <ul style="list-style-type: none"> <li>● <b>Affective Statements:</b> Students are told how their actions affected someone. Both pleasant and unpleasant feelings are expressed. Typically, these work best when</li> </ul>

delivered privately.

- Example affective statements:
  - “It makes me uncomfortable when...”
  - “I am frustrated that you are not listening to me.”
  - “It makes me sad when I hear you say something like that to...”
  - “I get angry when you talk and joke during...”
  - “I was shocked when I saw you...”
- Goal Outcomes:
  - Disruptive behavior is stopped.
  - Student understands the impact of their behavior.
  - All students remain actively engaged in learning in class.
  - Teacher builds respect and authority.
  - Administrators are not involved.
- Rationale and connection to values:
  - Helps to create community. and
  - Builds students’ social-emotional skills.

**Level 2:** Behaviors that allow for continued learning and more deeply reflect an understanding of Impact: Seattle’s mission, core values, and Habits of Leadership.

**Expected Behaviors:**

- Speak and act honestly and respectfully.
- Show respect to others in words, actions, and intentions.
- Develop good study habits.
- Set goals and work toward achieving them.
- Complete all classroom and homework assignments.
- Participate actively in class.
- Cooperate with and obey all directions given by adults in the school community.
- Demonstrate pride in the school community by showing respect for the property of the school and of others.
- Care for the feelings of others and treat others with respect.

**Unexpected Behaviors:**

- Cheating or lying.
- Exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute.
- Verbal confrontation with a staff member.
- Refusing to comply with school rules or directions given by adults in the school community.
- Using profane or provocative language directed at others.
- Taking or concealing someone else’s property without permission.
- Destroying or defacing school property.
- Name-calling, gossiping, or using gestures to intimidate others.
- Repeated Level I Behavior infractions.

**Logical Consequences** (one of the following may be used):

- Referral to SEL Coach.

- Parent/family conference.
- Loss of privilege to participate in social or extracurricular activities.
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors.

**Accompanying Restorative Practices:**

- **Students Reflect:** Student/teacher discretion as to the type of reflection, e.g. conversation on the spot, conversation same day, or written reflection.
  - Affective Questioning
    - When Challenging Behavior:
      - What happened?
      - What were you thinking of at the time?
      - What have you thought about since?
      - Who has been affected by what you have done? In what way have they been affected?
      - What do you think you need to do to make things right?
    - To Help Those Affected:
      - What did you think when you realized what had happened?
      - What impact has this incident had on you or others?
      - What has been the hardest thing for you?
      - What do you think needs to happen to make things right?
  - Amends are made with necessary parties.
  - Mentor is looped in about what is happening.
- **Rationale and connection to values:** reflective conversations create opportunities to build relationships and develop empathy.

**Level 3:** Behaviors that are essential to the safety of the school. Unexpected behaviors that fall into this category could harm others or cause a serious disruption to the learning environment.

**Expected Behaviors:**

- Show kindness and respect towards others.
- Accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background.
- Immediately report all acts of violence, harassment, or threats to school staff.
- Speak to others using positive and respectful language.
- Use conflict management skills to resolve disagreements.
- Seek help from school staff when a conflict may evolve into a violent or combative circumstance.

**Unexpected Behaviors:**

- Physically hurting or threatening another person.
- Bullying others by using intimidation or teasing.
- Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background.
- Using sexually suggestive comments or gestures to intimidate others.
- Removing or destroying school property.

- Displaying or possessing a fake weapon.
- Endangering the health and safety of others.

**Logical Consequences:**

- Referral to SEL Coach.
- Parent/family conference.
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities.
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors.
- Reparation of damage or harm done to property.
- Referral to Principal.

**Accompanying Restorative Practices:**

- **Reparation Plan:** Student develops plan to give back to community, change behavior, etc.
  - Incident is logged in Illuminate
  - Phone call home is given detailing the next steps, explaining to parents that next meeting will require them to take a more active role and be present for the restorative circle.
  - Mentor is looped in as a source of support if they were not part of the meeting. Best practice would be to include them if possible.
- **Rationale and connection to values:** Connecting behaviors to natural consequences helps student make better choices going forward.

**Level 4:** Continued behavior.

**Expected Behaviors:** see above.

**Unexpected Behaviors:** student is creating an egregiously unsafe learning environment OR Level 2 and 3 consequences not productive / outcome not achieved.

**Logical Consequences:**

- Referral to SEL Coach.
- Parent/family conference.
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities.
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors.
- Reparation of damage or harm done to property.
- Referral to Principal.

**Accompanying Restorative Practices:**

- **Restorative Circle:** Student participates in restorative circle with teachers, peers, mentor, parents and others potentially affected within 48 hours of the event.
  - Using restorative circles protocol, student hears how his/her behavior has affected the group.
  - Student brainstorms how to give back to community, change behavior.



- Student completes Restorative Responses of Intense Intervention document (with teacher support as needed).
- When an apology is given or requested, the person making the apology:
  - Identifies the behavior for which they are apologizing.
  - Identifies why it was wrong and how it affected others.
  - Asks the persons harmed how the harm can be repaired and offers ways to repair it.
  - Makes a commitment to change the behavior so that it does not happen again.
- To ensure that agreements that come out of restorative processes are upheld, make them SMART:
  - Specific: what, where, when, and how
  - Measurable: everyone should know when complete
  - Attainable: all items are realistic and possible
  - Relevant to the harm and/or root causes
  - Time-bound: a date when each item will be completed
- Plan is shared with stakeholders: all teachers, admin and parents.
- Incident and outcome are logged in Illuminate.
- Students may participate in more than one Restorative Circle as needed.
- **Rationale and connection to values:** Restorative circles are designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. As a circle forms, they invite shared power, mutual understanding, self-responsibility and effective action.

**Level 5:** Continued behavior after multiple restorative circles.

- Students have participated in numerous circles and numerous family meetings have been held. Principal and CEO explore next possible steps which could include:
  - Recommendation for suspension.
  - Recommendation for expulsion.
- **Rationale and connection to values:** Restorative Justice does not preclude using suspension and expulsion as a tool. Research suggests, however, that when suspension and expulsion are used as a last resort rather than a targeted outcome of specific behaviors, the total number of incidents that escalate to the level of suspension and expulsion decrease. Creating opportunities for students to reflect, reintegrate into the community and to build relationships, IPS hopes will result in both a strengthened community and fewer incidents of suspension and expulsion.

**Plagiarism:** This is a behavior or action just like disruption/rudeness, and will follow the Restorative Justice protocol steps 1-5. Students need to see how their actions affect others and themselves. They also need to be given the opportunity to fail and try again.

## **Attendance Policy**

Every day is important at Impact: Seattle. Good school attendance is important to a student's ongoing progress. Students are expected, and required by law, to attend school every day that school is in session, except for the following excused absences (RCW 28A.225.010):

- Student illnesses.
- Family emergency.
- Doctor or dental appointments.
- Prearranged trip.
- Reason of faith or conscience (2 days per year).

**Tardies:** Students are expected to be in the classroom and ready to learn by the time class starts. Students who are late to school must check in at the main office to get a pass to class. Teachers will record tardies in the student information system whenever a student is late to class.

**Unexcused Absences:** Parent/guardians are expected to notify the school office in case of an absence immediately. If the office is not notified by telephone or a note indicating the reason for the absence within 3 days, the absence will be considered truancy .

**Pre-arranged Absences:** For parents wishing to have a student released from school for reasons other than illness, permission will be granted subject to the following conditions:

- A request by parent/guardian should be made in advance of the absence either by sending a note or calling the school office.
- The student must pick up a Pre-Trip form from the office, obtain classroom assignments and teachers' signatures, have a parent/guardian sign after reading teacher's comments, and then return the form to the office for approval.
- Make-up work is the student's responsibility. Classroom participation and project work are difficult to make up; therefore, a student's evaluation in a class or on a project may be affected by absences.

## **Attendance Procedure**

For safety purposes, Impact: Seattle is a closed campus. All students need to check in and out of school through the main office. Students are not allowed to leave campus at any time during the school day without a parent, guardian, or sibling named on the child's registration paperwork. This person will be required to sign in and provide valid identification. If a parent wishes to have an alternative person pick the student up, they must notify the school in advance. The school will also maintain a "Do Not Release" list based on named people from students' registration paperwork in the main office. If a student is reported absent by school staff an attempt will be made to contact the parent/guardian by telephone as soon as possible. The staff will take attendance at the beginning of every school day via the school's student information system. The main office will call the parents of any students for whom there was no prior notice of absenteeism.

**Behavior Type 2:** Behaviors that qualify for suspension or expulsion.

In the event a student commits a suspension/expulsion-worthy offense as defined by the Suspension and Expulsion Policy described on the following pages, the steps in the policy will be followed.

In no case does Impact: Seattle use long-term suspension or expulsion as a form of discretionary discipline.

Long-term suspension and expulsion will only be considered in response to:

1. A violation of the prohibition against firearms on school premises, transportation, or facilities;
2. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
3. Two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
4. Behavior that adversely impacts the health or safety of other students or educational staff.

Except for in response to the above, IPS will never use long-term suspension or expulsion. Even for any of the violations above, IPS will first consider alternative actions before using long-term suspension or expulsion, except for violation of the prohibition against firearms on school premises.

## **Suspension and Expulsion Policy**

### **Student Rights<sup>3</sup>**

Each Charter School student possesses the following rights which may not be limited without good and sufficient cause:

- Students may not be denied equal educational opportunity or be discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.
- The constitutional rights to freedom of speech and press, to peaceably assemble, to petition the government and its representatives, to the free exercise of religion, and to have their Charter Schools free from sectarian control or influence, with reasonable limitations on the time, place and manner of exercising these rights.
- The constitutional right to be secure from unreasonable searches and seizures of their person, papers, and belongings.
- The right to be free from unlawful interference while attending Charter School.
- Students may not be deprived of the right to an equal educational opportunity without due process of law.

### **Conditions and Limitations<sup>4</sup>**

Students may be disciplined for violating the lawful rules of the Charter School. Students have the right to utilize the grievance (appeal) procedure described in this policy. The conditions under which a student may be disciplined are:

- A student may not be prevented from meeting specific academic grade, subject, or graduation requirements.
- School districts may not suspend the provision of educational services to a student as a disciplinary action.
- A student's academic grade may only be negatively impacted by his or her tardies or absences if:
  - The student's attendance and/or participation is related to the objectives or goals of the particular subject or course,
  - The teacher has indicated that the student's attendance and/or participation is a basis for at least some part of the student's grade, and
  - The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the tardiness or absences are directly related to the student's disability.
- Willfully inflicting or willfully causing the infliction of physical pain on a student is prohibited. This does not include:
  - The use of reasonable physical force by a Charter School administrator, teacher, Charter School employee or volunteer that is necessary to maintain order or to

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<sup>3</sup> WAC 392-400-215

<sup>4</sup> WAC 392-400-235

- prevent a student from harming himself other students and Charter School staff or property;
- o Physical pain or discomfort involved in the student's voluntary participation in athletic competition or recreational activity;
  - o Physical exertion in a teacher directed class activity, such as physical education exercises, field trips or vocational education projects; or

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or Charter School attendance, occurring at Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to: (a) while on Charter School grounds; (b) while going to or coming from Charter School; (c) during the lunch period, whether on or off Charter School campus; (d) during, going to, or coming from a Charter School-sponsored activity.

### **Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to Charter School property or private property.
  - g) Stole or attempted to steal Charter School property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k) Knowingly received stolen Charter School property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or Charter School-sanctioned events.
- q) Made terrorist threats against Charter School officials and/or Charter School property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Charter School property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or

offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in

subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise



furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to Charter School property or private property.
- g) Stole or attempted to steal Charter School property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k) Knowingly received stolen Charter School property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or Charter School-sanctioned events.
- q) Made terrorist threats against Charter School officials and/or Charter School property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit

a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Charter School property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Charter Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **Suspension and Expulsion Policy and Procedure**

The Charter School believes that due process means that students must be treated fairly and with regard for their rights under the law. This means that any discipline or corrective action of a student who has violated rules must be administered fairly and for good and just cause. Students have the right to tell their side of the incident and receive a fair punishment for their behavior. Charter School officials will take corrective action only after a thorough examination of the facts. The facts must always be reasonably related to the nature and circumstances of the violation. Students have the right to appeal corrective action that they feel is unjust or unjustly administered.

The Charter School has adopted and implemented the due process rules found in the law.<sup>5</sup> These rules outline the substantive and procedural due process rights of students who are involved in programs or activities within the Charter School. Additionally, the Charter School has adopted rules that guarantee the minimum due process standards and protections.

### **A. Short-term Suspension**

#### **Conditions and Limitations of Short-term Suspensions<sup>6</sup>**

The Charter School must consider the nature and circumstances of the student's act, and the act must reasonably warrant both a short-term suspension and the length of the suspension imposed. However, the Charter School may designate certain offenses so severe that

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<sup>5</sup> WAC 392-400

<sup>6</sup> WAC 392-400-245

suspension must be imposed as a consequence. The Principal may grant exceptions to a short-term suspension punishment for extenuating circumstances. Any student who has been suspended may apply for readmission at any time.

As a general rule, the Charter School may not impose a short-term suspension unless another appropriate form of corrective action has already been imposed. Additionally, a student may not be subject to a short-term suspension for one or more unexcused absences unless:

- The Charter School first attempted another form of appropriate corrective action;
- The Charter School notified the student's parents/guardians in writing, in the parents/guardians' primary language, of the student's unexcused absences;
- The Charter School scheduled conference(s) with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and
- The Charter School has taken steps to reduce the student's absences, including discussions the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Students may not receive short-term suspensions for a total of ten (10) school days during any single semester. A student may be excluded from a particular classroom or instructional or activity area for the period of suspension, but the Charter School must provide an opportunity for a student to receive educational services during a period of suspension. Any student given a short-term suspension must be allowed to make up assignments and tests missed during the suspension if:

- The assignments or tests have a substantial effect on the student's grade; or
- The student would fail to receive credit in the class if he did not make up the assignment.

### **Notice to Parents/Guardians and Student of Short-term Suspensions<sup>7</sup>**

A student is entitled to a conference before he or she is suspended for a short-term. Prior to the conference, the student must be given verbally or in writing:

- Notice of the alleged misconduct and Charter School rule(s) that was allegedly violated;
- An explanation of the evidence that supports the allegations;
- An explanation of the corrective action that will occur; and
- An opportunity to explain him or herself.

If the suspension is to exceed one calendar day, the Charter School must inform the parents/guardians of the reason for the student's suspension and the duration of the suspension verbally and/or by letter as soon as reasonably possible. This notice shall also inform the parents/guardians of their right to an informal conference, and that the suspension may possibly be reduced as a result of such conference.

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<sup>7</sup> WAC 392-400-250

All short-term suspensions, and the reasons for the suspensions, must be reported to the Charter School Board within twenty-four (24) hours after the suspension is imposed.

### **Grievance Procedure for Short-term Suspensions<sup>8</sup>**

If the student or parent disagrees with a proposed short-term suspension, they have the right to an informal conference with the Principal to resolve the grievance. During the conference, the Principal may question any person involved; the student or parent/guardian may also question the employee who imposed the discipline.

If the grievance is not resolved, a written or verbal appeal may be made to the Administrative Panel within two (2) school business days. If the grievance is not resolved at the Administrative Panel level, a written or verbal appeal may be made to the Charter School Board at the next regular meeting if notice is given within two (2) school business days. The Charter School Board must notify the student and parents/guardians of its response within ten (10) school business days after the date of the meeting. Unless the Principal decides to delay the suspension, it may be imposed during the appeal process.

## **B. Long-term Suspensions**

### **Conditions and Limitations of Long-term Suspensions<sup>9</sup>**

The Charter School must consider the nature and circumstances of the student's act, and the act must reasonably warrant both a long-term suspension and the length of the suspension imposed. The Charter School may not impose long-term suspension as a form of discretionary discipline as defined in WAC 392-400-205(11). A student may be excluded from a particular classroom or activity area for the period of suspension, but the Charter School must provide an opportunity for a student to receive educational services during a period of suspension. However, the Charter School may designate certain offenses so severe that suspension must be imposed as a consequence. The Principal may grant exceptions to a long-term suspension punishment for extenuating circumstances. Any student who has been suspended may apply for readmission at any time.

As a general rule, the Charter School may not impose a long-term suspension unless another appropriate form of corrective action has already been imposed. Additionally, a student may not be subject to a long-term suspension for one or more unexcused absences unless:

- The Charter School first attempted another form of appropriate corrective action;
- The Charter School notified the student's parents/guardians in writing, in the parents/guardians' primary language, of the student's unexcused absences;
- The Charter School scheduled conferences with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and

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<sup>8</sup> WAC 392-400-255

<sup>9</sup> WAC 392-400-260

- The Charter School has taken steps to reduce the student's absences, including discussions with the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Students in grades kindergarten through four are not subject to long-term suspension, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

Students in grade five may not receive long-term suspensions which cause the student to lose academic grades or credit in excess of one semester or trimester during the same school year. All long-term suspensions, and the reasons for the suspensions, must be reported to the Charter School Board within twenty-four (24) hours after the imposition of the suspension.

### **Notice of Hearing and Waiver of Hearing Rights for Long-term Suspensions<sup>10</sup>**

Before a student can be suspended long-term, the student and his or her parents/guardians must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Explain the alleged misconduct and the Charter School rule(s) alleged to have been violated;
- Identify the corrective action or discipline being proposed;
- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s); and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the proposed long-term suspension may be imposed without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of "school business days" potentially applicable to the hearing date.

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians' request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may impose the long-term suspension.

### **Prehearing and Hearing Process for Long-term Suspensions<sup>11</sup>**

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing. This hearing must commence within three (3) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

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<sup>10</sup> WAC 392-400-265

<sup>11</sup> WAC 392-400-270

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record. The hearing officer must present the student, or his or her attorney or parents/guardians, with written findings of fact, conclusions, and the nature and duration of the suspension or lesser punishment imposed.

### **C. Expulsion**

#### **Conditions and Limitations of Expulsion<sup>12</sup>**

Before a student may be expelled, he must receive a written notice and an opportunity for a hearing. A student may not be expelled unless the nature of his or her misconduct warrants the harshness of an expulsion. A student may not be expelled as a form of discretionary discipline as defined in WAC 392-400-205(11). A student may be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion, but the Charter School must provide an opportunity for the student to receive educational services during a period of suspension or expulsion. The Charter School may not expel a student unless another appropriate form of corrective action has already been imposed, or the Charter School reasonably believes other forms of corrective action would fail if employed. An expulsion may not be for an indefinite period of time. An expulsion may not exceed the length of an academic term, unless the Charter School Board authorizes an extension in compliance with the Superintendent of Public Instruction's rules adopted for this purpose. The Charter School shall make reasonable efforts to assist students in returning to an educational setting prior to, and no later than the end date of the expulsion. Any student who has been expelled may apply for readmission at any time.

A student may not be subject to corrective action unless:

- The Charter School notified the student's parents/guardians in writing, or other necessary manner, of the student's unexcused absences;
- The Charter School scheduled conference(s) with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and

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<sup>12</sup> WAC 392-400-275



- The Charter School has taken steps to reduce the student's absences, including discussions with the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Once a student is expelled from the Charter School, the Charter School must notify the appropriate local and state authorities, including but not limited to juvenile authorities, so the authorities may address the student's educational needs. All long-term expulsions, and the reasons for the expulsions, must be reported to the Charter School Board within twenty-four (24) hours after the imposition of the expulsion.

### **Notice of Hearing and Waiver of Request for Hearing Rights for Expulsions<sup>13</sup>**

Before a student can be expelled, the student and his or her parents/guardians must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Explain the alleged misconduct and the Charter School rule(s) alleged to have been violated;
- Identify the corrective action or discipline being proposed;
- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s); and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the proposed expulsion may be imposed without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of "school business days" potentially applicable to the hearing date.

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians' request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may impose the expulsion.

### **Prehearing and Hearing Process for Expulsions<sup>14</sup>**

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing. This hearing must commence within three (3) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;

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<sup>13</sup> WAC 392-400-280

<sup>14</sup> WAC 392-400-285

- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record. The hearing officer must present the student, or his or her attorney or parents/guardians, with written findings of fact, conclusions, and the expulsion or nature of any lesser punishment imposed.

#### **D. Emergency Actions**

##### **Emergency Removal from a Class, Subject, or Activity<sup>15</sup>**

A student may be immediately removed from a class or activity by a certificated teacher or Charter School administrator, and sent to the Principal's office, when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the Charter School. This is a short-term action that may continue only until the danger or threat ceases, or the Principal imposes discipline, such as a short-term suspension, long-term suspension, or expulsion.

The Principal must meet with the student as soon as possible after the student's removal to take the appropriate corrective action or punishment. This meeting must occur before the start of the next school day following the student's removal. The removal cannot normally exceed one day. Before the student can be returned to the class or activity he was removed from, the Principal must inform the teacher or administrator who initiated the removal.

##### **Limitations on Emergency Expulsions<sup>16</sup>**

A student may be expelled immediately by the Principal in emergency situations, if the Principal has good and sufficient cause to believe the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the expulsion..

##### **Notice of Hearing and Waiver of Hearing Rights for Emergency Expulsions<sup>17</sup>**

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<sup>15</sup> WAC 392-400-290

<sup>16</sup> WAC 392-400-295

<sup>17</sup> WAC 392-400-300

The Charter School must notify the student's parents/guardians of the emergency expulsion, and their right for a hearing, within twenty four (24) hours of the expulsion (If the expulsion is based on failure to comply with state immunization law, the notice must be made *before* the expulsion is imposed). The notice must be delivered either in person, with the Charter School documenting delivery of the notice by obtaining the parents/guardians' signature, or by certified mail. Reasonable attempts to contact the parents/guardians must be made by phone if the notice is mailed. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Specify the alleged reasons for the emergency expulsion;
- Identify the corrective action or punishment taken and proposed;
- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s) as soon as reasonably possible; and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the emergency expulsion may be continued as deemed necessary by the Charter School for up to ten school days from the date of the student's emergency removal from school without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of "school business days" potentially applicable to the hearing date.

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians' request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may continue the emergency expulsion for up to ten school days from the date of the student's emergency removal from school as deemed necessary by the Charter School.

### **Prehearing and Hearing Process for Emergency Expulsions<sup>18</sup>**

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must immediately schedule a hearing, and give notice of the hearing, as soon as reasonably possible. This hearing must occur no later than two (2) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and

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<sup>18</sup> WAC 392-400-305

- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record.

The Administrative Panel must make a decision whether or not to continue the emergency expulsion within one Charter School business day after the hearing concludes. The hearing officer must inform the student, or his or her attorney or parents/guardians, of the findings of fact, conclusions (including whether or not the emergency situation giving rise to the emergency expulsion continues), and whether the emergency expulsion should be converted to another form of corrective action. The Administrative Panel's decision must be sent to the student, or his or her attorney or parents/guardians, via certified mail.

An emergency expulsion may be continued following the hearing if the emergency basis continues and/or as corrective action or punishment for the actions giving rise to the emergency expulsion in the first place.

## **E. Appeal Process**

### **Long-term Suspensions and Expulsion Appeals<sup>19</sup>**

The student may appeal an Administrative Panel's decision regarding his or her long-term suspension, expulsion, or emergency expulsion. The Charter School Board will hear such appeals. The student must notify the Principal of the student's desire to appeal within three (3) school business days after receiving the Administrative Panel's written decision.

If the student does not appeal within that timeframe (three (3) school business days), his or her suspension or expulsion may begin on the first calendar day following the expiration of that three (3) school business day period. If the student does appeal, the suspension or expulsion may be imposed during the appeal, subject to the following conditions:

- The long-term suspension or non-emergency expulsion may be imposed during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is shorter;
- An emergency expulsion may be continued during the appeal period as long as the student continues to pose an immediate and continuing danger or continuing threat of substantial disruption;
- If the student serves any days of the suspension or expulsion before the appeal is decided, those days will be credited toward the overall duration of the suspension or expulsion and will not limit or extend the duration of that suspension or expulsion; and
- If a student subject to a temporary suspension returns to Charter School before the appeal is decided, he must be allowed to make up assignments and tests missed during his or her suspension if the missed assignments or tests have a substantial effect on the

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<sup>19</sup> WAC 392-400-310

student's grade, or failure to complete the assignments would prevent the student from receiving credit for the course(s).

Any appeal of the Charter School Board's decision must be to the courts. The Charter School has the discretion to postpone its decision pending the student's appeal to the court, except if ordered otherwise by the court.

### **Procedures for Appeals Hearings before the Charter School Board<sup>20</sup>**

If the Charter School Board receives the notice of appeal within the designated timeframe (three (3) school business days), it must schedule and hold an informal conference to review the matter. This informal conference must occur within ten (10) school business days after the Charter School receives the notice of appeal. The purpose of this meeting is to meet with both the student and the Administrative Panel to decide the most appropriate way to handle the appeal. At that time, the student, or his or her attorney or parents/guardians, may present witnesses and evidence as Charter School Board deems is reasonable. The Board will decide on one of the following procedures before the conclusion of the conference:

- Review the hearing record or other submitted materials, and make its decision within ten (10) school business days after the date of the conference; or
- Hear further arguments based on the hearing record and make its decision within fifteen (15) school business days after the date of the conference; or
- Hear new evidence and arguments, not based on the hearing record, within ten (10) school business days after the date of the conference.

If the Board decides to hear new evidence and arguments, the student has certain rights, including:

- Before the new hearing, to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses he desires. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The hearing will either be tape recorded or transcribed verbatim in a written record.

### **Discipline and Short-term Suspension Grievances<sup>21</sup>**

The Charter School Board may authorize an Administrative Panel to hear and decide discipline and short-term suspension grievance appeals.

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<sup>20</sup> WAC 392-400-315

<sup>21</sup> WAC 392-400-317

## Charter School Board Decisions<sup>22</sup>

The Charter School Board may decide to impose, affirm, reverse, or modify a student's discipline, suspension, or expulsion after the appeal hearing. This decision may only be made:

- By the board members who heard or read the evidence;
- By the board members who were not witnesses in the case; and
- At a meeting at which a quorum of the board is present, and by majority vote.

## Students With Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

### **1. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **2. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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<sup>22</sup> WAC 392-400-320

2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **3. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### **4. Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### **5. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### **6. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the



protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 9 - Evidence of Community Support/Engagement in Application Process

##### Contents:

- Community Design Meeting Invitation
- Community Design Meeting Agenda
- Community Design Meeting Sign-in Sheet
- Community Design Meeting Photos
- Community Design Meeting PowerPoint Presentation
- Signatures of Support
- Communication with Tukwila Mayor
- Letter of Support from Patrice Thomas, SE Seattle Organizer
- Letter of Support from Harvey Drake, Senior Pastor at Emerald City Bible Fellowship on Rainier Avenue in south Seattle
- Letter of Support from Sahra Farah, Executive Director of Somali Community Services of Seattle
- Letter of Support from Libuse Binder, Executive Director of STAND for Children Washington
- Letter of Support from Abigail Cedano, Senior Director of Schools for Summit Public Schools
- Letter of Support from Bree Dusseault, Executive Director of Green Dot Public Schools in Washington
- Letter of Support from Steve Mullin, Board Chair of the Washington State Charter Schools Association and President of the Washington Roundtable
- Letter of Support from Shirline Wilson, Executive Director of Democrats for Education Reform (DFER) and Board Chair for Summit Public Schools Washington
- Letter of Support from Joyce Yee, Community Organizer in south Seattle
- Letter of Support from Tricia Maas, Education Researcher and Seattle Resident



# IMPACT

## PUBLIC SCHOOLS

### Community Design Meeting

*Impact Public Schools is applying to open a free, public charter school serving grades K-5 in your neighborhood! Join us to learn more.*

**Thursday, March 16 at 6 PM**

**SeaTac Community Center**

13735 24th Ave S, SeaTac, Washington 98168

All community members are invited to learn about our model, meet the team, & share input.



**Dinner, translation services, and childcare will be provided.**

To learn more, call Jen Wickens at (206) 747-0599 or email [jwickens@impactps.org](mailto:jwickens@impactps.org)

**All are welcome!**



## Community Design Meeting Agenda

When	Slides 1 - 14	What	Who
6:00 pm	1	Welcome	Natalie
	2	Introductions	All
6:05 pm	3 - 4	Introduction to Impact	Natalie
	5	Mission #1	Chrissie
	6	Mission #2	Natalie
6:15 pm	Activity	Question #1 - If you could change one thing about elementary school, what would it be?	Chrissie
	7 - 8	Slidedeck	Jen
	9 - 12	Slidedeck	Chrissie
6:30 pm	Activity	Question #2 - What excites you about the model and what questions do you have?	Jen
	13	Slidedeck	Jen
6:50 pm	Activity	<p>Select a group based on passion and interest:</p> <p>Question #1 - What structures, systems and ways of being do we need to include to ensure every child and family is known?</p> <p>Question #2 - What would a learning management system need to be able to do to support self-directed elementary learners?</p>	Jen/Chrissie /Natalie

		Question #3 - What community resources are available for authentic, dynamic projects and expeditions?	
	14	Slidedeck - Take-aways & Closing	Jen and Natalie
7:00 pm		Adjourn	

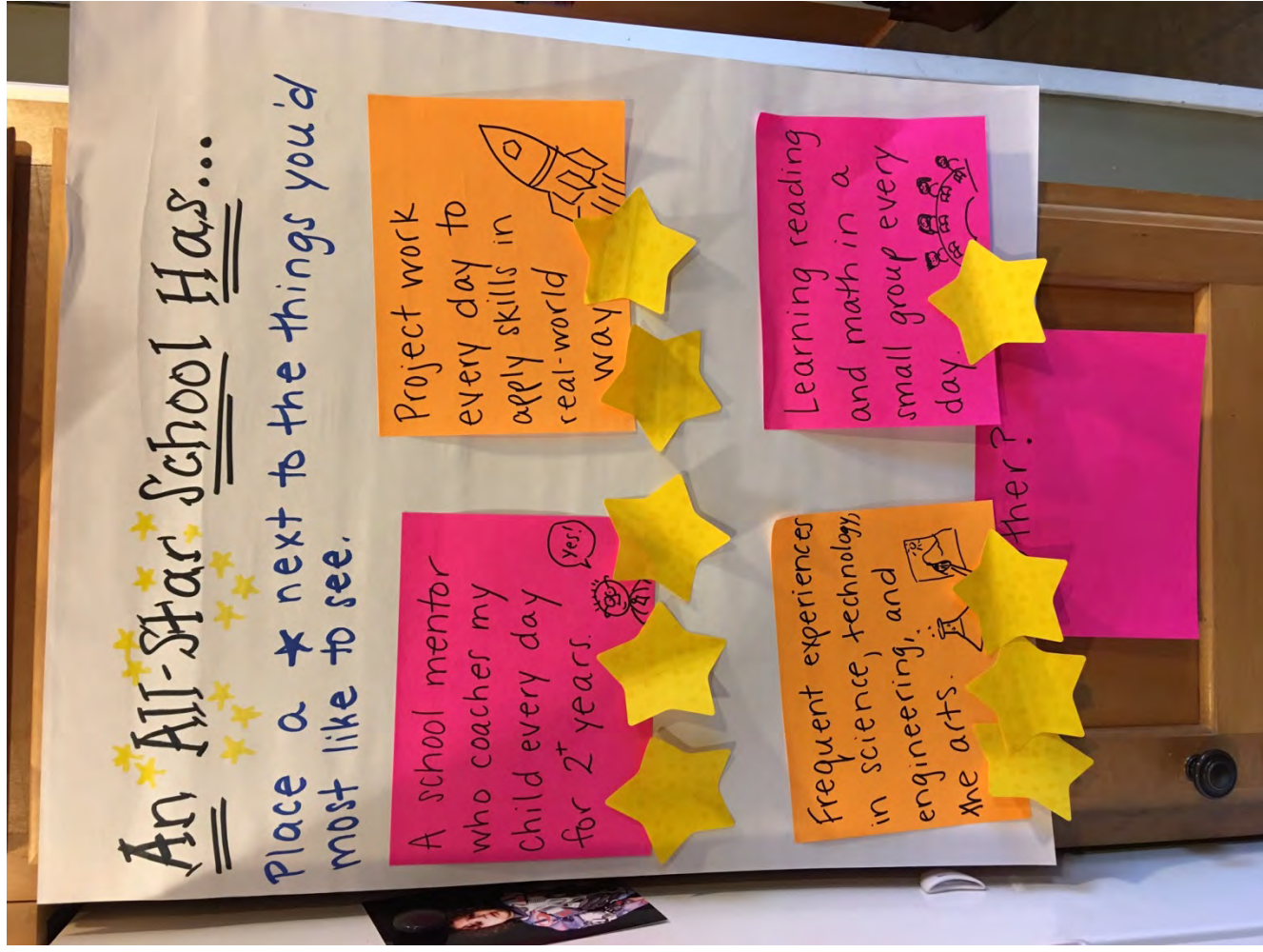
First & Last Name & Address	Student(s) Name	Current Age of Child(ren)	Phone Number	Email	How did you hear about us?
Adam + Alyson Shumans	Mateo Shumans	5	206-306-3571	ashumans@gmail.com	
Emily Aeschliman			831.801.9901	emilyaeschliman@gmail.com	
NAMRATA KOTHARI				NAMRATA. D.KOTHARI @GMAIL.COM	JEN WICKENS
Trang Le			253 686 7735	trang.le@ greendot.org	Jen W.
Craig Kanays			206-718-8249	craigk@ Strategy360.com Facebook	Jen W &
Jeff Petty			206 595-6133	jeff@parsi.org	Jen!
Noah Wegman	Toby + Ella	10 + 8	206 4659 0071	nwegman@ gmail.com	Jen



Community Design Meeting – March 2017  
Sign-In Sheet

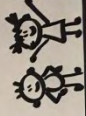
First & Last Name & Address	Student(s) Name	Current Age of Child(ren)	Phone Number	Email	How did you hear about us?
Lynn Gilliland		15, 17			Jen
EVELYN GORDON P.O. BOX 78578 SEA WA 98178	DEASIA GORDON	7	(206) 349- 6082		GREEN DOT STAFF
Huoy Chen Walter Chen	Eleanor Chen	2	(949) 302-3667	huoylinchen@ gmail.com	Jen

**Photos from the First Community  
Design Meeting at Bilingual  
Buddies Learning Center  
February 20, 2017**





# What do you hope & dream for kindergarten?

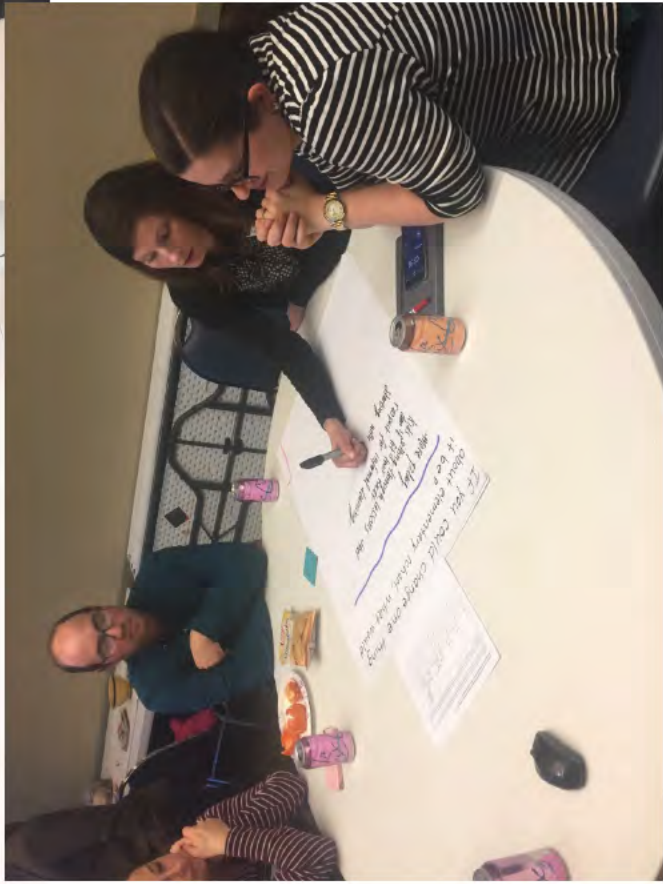
My child will...	My child's teacher will...
	
Love reading	Know her well & show her love
Movement Class in gym	Teach to each child
Love! School!	Be able to pay him individual attention
Social	Teach to the awesome child
	Contribute well to the group

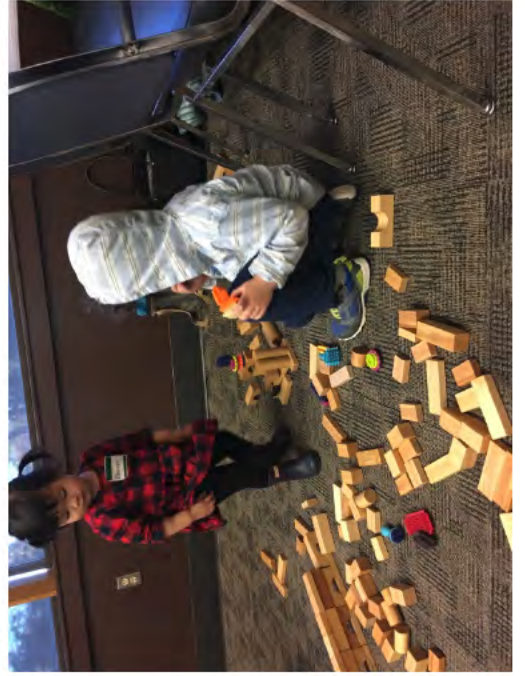


**Photos from the Second  
Community Design Meeting at  
SeaTac Community Center  
March 16, 2017**

If you could change one thing  
about elementary school, what would  
it be?

- communication
- Disversity
- Disciplinary Policy
- rigor
- Curriculum - more  
homework
- more hands on
- more projects
- meeting Special needs
- Parent engagement
- FUN





If you could change one thing about elementary school, what would it be? Make absolutely sure students are ready for <sup>high</sup> junior high  $\downarrow$

Recognize + provide different ways children learn.

Refrain from labeling children. Children know!

Children should not be confined by grade level - allow them to learn at their own pace.

Exposure to diverse cultures - throughout year + Teach emotional regulation - meditation, yoga!

No books!

Diversity of faculty + administration.

Vegetarian + healthy + tasty food.

Not them ready for junior high - not just academics but processes - organization, note-taking, to advocate for self when behind, how to change classes over, one/healthy masculinity models/development + communication skills (for all)

Reflect on communities, rhythms and spaces at Impact.



- Lots of dynamic spaces
- Structure meets needs of time
- DEI institution.

?

- Structures for student leadership
- Are compass groups, classrooms, or mixed age?
- How do students form friends? (when community is always changing)
- What happens if you are immersed in a book your day + you want to read all day?
- How does personalization happen?
- Shift time - complex directions for younger students?
- What is maker space?
- How to translate DEI for young students.

Reflect on communities, rhythms, and spaces at Impact.



?

How might different models need to be adapted for different age groups?  
*class*

~ SEI / DEI

~ Creating consistent rhythm of goal-setting / reflection

~ Power Hour

~ House model / relationships bit older / younger

~ Recognizing progress, accomplishments

~ Friday expeditions

Reflect on communities, rhythms, and spaces at Impact.



?

Personalization  
- grouping  
- like the mixed age

Outside of Retreat can they move around

How much time is available for movement?

- wonder time

- How many teachers per group

- Where is homebase? (compass)

alot of info. (p)

## EMPOWERMENT: Projects & Art Expeditions

What community resources are available for authentic, dynamic projects and expeditions?

- NW tap in Bala (Seattle)
- PAC INSTITUTE / Ethiopia / Somal Cultural Center
- Cascade Bicycle - Billed Bikes
- Global to Local (Tacoma) Healthy Food
- Port of Seattle (STEM)
- Seward Park
- Boeing Int Flight
- Alaska Airlines
- Vet Clinic - 4th
- Acting / Drama (Burien - Highline Schools)
- Boys + Girls Club
- Gardening
- Nichols - Karate

## AGENCY: Studio

What could a learning management system (LMS) do to help a K-5 student direct their own learning?

- more user friendly / game
- visual + explicit
- auditory + in different languages
- Keep concept at progress line.
- fun tracking visual
- hiding goal structure. (making standards invisible)  
↳ feedback device not motivator.
- functioning as a planner.  
w/ "I'm tired.. I should do this vs I'm fired up, I should do this"
- scaffolding choice
- self-study or self-reflection.
- reminder list of coping / relaxing / mindfulness tools.  
↳ refreshers

## RELATIONSHIPS: Compass

What structures, systems, and ways of being would show that your child is known?

Parent Academy - Parent-driven topics

Parent classes/resources

Affinity Groups for Parents

United Parents -advocacy arm

Student choice in mentorship

Teacher/support who isn't an evaluator

Home visits





# IMPACT

PUBLIC SCHOOLS

## Community Design Meeting



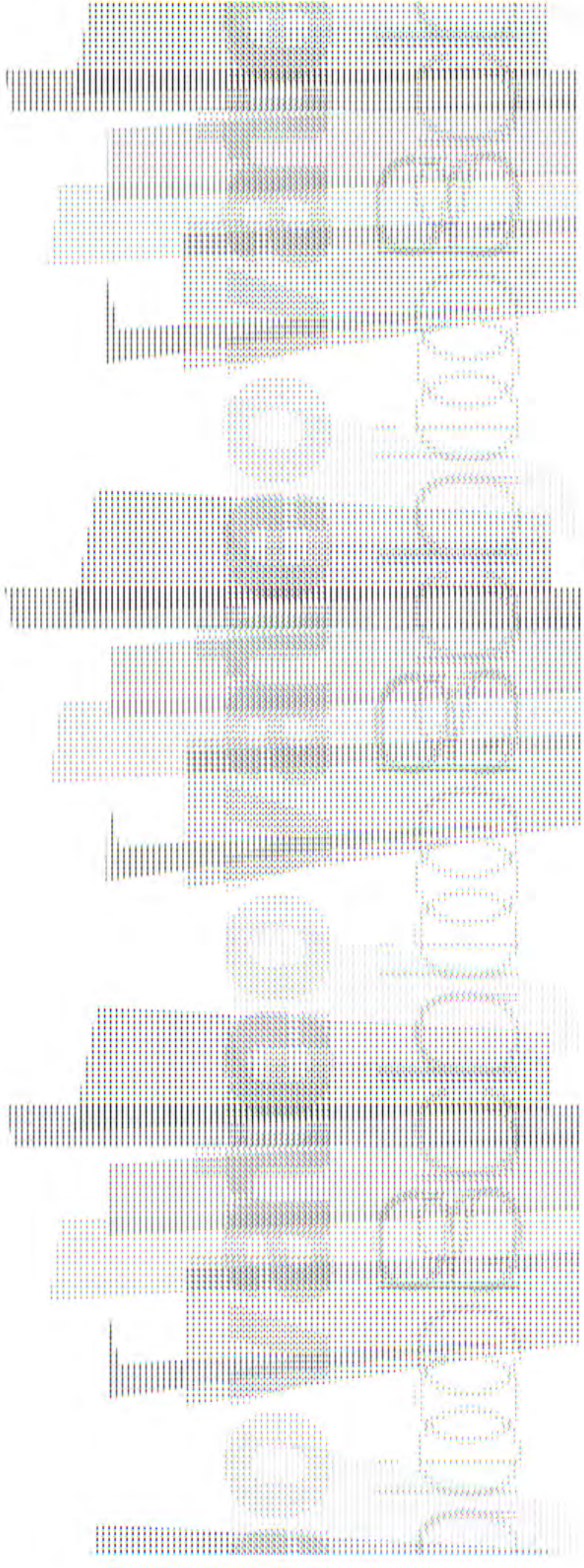
March 16, 2017

# Our Results

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Impact Academy is ranked  
one of the **top Bay Area**  
**schools for underserved**  
**students** in the Innovate  
Public Schools study

Summit Sierra was ranked  
**one of 14 most innovative**  
**schools in the world** by  
Business Insider



**TEACHFOR**  
**AMERICA**



**BUSINESS**  
**INSIDER**



# Our Vision



One day, every single Washington state student will have the choice to attend a high quality public school that prepares them with the skills, habits, and mindsets to succeed in a four-year college and positively contribute to our community.

One day, we will eliminate the growing opportunity gap in our state.

One day, Washington will boast a public education system that is connected, just, and vibrant.



## Our Core Values

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Bold Ambitions

Diversity, Equity & Inclusion

Team WA

Everyone Grows

Play Big

Intention

# Mission #1

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We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.





# Design Principles

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## Relationships

Secure attachments within  
a tight-knit community  
of learners

## Agency

Personalized pathways  
for each individual

## Empowerment

Deep, authentic  
learning experiences and  
passion exploration



# Ultimate Learning Outcomes

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## Core Skills

CCSS in literacy and math, and content in social studies and science



## Deeper Learning Skills

Next Generation Science Standards, Nat'l Arts Standards, WA State EALRs, CCSS

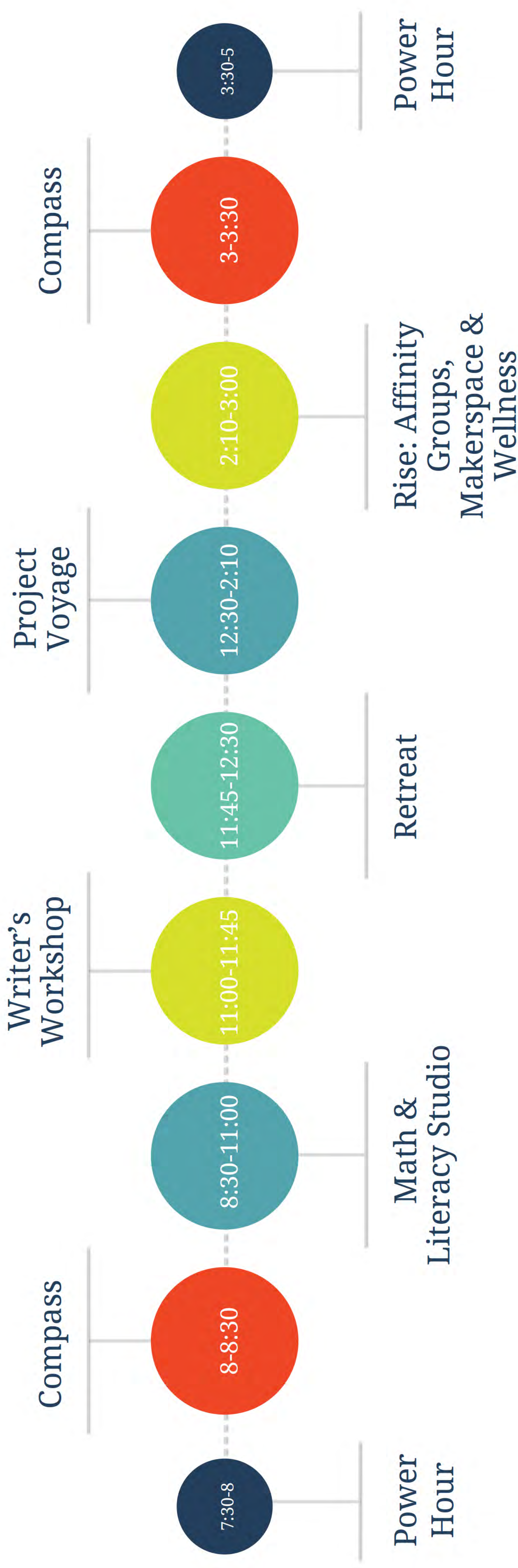


## Habits of Leadership

Social Emotional Learning (SEL) Skills, and Diversity, Equity & Inclusion (DEI) Skills

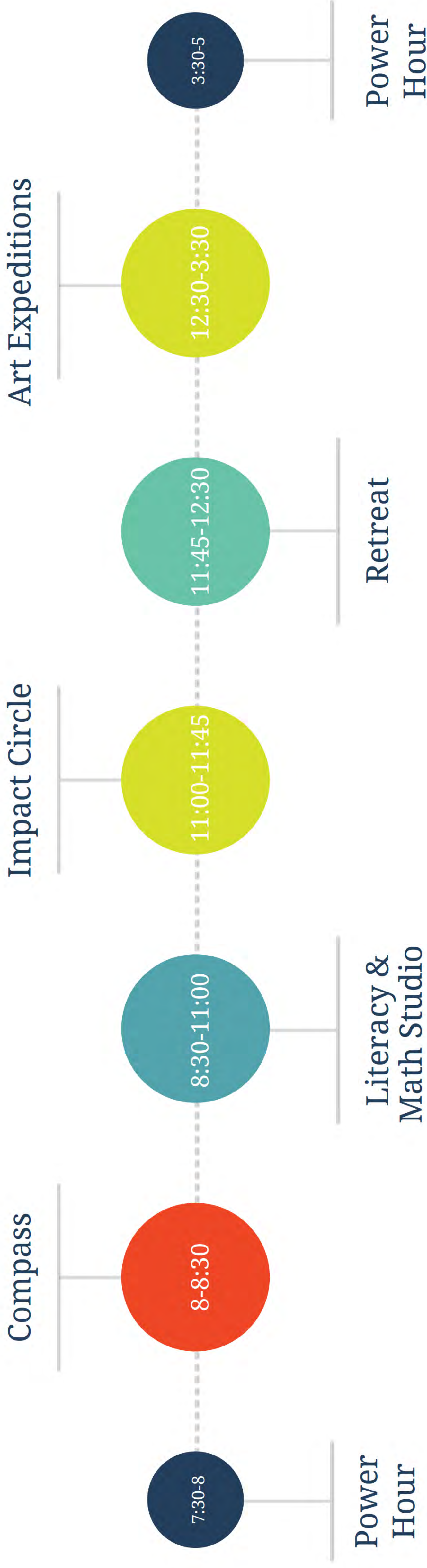
# Day in the Life: Mon - Thur

Proven best practices woven thoughtfully together to create a new, world-class model.



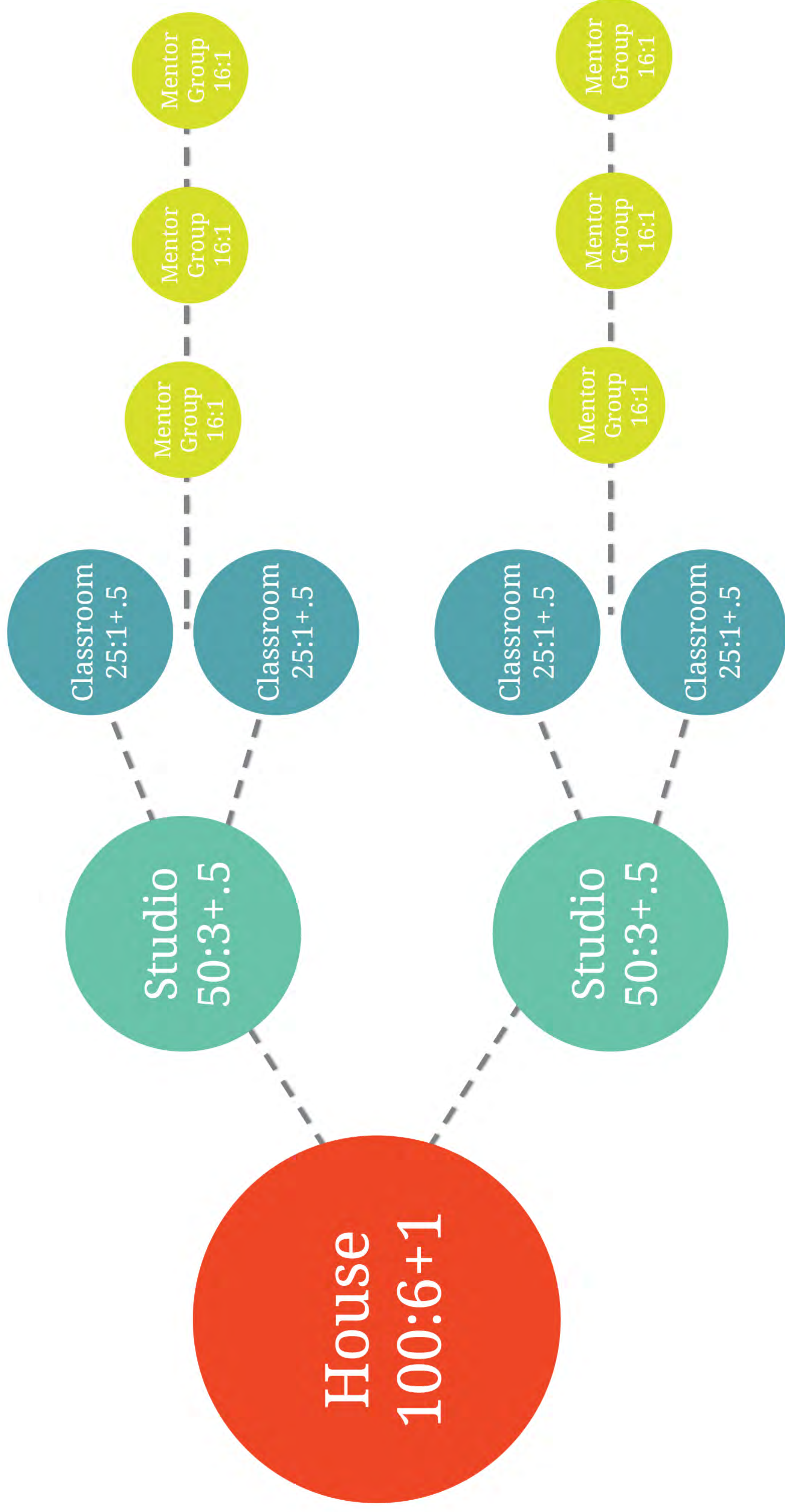
# Day in the Life: Friday

In weekly expeditions, students explore artistic passion while adults engage in more than 40 days of professional development.





# Community Configurations



# Rhythms and Spaces at IPS

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## Compass 16:1

- SEL/DEI Instruction
- Goal Setting
- Schedule Planning



then



## Class 25:1+1

- Writer's Workshop
- Voyage
- Rise

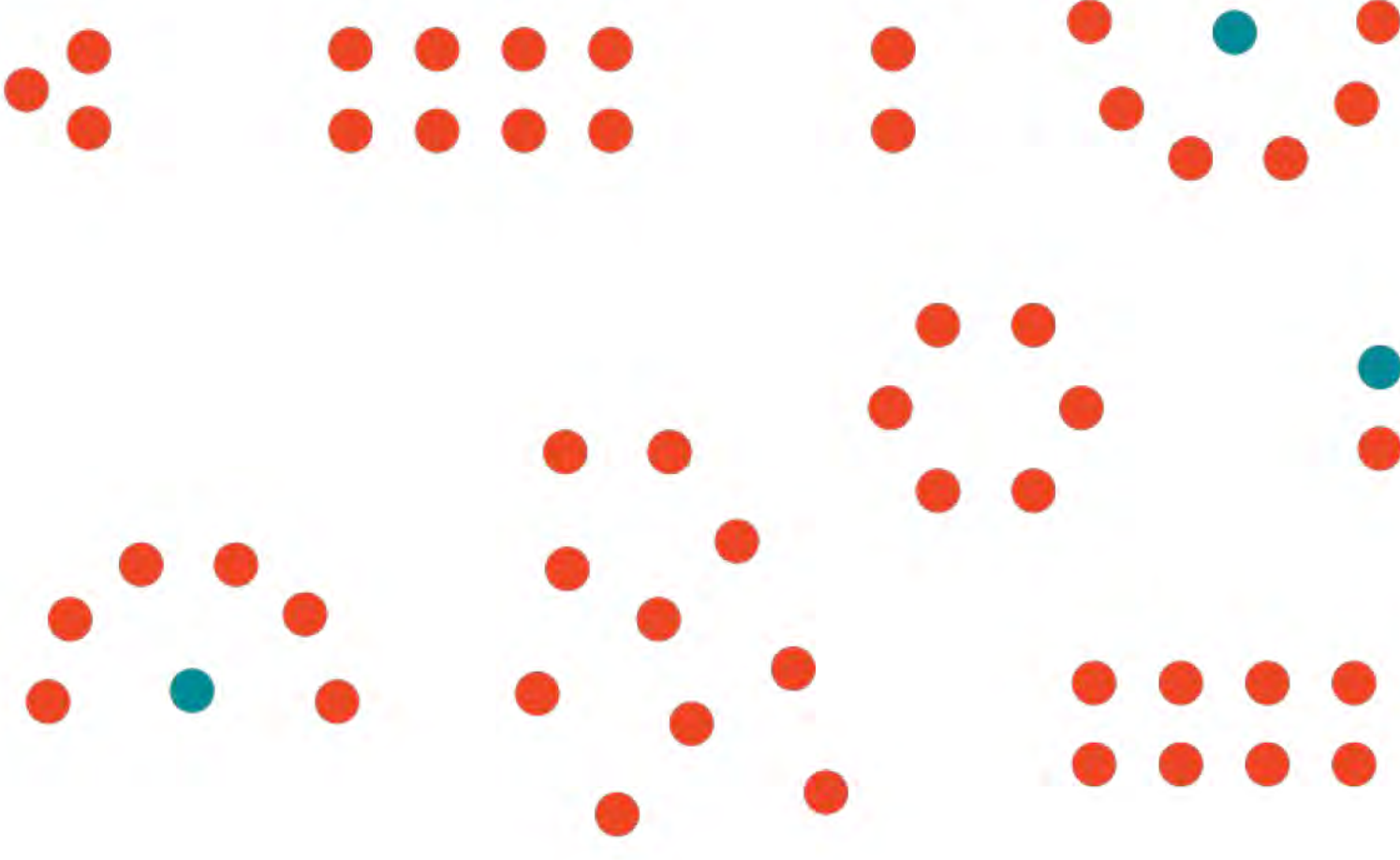


then



## Studio 50:3+1

- Math & Literacy Studio



## House 100:16+1

- Impact Circle
- Project Showcase



# Project Voyages

**Yearlong Arc**  
e.g. "The World of Stories"

**Project Arc**

e.g. "My Story in the World"

**Mini Arcs Within Each Project**

**Explore**  
~2 Weeks

**Create**  
~3 Weeks

**Showcase**  
~1 Week

**x6-8 Projects**





**PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**

**PETICIÓN PARA ESTABLECER IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at **Impact: Seattle**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the **Washington State Charter School Commission** to grant approval of the charter pursuant to RCW 28A.710. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the Board.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en **Impact: Seattle**. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva del **Washington State Charter School Commission** apruebe esta petición charter, según lo provee RCW 28A.710. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva.

Name Nombre	Signature Firma	Address Dirección	ZIP Code Código postal	Email Address or Phone Number Dirección de correo electrónico o Número de teléfono	Total number of children Número total de niños	Number of children currently in grade pre-school - 3rd grade Número de niños actualmente en el grado 7 o más bajo	Date Fecha
LOREN DEMEROUTIS		2115 S MARIKUS ST	98144	LOREN.DEMEROUTIS@GMAIL.COM	2	2	3/2/17
SHARON HORN		4800 NE 42nd St	98105	SHARONHORN@GMAIL.COM	3	1	3/2/17
Jennifer Horner		3808 43rd Ave NE	98105	matzje@hotmail.com	3	2	3/3/17
TARA UFFELM		4905 NE 40th St	98105	uffelmar@yehaw	3	2	3/3/17
David Uffelm		4905 NE 40th St	98105	david.uffelm@psd1.com	3	2	3/3/17
Brittany Janda		1525 NW 57th St	98107	bjanda@gmail.com	1	0	3/2/17

**PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**  
**PETICIÓN PARA ESTABLECER IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**

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Name Nombre	Signature Firma	Address Dirección	ZIP Code Código postal	Email Address or Phone Number Dirección de correo electrónico o Número de teléfono	Total number of children Número total de niños	Number of children currently in grade pre-school - 3rd grade Número de niños actualmente en el grado 7 o más bajo	Date Fecha
Adam Shumays		11914 26th Pl SW	98146	ashumays@gmail.com	2	1	3/2/17
Alyson Shumays		11914 26th Pl SW	98146	ashumays2@gmail.com	2	1	3/2/17
Courtney Chin		8720 43rd Pl SW	98136	ccmcair@gmail.com	1	1	3/22/17
<del>Adriana Belmont</del>		4026 44th Ave SW	98116	elizabethpeterson@gmail.com	2	2	3/21/17
Juli Stein		2609 E Dennyway	98122	juli.e@u.washington.edu	2	1	3/21/17

**PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**  
**PETICIÓN PARA ESTABLECER IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**

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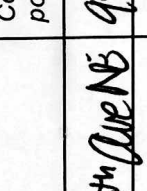

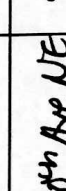
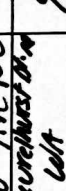
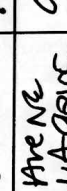
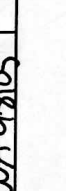
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Rakha Shott		521 21st Ave Seattle 98122	98122	267-994-1489	1	0	3/10/17
Blanca Chavez		6842 4th Ave NE Apt 111 Seattle 98115	98115	509.433.1019	0	0	3/10/17
Maggie Meyers		12026 5th Ave NW Seattle 98177	98177	724-263-9826	0	0	3/10/17
Francesca McDaniel		611 SW 154th St Burien, WA 98148	98166	(206) 809-3080	0	0	3/10/17
NANCY DURHAM		900 Roy St, Apt 306 Seattle, WA 98109	98109	206.863.1524	0	0	3/10/17
Mitch Price		2405 E Alder St Seattle, WA	98122	206-650-7489	0	0	3/14/17

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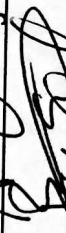

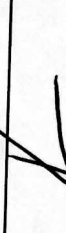


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Melody Connor		3822 4th Ave NE	98105	melodyamayer@yahoo.com	2	2	3/3/17
Leslie Bratton		6539 NE Winthrop St	98105	leslie.bratton@gmail.com	3	3	3/3/17
John Bratton		61	61			3	3/3/17
Lisa Hagan		7510 30th Ave NE 3201 W. Cavanaugh Dr	98115	lisa-m.hagan@hotmail.com	2	1	3/3/17
KEISTAN NEARNE		SEATTLE, WA	98105	kristinmela@kristinmela.com	3	2	3/7/17
Kirstin Anderson		4751 49th Ave NE Seattle WA 98105	98105	Kirstinkandersore@gmail.com	2	2	3/7/17



**PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**  
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Sarah Gustafson		4422 Latona Avenue	98105	sarahgustafson@uw.edu	2	2	3/7/17
Brady Gustafson		4422 Latona Ave NE	98105	braden@gustafsonpraisers.com	0	0	3/7/17
MATT WICKENS		5108 NE 42nd St	98105	matteburnstead.com	2	2	3/7/17
Kimmy Struitt		7754 Ridge Dr NE	98115	kimstewartlucylelive	2	2	3/7/17
Tracy Ericsson		5816 Vassar Ave	98105	teridson@echohotmail.com	2	2	3/7/17
Michelle Cabull		4221 57th Ave NE	98105	michelle.louisa@gmail.com	3	3	3/7/17

**PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE**  
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Trang Le		9503 16 <sup>th</sup> AVENUE	98052	trang.jee@trendot.org	0	0	03/15/17
Theresataft		13203 97 <sup>th</sup> Ave #105	98173	theresd.taft@gmail.com	2	0	3/17/17
Emily Ganayo		4909 N 24 <sup>th</sup> ST.	98106	emily.ganayo@trendot.org	1	0	3/22/17
Blake Herrera		4620 3rd Ave. NW	98107	blake.herrera@trendot.org	0	0	3/22/17
Bree Dviseault		8414 55 <sup>th</sup> Ave S	98118	bree.dviseault@trendot.org	0	0	3/22/17



Jen Wickens &lt;jwickens@impactps.org&gt;

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## Impact Public Schools

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Natalie Hester <nhester@impactps.org>  
To: jwickens@impactps.org

Tue, Mar 21, 2017 at 2:58 PM

Mayor's response

Natalie

Begin forwarded message:

From: Allan Ekberg <[Allan.Ekberg@TukwilaWA.gov](mailto:Allan.Ekberg@TukwilaWA.gov)>  
Date: March 21, 2017 at 2:52:47 PM PDT  
To: Natalie Hester <[nhester@impactps.org](mailto:nhester@impactps.org)>, Derek Speck <[Derek.Speck@TukwilaWA.gov](mailto:Derek.Speck@TukwilaWA.gov)>  
Subject: RE: Impact Public Schools

Hello Natalie,

It was a pleasure to meet you and learn of your desire to develop a charter school in Tukwila. I've included Derek Speck, our Economic Development guru, in this note to you. He may have a handle or know others that do, regarding available properties in the City.

If I recall you are looking for 35,000' of space with some outdoor recreation space potential; do correct me if I'm wrong.

Derek, could you or staff set up a meeting with Natalie to understand their needs? She was kind enough to list some available ones below.

Thanks all.

~Allan

Allan Ekberg

Tukwila, Mayor

[206.433.1850](tel:206.433.1850)

From: Natalie Hester [<mailto:nhester@impactps.org>]  
Sent: Tuesday, March 21, 2017 1:56 PM  
To: Allan Ekberg <[Allan.Ekberg@TukwilaWA.gov](mailto:Allan.Ekberg@TukwilaWA.gov)>  
Subject: Impact Public Schools

Hello Mayor Ekberg,

It was great meeting you and your colleagues on Saturday at the Public Safety Open House. Thank you for allowing me to share our vision for Impact Public Schools with you. We are looking at the City of Tukwila for a possible location and we're committed to being part of the community. We would love to hear your thoughts.

Do you have time this week or next week to meet with Jen Davis Wickens the CEO of IPS and myself?

These are some possible dates and times.

March 23 2 pm to 4 pm

March 24 11 am to 3 pm

March 27 9 am to 4 pm

March 29 12 pm to 3 pm

Let me know if we need to choose some other dates.

Thank you,

Natalie Hester

Co-founder

Dir. of Operations and Engagement

Impact Public Schools

T: 206.356.7078 | [nhester@impactps.org](mailto:nhester@impactps.org)

March 27, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504 - 0996

I am writing as a South Seattle community organizer expressing my support for the Impact Public Charter Schools' application. This model will provide a renewed approach to education that will allow families additional options for quality education that is currently lacking.

Impact Public Schools model is built around a core belief that parents hold instinctively but schools seldom acknowledge, that each child has unique academic and social – emotional needs, plus unique strengths including cultural perspective and learning style. Impacts' mission and vision focuses on delivering a highly-personalized education to a diverse body of students. The schools' design elements, including personalized academic pathways for all students, school and community mentors, a focus on character development with an explicit focus on diversity, equity and inclusion, strongly support their vision.

I would like to specifically acknowledge the leadership of Natalie Hester. I have had the pleasure of knowing her primarily through a professional setting, over the past six and a half years. In all capacities, she has shown and exemplified passion for the projects, resources and the people that she was to serve. In my experience but also evidenced within her network and intentionality of partnership, she is keen on identifying the value innate to any situation, with a clear vision on how to meaningfully reach those with greatest need to establish the deepest impact. Her dedication, relationships and professional experience has positioned her to help carry this torch for Impact Public Charter Schools.

I urge the Commission to grant Impact Public Charter Schools a charter with the hope that someday soon, more children in the most diverse communities in southeast Seattle, and in the future, eastern Washington, can attend a public school that provides high quality, personalized education opportunities to a student body, with leadership that represents our region's diversity.

Sincerely,

Patrice Thomas  
Organizer, South Seattle Native & Resident



March 22, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for the Impact Public Schools charter application for their first K-5 school – Impact: Seattle - in south Seattle/Tukwila. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, and a strong community advocate and founding Summit Sierra parent, Natalie Hester. Both leaders have deep community partnerships, a strong commitment to closing the opportunity gap, and an excellent track record.

As the Senior Pastor at Emerald City Bible Fellowship on Rainier Avenue in south Seattle, I am also deeply committed to educational equity. I first met Mrs. Wickens when she launched Summit Public Schools as their Chief Regional Officer. Under Mrs. Wickens' leadership, Summit Public Schools has become a wonderful asset to the central and south Seattle community. The students are achieving excellent academic results and the school has strong parent demand.

Given this team's track record in partnering with the community to support excellent public charter schools, I can assure you that Impact Public Schools will be a success. The Impact team has already led extensive outreach across the Puget Sound region to ensure that families and community members are aware of the fantastic new option that IPS presents. Under Mrs. Wickens' and Mrs. Hester's leadership, IPS has engaged numerous faith-based organizations and leaders, feeder schools, and families in gathering feedback on their program.

Based on the work that I have seen Impact doing in the Puget Sound region to-date, I am confident that Mrs. Wickens and her team will engage diverse families who are representative of the south Seattle/Tukwila communities for Impact: Seattle.

Thank you for bringing another high quality option to our community.

Sincerely,

Harvey Drake  
Senior Pastor  
Emerald City Bible Fellowship



**SOMALI COMMUNITY SERVICES OF SEATTLE**

**8810 Renton Ave S**

**Seattle, WA 98118**

**Www.somcss.net**

**Email somcss@yahoo.com**

**Tel: (206) 760-1181, Tel: Fax: (206) 760-1186**

March 24, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
PO Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission,

I'm writing to express my support the Impact Public School charter application. The need for a high quality elementary school option in South Seattle/ Tukwila is profound. As the Executive Director of Somali Community Services of Seattle, we see families concerned about education. Somali Community Services of Seattle has been advocating for families for over 20 years. Many parents feel they are not being heard by the traditional public school system. Many of our East African families live in South Seattle/ Tukwila and having an elementary school with a focus on diversity and personalized instruction would be a welcomed addition.

I've worked with Natalie Hester in South Seattle for over 5 years. Her commitment to South Seattle families is unwavering. Her work advocating for families in housing, education and small business have touched so many East African families. Natalie has been an amazing parent volunteer and advocate in schools for many years and fought to keep charter schools open during the "Save Our Schools" campaign. She's committed to closing the achievement gap for all students in Washington State. Her background as parent and family engagement is inspiring.

I support the work and efforts of Impact Public Schools, and it is my belief that Impact Public Schools will have a positive influence in ALL communities it will serve.

Sincerely,



Sahra Farah

Executive Director

Somali Community Services of Seattle

8810 Renton Ave. South

Seattle, WA 98118



March 29, 2017

To Whom It May Concern:

At Stand for Children Washington, we are committed to ensuring that all children, regardless of their background, graduate from high school prepared for, and with access to, college or career training.

Sadly, many of Washington's students do not receive the high-quality education that they deserve. Our state has one of the largest achievement gaps in the country, with low-income students and those from communities of color consistently achieving lower graduation rates. All students in our state deserve quality options, and Stand endorses the creation of public charter schools like Impact Public Schools.

The Washington State-based founders of Impact have vast education experience in public charter schools. We feel confident endorsing not only their combined body of work, but also the school model they propose. Both Jen Wickens and Natalie Hester are incredible, tenacious leaders, who are humble, grounded, and passionate about ensuring that all students in Washington state have access to a high-quality education.

If approved, Impact will offer additional K-12 public school options in low-income communities located in South Seattle, Renton, Yakima, and the Tri-Cities over the next several years; with expansion plans to build eight new schools in Washington State in five years. The communities selected have high concentrations of diverse students, who would benefit from an option in their community that is both innovative, personalized, and proven to achieve results.

Impact's design elements include weekly student expeditions, 1:1 student to computer ratios, extended learning time, and personalized learning pathways for students and educators--with educators receiving 40 days of professional development a year. All of these elements promise to improve student engagement, student outcomes, and teacher effectiveness.

We believe Impact will be a powerful change agent in the communities they serve. We wholeheartedly endorse their petition to become a charter school provider here in Washington.

Sincerely,

A handwritten signature in blue ink, appearing to read "LB" with a long horizontal flourish extending to the right.

Libuse Binder  
Executive Director  
Stand for Children Washington





March 27<sup>th</sup>, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission,

I am writing to express my strong support of Impact Public Schools elementary charter application for the 2018-2019 school year. As Senior Director of Schools for Summit, I have had the privilege of working closely with Jen Davis Wickens over the last 6 months. I have experienced directly the lasting impact of her work as Chief Regional Officer at Summit and have had the opportunity to read the educational model her team has developed for Impact Public schools. Based on this experience, I am confident that Impact will significantly contribute to the South Seattle/Tukwila educational landscape offering a phenomenal tuition-free school option to the students who need it the most.

Before joining Summit, I worked in elementary education for 10 years; the last 5 years starting an elementary charter school in Brooklyn. My school, Success Academy-Williamsburg, performed in the top 1% of the state in both English and Math. The keys to this success were a high-interest project based curriculum, deep and lasting relationships with every student and family and a team of adults who believed that excellence has to start with them. Knowing what it takes to run a successful charter elementary, I am thrilled to see such a strong school elementary model applying to open in South Seattle/Tukwila.

Mrs. Wickens and her team are proposing a rich project based curriculum that will allow for children to use their natural curiosity to develop transferable skills. When students love what they are learning, they naturally work harder and learn more quickly. Impact is taking project based learning to the next level though by building student ownership. At Impact, students will not only be deeply engaged in their work but they will be truly owning the learning process using the personalized learning platform. Imagine a group of Elementary school students who leave 5th grade not only excited about learning but able to articulate their strengths, weakness and advocate for how they learn best. Summit would be thrilled to have these students enter our middle school or high schools!

Impact's team, however, understands that curriculum is not enough. At Summit, Mrs. Wickens built lasting relationships with students, parents and community members. When I started at Summit, everyone I met told me amazing things about Mrs. Wickens and over and over I heard about how she had listened to them, supported them, answered their questions and overall had been a welcoming and knowledgeable face as they interacted with Summit. Mrs. Wickens not only understands that students and parents need to be heard and valued for a school to be successful, she believes that her school can only be its best when it is a true collaborator with the community. I believe that any community would be lucky to have an Impact Elementary school.



Finally, Impact's team understands that a school can only be truly excellent when the adults in that school strive for excellence everyday. Mrs. Wickens is already putting together a phenomenal team of educators and parents who believe in success for every student. I know that Mrs. Wickens will only bring adults on her team if they fit two criteria. One, they must not only love young children but believe that all young children are capable of amazing things. Far too often we underestimate the potential of young children but if you look at Impact's model- they are doing the opposite. They are raising the bar for what our children are capable of. Secondly, Mrs. Wicken's will only hire adults who are true learners. Impact understands that for adults to be truly excellent, they need professional development, coaching and a growth-mindset to get better everyday. Impact understands that growth in adults will lead to great outcomes from students.

Based on these points, I believe that Impact has the key ingredients needed to run a phenomenal school where all students will be welcomed, honored and successful. As a Seattle resident, former elementary school principal and current WA Charter school leader, I urge the commission to approve this phenomenal charter. I know that if approved, Impact Elementary school will not only be a top-performing school option for Seattle/Tukwila school children but will also be a proof-point that with the right model, team and mindset, every student is capable of greatness.

Thank you for your consideration,

A handwritten signature in black ink that reads "Abigail Cedano". The signature is written in a cursive, flowing style.

Abigail Cedano

Senior Director of Schools-Summit Public Schools



February 28, 2017

Mr. Steve Sundquist, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Charter School Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to grow a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

On behalf of WA Charters, I am writing to express my strong support for Impact Public Schools' charter application for a K-5 school in South Seattle. Impact Public Schools, under the leadership of co-founder and CEO Jen Davis Wickens, has assembled a tremendous leadership team and board of directors that will serve both the school and the community well. For the past three years, Ms. Wickens has served as the Chief Regional Officer for Summit Public Schools, a highly successful charter management organization. In that role, Ms. Wickens successfully led the launch of two high-quality charter public schools in Seattle and Tacoma, and has worked tirelessly to lay the groundwork for another impactful school launch in West Seattle this fall.

Throughout her time at Summit Public Schools, Ms. Wickens has remained a steadfast advocate for Washington students' access to high-quality schools, and she has formed many successful partnerships with community based organizations and traditional school districts that effectively serve the entire charter public school sector. As evidence of this, through Summit Learning (formerly Summit Basecamp), Ms. Wickens has spearheaded partnerships with five traditional district schools on the east side of Washington, with additional South Puget Sound partnerships set to launch this summer. This represents the catalyst that high-quality charter public schools can be, bringing innovative and promising practices to students across the state. This work has continued in building out a strong leadership team at Impact Public Schools with significant depth of knowledge of both the South Seattle community through Natalie Hester, as well as elementary education expertise through Chrissie Wright. In sum, I am confident that the Impact Public Schools team is meaningfully committed to partnering with all public schools to benefit students across the state.

Impact Public Schools will build on the success of, and incorporate best practices from, Summit Public Schools. The South Seattle community will be rewarded with a truly innovative elementary school, one that



offers rigorous, yet personalized instruction capable of meeting the needs of a diverse population. The South Seattle community needs more high-quality public elementary schools like that being proposed by Impact Public Schools. According to data made available by the Road Map Project, significant opportunity and achievement gaps are already present in existing elementary schools across South Seattle, with low income students, English language learners, and racial minorities entering middle school behind their peers.

Approving Impact Public Schools' application will immediately address and remedy this trend. All students that matriculate from Impact Public Schools will have strong core skills in reading, writing, and mathematics, and they will demonstrate mastery of the Common Core standards through fifth grade. Utilizing a modified version of the 21st Century Leadership Framework, Impact Public Schools will ensure that students are prepared for middle school by developing students' non-cognitive skills, habits, and mindsets, such as growth mindset and hunger for learning. I believe the families of South Seattle should have the option to send their children to a school that offers this kind of transformative education.

Not only will Impact Public Schools positively affect the South Seattle community, it will critically support the continued growth and strength of the nascent charter public school sector. I am confident that Impact Public Schools will continue to develop critical partnerships with traditional school districts and community based organizations to share best practices, and that students matriculating from Impact Public Schools will want to matriculate into programs that have similar characteristics, like Summit Public Schools and Green Dot Public Schools.

Given the tremendous experience and expertise of the Impact Public Schools team, and their collective commitment to opening a high-quality, truly innovative charter public school that will be responsive to the needs of South Seattle, I urge you to approve Impact Public Schools' charter application.

Thank you for your time and consideration.

Respectfully yours,

Thomas Franta  
CEO, WA Charters

To whom it may concern,

March 15, 2017

Impact Public Schools will provide an excellent elementary school option in South Seattle, which will have profound effects on the students and community it serves. Conversations with Seattle families have indicated interest in an elementary school program that has a college, preparatory focus. In response, the networks' focus on preparing diverse student communities to succeed in college and desire for a broader impact on public education across Washington state will give families a high quality, public elementary school that serves their unique needs.

The proven track record of success of Jen Wickens, Impact Public Schools' CEO, is a testament to her dedication to the advancement of public schools. Wickens has extensive experience in schools, as a teacher and as a leader. Most recently, Wickens proudly served as the Chief Regional Officer for Summit Public Schools, a high performing network of charter schools in Washington and California. Summit Sierra, Previously, she led the Washington charter movement by co-founding the Washington State Charter Schools Association ('WA Charter'). Wickens has experience as a consultant to many charter networks and traditional districts, specifically led Seattle Public Schools' principals through professional development. In addition, she was the Founding Principal of Impact Academy, an Envision charter high school in California that continues to be one of the highest performing high schools for students from low-income backgrounds.

Impact's model is incredibly innovative and would be a progressive option for Seattle and Washington state families. Daily strategic intervention and support, along with a focus on strong character development and community engagement are a few of the unique, key elements of Impact's model. The personalized learning approach for each student will ensure that all students and diverse communities served will be positively influenced.

It is with great enthusiasm that we wholly support the work and efforts of Impact Public Schools, and it is my belief that Impact Public Schools will have a positive and long lasting influence on the communities it serves.

Sincerely,



Bree Dusseault  
Executive Director  
Green Dot Public Schools Washington

**COLLEGE. LEADERSHIP. LIFE.**



March 2, 2017

Mr. Steve Sundquist, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Charter School Commission:

As the President of the Washington Roundtable and Chair of the Board of Directors for the Washington State Charter Schools Association (WA Charters), I am writing on behalf of both of these organizations to express my full and unwavering support for Impact Public Schools' application to open a new K-5 charter public school in South Seattle.

The Washington Roundtable is a public policy research and advocacy group comprised of senior executives from major Washington state companies. Our members work together to effect positive change on public policy issues that they believe are most important to supporting state economic vitality and fostering opportunity for all Washingtonians. Supporting all students and improving our state's public education system is one of the most important issues to the Roundtable.

WA Charters is an advocacy and professional membership organization that is working tirelessly to grow a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

Both the Washington Roundtable and WA Charters are deeply committed to closing persistent educational and lifelong equity gaps, by improving public educational options in Washington, increasing graduation rates, and better prepare our students for college and success in Washington's workforce. Impact Public Schools shares these commitments, and I have full confidence that its proposed K-5 school will have a positive and measurable long-term impact on the South Seattle community it intends to serve.

The Impact Public Schools leadership team offers tremendous experience and expertise needed to successfully launch and sustain a high-quality charter public school. CEO and co-founder Jen Wickens recently transitioned from her post as Chief Regional Officer for Summit Public Schools Washington, and in that role spent four years successfully led the launch of two high schools: Summit Sierra in Seattle, and Summit Olympus in Tacoma. Additionally, she led significant efforts to launch the network's third school, Summit Atlas, set to open in West Seattle in Fall 2017. This included approval of Atlas' charter application, securing funding and facilities, and hiring top talent to lead and staff the school, which will complete the full region of Summit WA schools.

The impressive academic results achieved at Sierra and Olympus under the leadership of Ms. Wickens reinforce track-record of success behind Summit's model, and also reflect Ms. Wickens capability to implement a high-quality model with fidelity to achieve incredible results for kids.



Based on MAP (Measures of Academic Progress) - a national, norm-referenced assessment, Summit Sierra students outperformed their national peers in reading and math. Sierra students outperformed the national average in reading by 40%, and more than doubled the national average in math. This is despite the fact that nearly half of Summit Sierra students came into school on average 3.5 years below grade-level in both reading and math.

Summit Olympus students outperformed their national peers in reading and math. Olympus students more than doubled the national average in reading, and more than tripled the national average in math. They are in the top third of schools in the nation in terms of math growth. This is despite the fact that nearly half of Summit Olympus students came into school on average 4 years below grade-level in both reading and math.

Impact Public Schools is poised to be a high-performing elementary model that will build on the success of, and incorporate best practices from, Summit Public Schools. Importantly, it will better help students early on to arrive at or above grade level for middle school and high school.

Ms. Wickens has already assembled a tremendous leadership team and a founding board of directors. Co-founder Chrissie Wright brings expertise in elementary education, while Natalie Hester, Director of Operations and Engagement, a long-time community member, parent, and business leader, brings significant depth of knowledge and relationships in South Seattle, and her role will help ensure that the school is truly responsive to the needs of the community.


The approval of Impact Public Schools K-5 application would reward South Seattle with a truly innovative, rigorous, and personalized elementary school model that is capable of meeting the needs of a highly diverse population. The [Road Map Project](#) has illuminated this diversity, as well as the significant gaps present in elementary schools across South Seattle. These gaps disproportionately and negatively impact students of color, students from low-income households, English language learners, including immigrant and refugee students.

Impact Public School will not only help close gaps and improve outcomes for students in the region, it will also help extend the reach and strength of our burgeoning charter public school sector in Washington.

Given the top-notch qualifications and expertise of the Impact Public Schools team, and their deep commitment to making a difference in the lives of students, particularly those who have historically been left behind in our state, I offer my full support for Impact Public Schools. I urge the Commission to approve Impact Public Schools' application for a K-5 charter public school in South Seattle, and look forward to seeing students and families benefit from its innovative and effective model.

Many thanks for your consideration.

Your sincerely,

  
Steve Mullin

President, Washington Roundtable  
Board Chair, Washington State Charter Schools Association

**DEMOCRATS** **WA**  
*for* **EDUCATION REFORM** WASHINGTON

March 20, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for the Impact Public Schools charter application for their first K-5 school – Impact: Seattle - in South Seattle/Tukwila. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, and a strong community advocate and founding Summit Sierra parent, Natalie Hester. Both leaders have a relentless commitment to closing the opportunity gap and have a proven track record that shows it can be done.

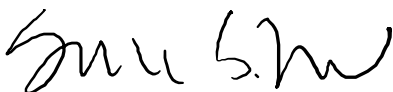
As the WA State Director for Democrats for Education Reform (DFER), I am also deeply committed to educational equity. I first met Mrs. Wickens and Mrs. Hester in Olympia when we were fighting to save our public charter school law. Mrs. Wickens was the Chief Regional Officer at Summit Public Schools, where she led the successful launch of Summit's first out-of-state expansion, including fundraising start-up costs, securing facilities, hiring leadership and recruiting the board of directors. Mrs. Wickens asked me to serve on the Summit Public Schools' Washington Board of Directors, where I'm currently the board chair.

As board chair for Summit WA, I worked closely with Mrs. Wickens and got to see her leadership in action. The results she achieved while leading Summit in WA were outstanding. She is extremely focused and intentional in her leadership. Given my intimate knowledge of her track record, I can assure you that she has the educational, financial, and operational skills and knowledge to lead Impact Public Schools to achieve its mission, and to serve as a proof point for the public school system in Washington.

In addition, I'm impressed with Impact Public Schools' commitment to community engagement and outreach. The Impact team has already led extensive outreach across the Puget Sound region to ensure that families and community members are aware of the fantastic new option that IPS presents. Under Mrs. Wickens' and Mrs. Hester's leadership, IPS has engaged numerous community-based organizations and leaders, feeder schools, and families in the design process of their model. Based on the work that I have seen Impact doing in the Puget Sound region to-date, I am confident that Mrs. Wickens and her team will engage diverse families who are representative of the south Seattle/Tukwila communities for the new proposed school.

Thank you for your consideration.

Sincerely,



Shirline Wilson  
WA Director, Democrats for Education Reform (DFER)



March 7, 2017  
Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

I am writing as an education advocate and community member to express my support for Impact Public Charter Schools' charter application. I strongly believe that Impact Public Schools' model and leadership will improve the education landscape in the Puget Sound and Eastern regions of Washington State.

The Impact Public Schools model is built around a core belief that parents hold instinctively but schools seldom acknowledge – each child has unique academic and social-emotional needs, plus unique strengths including cultural perspective and learning style. Impact's mission and vision focuses on delivering a highly personalized education to a diverse body of students. The school's design elements, including personalized academic pathways for all students, school and community mentors, a focus on character development with an explicit focus on diversity, equity and inclusion, strongly supports their vision.

Impact Public Schools' leadership team inspires confidence. I met Natalie Hester last year during her advocacy as a founding Summit Public Schools parent to help keep all charter schools open. She is unwavering in her vision that Impact Public Schools embodies – that all parents deserve to have public schools in their neighborhoods that truly serve their children and help them to develop as well rounded students, academically, social emotionally and as future leaders. Further, she is forthright about students from particular groups that have historically been under served – low income students of color in Southeast Seattle and elsewhere – needing to be able to access excellent public education that helps them become well rounded citizens and college and career ready. Natalie has years of experience both residing and working in southeast Seattle. Her leadership, vision and experiences as a parent and community developer will be a tremendous asset to Impact Public School students and families.

I urge the Commission to grant Impact Public Schools a charter with the hope that some day soon, more children in the most diverse communities in southeast Seattle, and in the future, eastern Washington, can attend a public school that provides high quality, personalized education opportunities to a student body that represents our region's diversity.

Sincerely,

A handwritten signature in cursive script that reads "Joyelyn M. Lee".

February 22, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996


As an education researcher, community member, and prospective future Washington state parent, I am writing to express my support for Impact Public Schools' charter application. I strongly believe that Impact Public Schools' model and leadership will improve the education landscape in the Puget Sound and Eastern Washington regions.

The Impact Public Schools model is built around a core belief that most parents hold instinctively but few schools acknowledge—that each child has unique academic and social-emotional needs. Impact's mission and vision focuses on delivering a highly personalized education to a diverse body of students and the school's design elements (including, but not limited to, personalized academic pathways for every student, school and community mentors, and a focus on character development with an explicit diversity, equity, and inclusion focus) clearly supports this vision.

Impact Public Schools' leadership team also inspires confidence. I can truly think of no one better than Jen Davis Wickens and the team that she's assembled to launch and lead a network of schools that adheres to Impact's instructional model, which Jen has been committed to and proven efficacious during her time at Summit Public Schools in Washington state and Envision Schools in Hayward, California. Jen and her team's history of success, as well as their deep connections to the community will no doubt serve Impact Public School students and families well.

I urge the commission to grant Impact Public Schools a charter with the hope that someday soon more children in my community—and indeed, perhaps my own future children—may have the opportunity to attend a public school that provides high quality, personalized education opportunities to a student body that represents our region's diversity.

Sincerely,

A handwritten signature in blue ink that reads "Tricia Maas". The signature is fluid and cursive, with the first name "Tricia" being larger and more prominent than the last name "Maas".

Tricia Maas  
Education Researcher, Seattle Resident



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 10 - School Leader Job Description & Hiring Plan

Contents:

- School Leader Job Description
- Principal Recruitment and Hiring Plan

## **Impact: Seattle Principal Job Description**

The Impact: Seattle principal will be responsible for leading one of the most innovative charter schools in Washington.

### **Why Impact Public Schools?**

We are seeking a flexible, innovative, dynamic and committed leader to not only bring the best out of each and every student, but to be part of a movement to build a school for the future that changes the way school is done. Our goal is to attract, develop, and retain one of the best faculties in the country with one of the strongest school leaders in the state.

### **Do you want to...**

- Collaborate daily with an experienced school founder?
- Be involved with some of the most innovative work in the country?
- Lead 40+ days of professional development to build a world class faculty?
- Lead an environment where innovation is part of the DNA of the school?
- Work tirelessly to hold the mission and vision of all students being successful regardless of prior preparation or challenges outside of school?

### **If yes...**

Successful candidates will serve as Principal, maximizing support networks at each school, with Impact Public Schools expert partners in areas such as finance, facilities and compliance. The principal will be responsible for overseeing faculty, students & families through a strategic focus on instructional leadership, culture building and operational oversight.

**Duties:** The Principal will exceed expectations, establish effective initiatives and display logistical skill in fulfilling the following key duties:

- Articulate a vision, strategy and set of goals that align with the mission of Impact Public Schools.
- Lead a culture of high expectations for ALL and a relentless focus on college success.
- Build and maintain a positive culture of learning for both students and adults
- Lead all-school meetings, focusing on IPS values
- Oversee the implementation of a set of restorative practices and systems aimed at supporting all students in being their best selves
- Ensure there is excellent instruction occurring every minute, every period, every day.
- Attract, develop, and retain exceptional talent.
- Build strong relationships with parents.
- Host regular informal sessions with families to ensure consistent communication

- Ensure effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
- Oversee Standardized Testing
- Oversee Compliance w/ CEO and Director of Operations & Engagement
- Create and maintain a balanced yet mission aligned budget with the Director of Finance
- Attend regular principal meetings and collaborate actively with other colleagues.
- Develop meaningful relationships through deep and ongoing community outreach.
- Oversee school operations and ensure all aspects of the school are mission aligned.

### **Qualifications**

- Embodies Impact Public Schools mission, vision, and values.
- Proven track record of success and a commitment to education reform.
- General project management skills.
- Specific management and planning skills related to running an organization.
- Master's Degree (or above) in Education (preferred).
- Experience leading a student-oriented organization (preferred).
- 4+ years as a teacher and/or school administrator.
- Team leadership skills, especially around the coaching and direct management of other professionals (preferred).
- A strong understanding of early childhood development.
- A commitment, belief or experience with constructivist learning.
- Expertise in teaching literacy and mathematics.
- Strong skills and enthusiasm to build relationships with students, faculty members, families, and external partners.
- A commitment to working successfully with an ethnically & economically diverse student body and team of adults.
- The ability to effectively relate to and engage students in relationships in one-on-one, small group and large group settings.
- A commitment to use data and technology to personalize learning for both adults and students.
- An ability to model, live, and reinforce the school's core values inside and outside the classroom with colleagues, scholars, families, and the larger community.
- Optimism, resiliency, curiosity, perseverance, a sense of humor, and a burning passion for personal growth and student success.

### **Compensation**

The compensation for this role is competitive and commensurate with experience.

### **To Apply**

Please send your resume and a cover letter to [jwickens@impactps.org](mailto:jwickens@impactps.org).

*An offer of employment will be subject to the successful completion of a background check. IPS is an equal opportunity employer. It is the policy of IPS to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, pregnancy, age, disability, marital status, medical condition, or any other classification that is protected under applicable local, state or federal law.*

## Principal Recruitment & Hiring Plan

IPS is currently recruiting a founding principal for Impact: Seattle with interviews underway and a final Simulation Interview Day scheduled on May 1, 2017. The process currently includes five strong candidates who have deep elementary experience, relentless focus on diversity, equity and inclusion, growth mindset and vision to execute an innovative, personalized, and world-class learning environment. The Impact: Seattle principal will begin on July 1, 2017 and will be an integral member of the IPS leadership team. The process for recruiting, selecting and hiring this exceptional school leader is detailed below.

### Criteria:

- Proven track record of success and a commitment to education reform.
- Embodies Impact Public Schools mission, vision, and values.
- Deep elementary expertise with a strong understanding of early childhood development.
- General project management skills.
- Specific management and planning skills related to running an organization.
- Master's Degree (or above) in Education (preferred).
- Experience leading a student-oriented organization (preferred).
- 4+ years as a teacher and/or school administrator.
- Team leadership skills, especially around the coaching and direct management of other professionals (preferred).
- A commitment, belief or experience with constructivist learning.
- Expertise in teaching literacy and mathematics.
- Strong skills and enthusiasm to build relationships with students, faculty members, families, and external partners.
- A commitment to working successfully with an ethnically & economically diverse student body and team of adults.
- The ability to effectively relate to and engage students in relationships in one-on-one, small group and large group settings.
- A commitment to use data and technology to personalize learning for both adults and students.
- An ability to model, live, and reinforce the school's core values inside and outside the classroom with colleagues, scholars, families, and the larger community.
- Optimism, resiliency, curiosity, perseverance, a sense of humor, and a burning passion for personal growth and student success.
- Additional skills notes in the Educator Skills Rubric (**Attachment 20**).

### Timeline:

January 2017 - April 2017: Active & Thorough Recruitment

March 2017 - April 2017: Resume Screening

March 2017 - April 2017: First Round Interviews with CEO

March 2017 - April 2017: Second Round Interviews with Director of Operations & Engagement

May 2017: Final Simulation Interview Day

May 2017: Offer Made

July 2017: Principal Start Date

### **Recruitment Process:**

IPS is proactively targeting school leaders from diverse backgrounds who display a burning passion to work with students, deep elementary expertise, and have proven leadership results. The IPS CEO and Board are partnering to conduct a wide-ranging nationwide recruitment campaign. The campaign began in January 2017 and will conclude at the end of April 2017.

The campaign has utilized both traditional and online methods: the position was advertised at the top 50 Schools of Education across the country, in state and county job banks, and with highly regarded educational leadership organizations (such as New Leaders for New Schools and Relay). In addition, IPS is leaning on local partners - Teach For America, University of Washington, Gonzaga University, Martinez Fellows, and Seattle University - to source top candidates.

To ensure diverse candidates learn about this IPS opportunity, we have formed connections with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector..

Such a vigorous campaign is essential to attract school leader candidates of a sufficiently high caliber. IPS defines high-bar candidates as school leaders in possession of a Washington state principal certification, a Washington teaching credential or out-of-State equivalent, a Master's degree in education, and proven results in closing the opportunity gap. The Impact: Seattle principal will be hired specifically to meet both the academic standards of highly-qualified school leaders across the country and the exacting personal and professional standards expected at Impact: Seattle (as noted in the Educator Skills Rubric - **Attachment 20**).

### **Selection & Hiring Process:**

The CEO is ultimately responsible for hiring the Impact: Seattle principal. Input is gathered from stakeholders, including staff members and the Board through final round Simulation Days. The following multi-stage interview process is used to evaluate candidates:

1. Submit résumé, letter of interest and evidence of student performance results in closing the opportunity gap.
  - a. Candidates must have a valid Washington State teaching credential and/or Washington State administrative credential or be in a clear process for obtaining one before school



starts in August 2018.

2. Complete one-on-one screening interview with CEO.
3. Complete one-on-one second round interview with Director of Operations and Engagement.
4. Complete extended day of simulations and interviews, with reflection on simulations.
  - a. Simulation Days include diverse stakeholder input scored on the IPS hiring rubric, which aligns to the Educator Skills Rubric - **Attachment 20**.
  - b. Simulation Days allow the IPS team to see the school leader in action versus simply talking through responses. This interview process aligns with the IPS education model for students and PD process for adults, which focus heavily on application of skills and knowledge in real-world contexts.
  - c. IPS will intentionally bring together a diverse group of stakeholders to participate in the Simulation Days to ensure the team demonstrates our commitment to cultural inclusivity.

An offer will be made pending successful completion of a clear background check.

**Conclusion:**

Based on the IPS CEO's deep local connections and experience in recruiting, selecting and hiring school leaders, the IPS team and Board are confident in the team's ability to secure an exceptional leader to serve as the founding principal of Impact: Seattle.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 11

#### Contents:

- CEO Job Description
- Jen Davis Wickens (CEO) Bio
- Jen Davis Wickens (CEO) Resume
- Director of Operations and Engagement Job Description
- Natalie Hester (Director of Operations and Engagement) Bio
- Natalie Hester (Director of Operations and Engagement) Resume
- Director of Finance Job Description

## Chief Executive Officer Job Description

Job Title	Chief Executive Officer (CEO)
Reports To	Board of Directors
Department	Org-wide Leadership Team
Position Summary	<p>As the leader of the senior executive team, the CEO partners with the board to provide leadership, vision, and strategic direction for Impact Public Schools and will be ultimately accountable for achieving operational, financial and academic excellence in all Impact Public Schools across Washington</p> <p>S/he is responsible for developing, supporting and holding accountable school leaders to build world-class 21st century schools where every student graduates prepared for college success and to be the next generation of innovative, equity-driven leaders. In addition, s/he will directly supervise the Impact: Seattle principal, Director of Operations &amp; Engagement, and the Director of Finance.</p> <p>The CEO will inspire leaders, faculty, families, and students to be their best selves every day, always ensuring an unyielding focus on Impact's mission and core values.</p>
Education Preferred	Masters or above in Education
Experience Preferred	5+ years in successful non-profit management and school administration; 4+ years of teaching experience; Experience leading a high performing network of schools
License/Certification Required	WA State Admin Credential

<p>Other Skills Required</p>	<ul style="list-style-type: none"> <li>● Recruit, cultivate and lead a board of directors</li> <li>● Successful development experience</li> <li>● The fundamental belief that all children can succeed in college and life</li> <li>● Deep commitment to continuous improvement</li> <li>● A track record of success in leading school(s) to high levels of performance</li> <li>● Ability to manage groups through fast-paced iterative design cycles</li> <li>● Strong management skills, with the ability to motivate, inspire, develop and collaborate with a diverse group of leaders, teachers, staff members, and community members</li> <li>● Expertise in instruction, curriculum, assessments, and data-driven decision making</li> <li>● Proven ability to build and manage relationships with diverse stakeholders, including teachers, school leaders, board members, parents, and students</li> <li>● Ability to provide honest, actionable and timely feedback that results in improved performance</li> <li>● Self starter who takes initiative to solve problems</li> <li>● Strong analytic skills</li> <li>● Outstanding communication skills</li> </ul>
<p>Fiscal Responsibilities (Include budgeting, approval privileges on purchase orders, check requests, reporting and auditing functions.)</p>	<p>As a leader of the senior team, the CEO will collaborate with the Director of Finance to produce an annual budget and manage it throughout the year. S/he will frequently report to the Board of Directors on the schools' academic progress.</p>
<p>Description of job responsibility/duty</p>	<p><b>Set &amp; Hold the Vision</b></p> <ul style="list-style-type: none"> <li>● Set and steer the vision for the organization</li> <li>● Facilitate strategic planning process, progress monitor org-wide goals and strategy shift when necessary</li> </ul> <p><b>Recruit, Cultivate and Facilitate Board of Directors</b></p> <ul style="list-style-type: none"> <li>● Lead board meetings six times per year</li> <li>● Cultivate relationships with board members outside of meetings</li> <li>● Recruit a strong bench of excellent board members</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>● Raise startup capital for each new school</li> </ul>

	<p><b>Hire School Leaders</b></p> <ul style="list-style-type: none"> <li>● Develop a robust pipeline for future leadership development</li> <li>● Actively recruit top external leadership candidates</li> <li>● Implement frameworks, tools and processes for selecting exceptional talent</li> </ul> <p><b>Oversee School Leaders</b></p> <ul style="list-style-type: none"> <li>● Develop and retain high performing school leaders</li> <li>● Coach, support and manage all school leaders</li> <li>● Implement frameworks and tools for evaluating school leaders, including the school dashboard</li> <li>● Collaborate with school leader to establish accountability and performance measures for each school by setting clear goals and managing towards them; adapting as necessary</li> <li>● Support school leaders in attracting, developing, and retaining their faculty</li> <li>● Support schools to ensure full student enrollment each year</li> </ul> <p><b>Lead Org-wide Professional Development</b></p> <ul style="list-style-type: none"> <li>● Provide meaningful and high impact leadership development for all leaders across the organization</li> <li>● Develop (and maintain) a high performing executive team</li> <li>● Cultivate a culture of collaboration and accountability to ensure fidelity to IPS’s organization-wide, academic and operational model</li> <li>● Facilitate and lead collaborative decision-making processes that help align the org around a common vision</li> <li>● Identify and share best practices across sites</li> <li>● Facilitate establishment of highly effective communities of practice among school leaders</li> </ul> <p><b>Serve as a Strategic Partner</b></p> <ul style="list-style-type: none"> <li>● Work with the senior executive team and Board to develop organization-wide goals and strategic plans</li> <li>● Create, maintain, and/or foster critical and strategic internal and external relationships and partnerships</li> <li>● Coordinate partnerships throughout the organization to provide tools, services, and strategies for differentiated school-level support</li> <li>● Partner with the Director of Finance to develop and manage school budgets</li> <li>● Model Impact’s core organizational values</li> </ul>
Salary	Salary and benefits package based on experience and qualifications.

## **Jen Davis Wickens, Co-founder & CEO of Impact Public Schools**

Jen co-founded the Washington state charter sector and was most recently the Chief Regional Officer for Summit Public Schools. She has consulted for districts and charter schools throughout the country, including Seattle Public Schools. Jen served as Vice President of Teaching and Learning for Envision Schools after launching Impact Academy as the Founding Principal. Impact continues to be one of the [highest performing high schools](#) for low-income students of color in the Bay Area. Jen graduated from Willamette University, holds a Master's degree in education from Seattle University, served as a Stanford Principal Fellow, and earned an administrative credential through New Leaders for New Schools.

**JEN DAVIS WICKENS**

5108 NE 42<sup>nd</sup> Street Seattle, WA 98105  
jwickens@summitps.org, (206)747-0599

**EDUCATION**

**Stanford Principal Fellow** (2009)

**New Leaders for New Schools**

Urban Principal Training Program (2006)  
Washington State Administrative Credential

**Seattle University**

Master in Education (2003)  
4.0 GPA  
Washington State Teaching Credential

**Willamette University**

B.A. English, Minor Spanish (2000)  
Studied abroad in Quito, Ecuador  
Graduated Cum Laude

**EXPERIENCE**

February 2017 – Present      **Impact Public Schools Co-founder & Chief Executive Officer**

- Set and guide the vision for a new, local network of public charter schools across Washington state
- Recruit, cultivate and facilitate the Board of Directors
- Recruit, manage and support the senior leadership team and school leader(s)
- Fundraise start-up costs, acquire facilities and lead external affairs

January 2014 – February 2017      **Summit Public Schools – Chief Regional Officer**

- Leading development of first charter high schools in Washington.
- Oversee WA Board of Directors and all regional operations and outcomes.
- Galvanized team of elected officials, families and media outlets in the successful reinstatement of the charter law in the 2016 legislative session.

August 2012 – January 2014      **Educational Leadership Consultant**

**WA State Charter Schools Association (WA Charters)**

- Co-led launch of the state’s first charter school association.
- Led recruitment and support to expand Summit Public Schools to WA.
- Selected and co-led state’s first independent charter leaders, resulting in 100% authorization success rate.

**Seattle Public Schools, Center for Strengthening the Teaching Profession,  
Envision Learning Partners**

- Designed and executed professional development for school leaders and senior central office leaders throughout the country.

- Coached over 100 K-12 school leaders in instructional leadership and systems thinking.

June 2011 – August 2012                      **Seattle Public Schools**

**Principal Professional Development**

- Designed and executed the district’s first comprehensive K-12 principal professional development system on performance management.
- Coached over 80 K-12 school leaders in instructional leadership.

July 2006 – June 2011                      **Envision Schools**

**Vice President – Teaching & Learning**

- Oversaw team of 20, including Education Team, Principals, Subject Area Leaders, Enrollment & Community Engagement and Data & Assessment Team.
- Directed teacher and leader professional development strategy and implementation.
- Developed and led organization’s first data driven, benchmarking system.
- Managed enrollment strategy, budget and accountability system.

**Founding Principal, Impact Academy of Arts & Technology**

- Founded school and led team to significantly outperform the district on traditional and non-traditional measures, achieving a 10 out of 10 in similar schools rank.
- Impact Academy is now closing the achievement gap faster than any other high school in the Bay Area based on the 2015 Innovate Public Schools Report.

July 2005 – July 2006                      **New Leaders for New Schools**

**Principal Residency, Mare Island Technology Academy, Vallejo, CA**

- Launched data-driven assessment system in all core subject areas.
- Led school board through five-year strategic planning process.
- Developed and facilitated weekly teacher professional development.

June 2002 – June 2005                      **Tyee High School & Nathan Hale High School**

**Teacher**

- Taught 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade English.
- Co-led Research & Design Team in major reform to small, personalized schools.



## Director of Operations & Engagement Job Description

Job Title	Director of Operations & Engagement
Reports To	Chief Executive Officer (CEO)
Department	Org-wide Leadership Team
Position Summary	Reporting to the CEO, the Director of Operations and Engagement supports the school and org-wide leadership team to ensure strong operations and on site daily compliance. The Director of Operations & Engagement is a process and systems-oriented multi-tasker with an eye for detail. He/She gracefully juggles any number of key tasks to keep everything running smoothly. In addition, he/she oversees external affairs with the CEO and community engagement and recruitment with the principal. As an org-wide leader, the Director of Operations & Engagement also works to build a positive culture among staff, students, families and community members.
Education Preferred	Bachelor's degree
Experience Preferred	5+ years in successful non-profit management; 5+ years in community and family engagement;
Required	Meet health clearance, and pass the reference, background/criminal checks, per education code
Other Skills Required	<ul style="list-style-type: none"> <li>● Commitment the mission, vision and values.</li> <li>● Fundamental belief all children can succeed</li> <li>● Use Diversity, Equity and Inclusion practices to help guide school culture and community engagement</li> <li>● Strong time and project management skills</li> <li>● Demonstrate a growth mindset; able to give and receive honest, actionable and timely feedback</li> <li>● Ability to create and cultivate authentic community relationships</li> <li>● Evidence of strong execution, self directed and takes initiative</li> <li>● Deep commitment to continuous improvement</li> <li>● Ability to manage multiple projects simultaneously, including managing independently; same time and prioritize based on importance and urgency, while demonstrating flexibility and adaptability</li> <li>● Effectively communicates verbally and in writing</li> </ul>

	<ul style="list-style-type: none"> <li>● Self starter who takes initiative to solve problems</li> <li>● Demonstrate empathy and ability to apply understanding of audience to deliver services</li> <li>● Strong group facilitation skills</li> <li>● Strong knowledge of Google Apps (Drive, Docs and Spreadsheets)</li> </ul>
<p>Description of job responsibility/duty</p>	<p><b>Student and Family Engagement</b></p> <ul style="list-style-type: none"> <li>● Co-led external affairs , including deep engagement in local community</li> <li>● Engage prospective parents and lead school tours</li> <li>● Assist principal with recruitment of new students: advertise recruitment events; set up recruitment events; enroll new students</li> <li>● Manage enrollment paperwork collection and processing</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Oversee weekly and monthly attendance procedures</li> <li>● Oversee reporting requirements</li> <li>● Manage attendance tracking for annual audit</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>● Coordinate org-wide and site emergency drills</li> <li>● Record and report incidents</li> <li>● Coordinate site nursing services</li> <li>● Contract with outside services</li> </ul> <p><b>Office Administration</b></p> <ul style="list-style-type: none"> <li>● Manage website, social media and marketing updates</li> <li>● Manage intake and ongoing maintenance of student cumulative folders, including processing record requests for entering/exiting students</li> <li>● Contact and monitor building maintenance</li> <li>● Oversee daily meals program, supervise food vendor and service, monitor compliance of NSLP; manage site lunch server and POS system</li> <li>● Manage student transportation program</li> <li>● Coordinate transportation for McKinney-Vento students</li> <li>● Order supplies and monitor supply budget</li> <li>● Support teaching faculty and leadership team org-wide</li> </ul>
<p>Salary</p>	<p>Salary and benefits package based on experience and qualifications.</p>

**Natalie Hester, Co-Founder, Director of Operations and Engagement**

Natalie Hester was raised in Arizona. She made Washington State her home over 20 years ago. Natalie worked tirelessly to be a part of her community in so many ways. Natalie's professional career started in community and economic development. Before co-founding Impact Public Schools, she worked in several nonprofit organizations in SouthEast Seattle. Her role was to insure underserved communities had access to capital for wealth creation, thru homeownership and small business loans. Natalie has volunteered with Seattle Public Schools and has been an active PTA board member. She is a founding parent at Summit Public Schools. During the charter school campaign to "Save our Schools", Natalie was one of the parent voices that directly changed the minds of lawmakers and decision makers in Olympia and throughout Washington State. Natalie's media connections during the campaign were critical in telling the story of kids in struggling schools. She is currently a board member with the Washington State Charters Schools Associations and sits on several other South Seattle community associations and boards. Natalie has deep community connections and will drive the commitment between the community and Impact Public Schools for student success.

**Natalie Hester**  
**11112 Cornell Ave South**  
**Seattle, WA 98178**  
**206-356-7078**  
[nataliehester@comcast.net](mailto:nataliehester@comcast.net)

### **Summary**

Over 10 years developing and maintaining community partnerships, with a focus on strategies in equitable community development, economic development, affordable housing, education and small business lending. Thriving in a positive, energetic, diverse team environment. Proven ability to implement new projects and solve complex problems, achieve results and exceed expectations.

### **Rainier Valley Community Development Fund**

#### ***Program Manager***

***March 2015 to present***

Assist nonprofit organizations and small businesses owners through providing access to capital, resources and additional support in Rainier Valley.

- Targeted outreach to immigrant, minority owned, low-income and women-owned businesses in Rainier Valley.
- Implement and administer a mini-grant program for small business owners. Evaluate the need for grant funds in a small business or organization.
- Generate business loans, commercial real estate loans, with one on one business consulting, relationship building and connections to external resources.
- Providing culturally appropriate and culturally competent business technical assistance.
- Create and sustain small business relationships with all communities' that do business in the Rainier Valley.
- Organize and staff annual small business summer workshops series.
- Meet with many community groups to spur community and economic development in South Seattle.
- Partner with the City of Seattle's, Office of Economic Development and other city departments.
- Make presentations to external stakeholders in the community about products and services offered.

### **HomeSight**

#### ***Homeownership Center Director***

***January 2012 to March 2015***

Responsible for developing and implementing customer-centered service delivery system to assure HUD homeownership counseling, affordable housing programs, compliance policies, grant contract/terms and Revolving loan fund investor requirements are met.

- Set annual planning and strategic goals.
- Created an annual budget for the Homeownership Center.
- Managed grant funding from federal, state and city contracts.

- Met reporting deadlines for funders. Monitor and track goals for impact and outcomes.
- Developed and maintained community relationships to market homebuyer education classes, counseling programs and down payment assistance programs.
- Recruited and retained valuable staff. Manage and train 8 staff members to counsel low-to-moderate income clients.
- Responsible for completing federal and local production reports on outcomes to measure impacts.
- Delivered presentations regarding HomeSight's products and services to community partners.
- Facilitated agency examinations and audits from HUD, NeighborWorks America and other government agencies.
- Worked directly with the City of Seattle, Office of Housing to administer down payment assistance.
- Familiar with public housing programs, fair housing and landlord tenant laws.

### **J.P. Morgan Chase Bank**

#### ***Business Banking Officer, Assistant Vice President***

***January 2010 to August 2011***

Developed with centers of influence to expand the customer base.

- Deepen and retained relationships with the existing small business customers.
- Recommend the best products and services to add value to customers.
- Assisted business owner from startup thru opening day.
- Collected and analyzed financial statements and tax returns for loan submission.
- Coached and mentored the branch staff, to work with business owners effectively.
- Delivered presentations to community groups on products and services.

### **Boeing Employees Credit Union**

#### ***Small Business Lending Analyst***

***June 2005 to January 2010***

Responsible for gathering, compiling and analyzing loan applications for the Small Business Service department.

- Submit written recommendations for credit approval.
- Responsible for building maintaining relationships with small business members and commercial clients.
- Originated and processed commercial and residential real estate loans. Demonstrated effective listening, interviewing, and communication skills to internal and external members. Ordered and followed up on all third party reports needed to process commercial and small business loans.
- Completed loan file reviews. Audited files for correct collateral position and complete annual loan review with updated financials.
- Provided effective leadership skills on many projects for Small Business Services.
- Ability to make appropriate decisions that effective the entire team.

## **Education**

Antioch University-BA in Liberal Studies, Leadership and Sustainable Business  
(graduation, 2018)

## **Community Affiliation's, Professional Associations and Certificates**

On Board Othello-Communities of Opportunity -Committee Member  
Member of the Opportunity Finance Network-Small Business Lenders  
Martin Luther King Business Association-Former Board President  
NeighborWorks America- Affordable Housing Certificate  
National Development Council-Economic Development Finance Certificate  
Rainier Beach Economic Development- Committee Member  
Rainier Beach Merchants Association-Membership Committee Member  
Rainier Valley Chamber of Commerce- Membership Committee Member

## **Volunteer**

Washington State Charter School Association-Board Member  
Seattle Public Schools- Graham Hill Elementary PTA Board Member-At Large  
Summit Public Charter School- Founding Parent  
Green Dot Public School- Advisory Board Member

## IPS Job Description

<b>Job Title</b>	Director of Finance
<b>Reports To (Enter Job Title)</b>	CEO
<b>Department</b>	Finance, org-wide leadership team
<b>Position Summary</b>	<p>The Director of Finance works closely with the CEO to ensure that all IPS stakeholders receive timely and reliable payment, as well as ensuring that all IPS personnel have access to relevant and actionable financial data.</p> <p>Responsibilities include, but are not limited to the following tasks:</p> <ul style="list-style-type: none"> <li>· Create replicable systems for finance reporting and operations</li> <li>· Maintain established systems</li> <li>· Assist with reporting and revenue collections</li> <li>· Process payroll</li> <li>· Prepare monthly Budget vs. Actuals reports for school leaders</li> <li>· Prepare assigned fiscal / state reporting deliverables</li> <li>· Prepare support documentation for Audit</li> <li>· Assist with all implementation, development of resources, and training of Operations Managers</li> <li>· Grant reporting</li> </ul>
<b>Education Preferred</b>	Bachelor's Degree, MBA (preferred)
<b>Experience Preferred</b>	Previous experience in charter school finance and payroll processing is preferred; previous experience preparing financial reports is preferred
<b>License/Certification Required</b>	N/A
<b>Other Skills Required</b>	<ul style="list-style-type: none"> <li>· Excellent interpersonal &amp; communication skills</li> <li>· Basic skills in interpreting financial data</li> <li>· Compilation &amp; drafting skills necessary to create reports</li> <li>· Proven ability as a team player</li> <li>· Ability to self-direct in a fast-moving environment</li> <li>· Flexibility and growth mindset</li> <li>· Problem solving and solutions oriented</li> <li>· Strong attention to detail while holding the big vision</li> </ul>
<b>Other Skills Preferred</b>	<ul style="list-style-type: none"> <li>· Experience with Net Suite accounting systems</li> </ul>

	· Operations or HR experience
<b>Supervisory Responsibilities</b>	None
<b>Fiscal Responsibilities</b> (Include budgeting, approval privileges on purchase orders, check requests, reporting and auditing functions.)	This position is a confidential position.
<b>Internal / External Contacts:</b> List individuals with whom the incumbent will have contact. Indicate the type and frequency of contact (greeting visitors, negotiating contracts, answering questions).	Frequent contact with school site personnel. Also may work with districts and vendors.

**Proposed Job Duties**

Description of job responsibility/duty:
In addition to the specific responsibilities detailed above, the Finance Director will also have duties in the following areas:
· Providing financial data, on request, for managers and executives across the organization
· Developing relationships with selected vendors, to increase levels of service
· Participating in team discussions on internal and external delivery systems





# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 12 - Governance Documents

Contents:

- Articles of Incorporation;
- Bylaws;
- Signed assurances;
- Proof of nonprofit status; and
- IPS Business Plan

UNITED STATES OF AMERICA

The State of Washington



Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

CERTIFICATE OF INCORPORATION

to

IMPACT PUBLIC SCHOOLS

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 10/4/2016

UBI Number: 604-043-956



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

*Kim Wyman*

Kim Wyman, Secretary of State

Date Issued: 10/6/2016

Date of this notice: 10-11-2016

Employer Identification Number:  
81-4086218

Form: SS-4

Number of this notice: CP 575 E

IMPACT PUBLIC SCHOOLS  
IPS  
% JEN WICKENS  
5108 NE 42ND ST  
SEATTLE, WA 98105

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-4086218. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search [www.irs.gov](http://www.irs.gov) for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit [www.irs.gov/charities](http://www.irs.gov/charities).

ARTICLES OF AMENDMENT  
TO THE  
ARTICLES OF INCORPORATION  
OF  
IMPACT PUBLIC SCHOOLS

FILED

OCT 12 2016

WA SECRETARY OF STATE

UBI: 604-043-956

Pursuant to RCW 24.03.170, Impact Public Schools hereby adopts the following Articles of Amendment to its Articles of Incorporation:

1. The name of the corporation is "Impact Public Schools".
2. The Articles of Incorporation of the corporation are deleted in their entirety and replaced with the following articles:

**ARTICLE 1. NAME**

The name of the corporation is Impact Public Schools.

**ARTICLE 2. DURATION**

The duration of the corporation shall be perpetual.

**ARTICLE 3. PURPOSES AND POWERS**

**3.1 Purposes**

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons, organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, departments or agencies.

**3.2 Powers**

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, in the Articles, or the corporation's bylaws (the "Bylaws"), the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

### 3.3 Limitations

#### 3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any director of the corporation (a "Director") or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3.

#### 3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated as set forth in RCW 28A.710.210(2); and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "Board of Directors"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3), and any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### 3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

### 3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles, or by the Bylaws, the corporation shall have the authority to: (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation

set forth in Section 3.1 of these Articles; and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

#### ARTICLE 4. DIRECTORS

##### 4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws and may be increased or decreased from time to time in the manner provided therein.

##### 4.2 Initial Director

The number of Directors constituting the initial Board of Directors shall be one (1). The name and address of the person who is to serve as the initial Director is as follows:

Tony Byrd  
210 S. Hudson St.  
Seattle, WA 98134

#### ARTICLE 5. MEMBERS

The corporation shall have no members.

#### ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members (if any), if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a Director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

#### ARTICLE 7. INDEMNIFICATION

##### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by

such Indemnified Person only if the commencement of such Proceeding or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

## **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (e) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law, from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

## **7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board of Directors a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim, for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

## **7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the

procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles, (c) the Bylaws, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### **7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving: (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation; or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### **ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 5108 NE 42<sup>nd</sup> Street, Seattle, Washington 98105, and the name of its initial registered agent at such address is Jennie Wickens.

### **ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles in any manner now or hereafter permitted by law.



3. The foregoing amendments were approved and adopted by the sole director on October 12, 2016 pursuant to the provisions of RCW 24.03.165(2).

Dated: October 12, 2016

**IMPACT PUBLIC SCHOOLS**

*Jennie Wickens*

By: \_\_\_\_\_  
Jennie Wickens, President

RESTATED  
ARTICLES OF INCORPORATION  
OF  
IMPACT PUBLIC SCHOOLS

FILED  
OCT 12 2016  
WA SECRETARY OF STATE

The undersigned hereby submits the following Restated Articles of Incorporation (these "*Articles*") pursuant to Chapter 24.03.183 of the Revised Code of Washington. These Articles correctly set forth without change the provisions of the Articles of Incorporation, as amended, and supersede the original Articles of Incorporation and all amendments and restatements thereto.

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

3.1.1 The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

3.1.2 To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons, organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, departments or agencies.

3.2 Powers

3.2.1 In general, and subject to such limitations and conditions as are or may be prescribed by law, in the Articles, or the corporation's bylaws (the "*Bylaws*"), the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any director of the corporation (a "*Director*") or officer of the corporation, or any private individual, except that the corporation shall

be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3.

### 3.3.2 Distributions; Dissolution

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated as set forth in RCW 28A.710.210(2); and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3), and any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

### 3.3.3 Prohibited Activity

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

### 3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles, or by the Bylaws, the corporation shall have the authority to: (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in Section 3.1 of these Articles; and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## ARTICLE 4. DIRECTORS

### 4.1 Number

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws and may be increased or decreased from time to time in the manner provided therein.

### 4.2 Initial Director

The number of Directors constituting the initial Board of Directors shall be one (1). The name and address of the person who is to serve as the initial Director is as follows:

Tony Byrd  
210 S. Hudson St.  
Seattle, WA 98134

## ARTICLE 5. MEMBERS

The corporation shall have no members.

## ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members (if any), if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a Director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

## ARTICLE 7. INDEMNIFICATION

### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

## 7.2 Restrictions on Indemnification

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law, from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## 7.3 Expenses Payable in Advance

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

## 7.4 Written Statement Required and Right of Indemnified Person to Bring Suit

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board of Directors a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim, for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

## 7.5 Procedures Exclusive

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### 7.6 Nonexclusivity of Rights

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles, (c) the Bylaws, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### 7.7 Insurance, Contracts and Funding

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### 7.8 Indemnification of Employees and Agents of the corporation

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### 7.9 Persons Serving Other Entities

Any person who, while a Director or officer of the corporation, is or was serving: (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation; or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 5108 NE 42<sup>nd</sup> Street, Seattle, Washington 98105, and the name of its initial registered agent at such address is Jennie Wickens.

### ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles in any manner now or hereafter permitted by law.

Dated: October 12, 2016

*Jennie Wickens*

By: \_\_\_\_\_  
Jennie Wickens, President

BYLAWS  
OF  
IMPACT PUBLIC SCHOOLS

(A Washington Nonprofit Corporation)

ARTICLE I  
NAME

Section 1. NAME. The name of this corporation is Impact Public Schools (the "*Corporation*").

ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation shall be at such location within the State of Washington as the Corporation's board of directors (the "*Board*") shall from time to time designate. The Board may change the location of the principal office.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS; NON-DISCRIMINATORY  
POLICY

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote one or more Washington public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. NON-DISCRIMINATORY POLICY. At no time shall the Corporation discriminate in any programs or activities on the basis of sex, race, creed, religion, color,



national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. As required by law to ensure that there is equal opportunity for all students, the Corporation will provide continuous notice of nondiscrimination, and will provide annual notice of the Corporation's discrimination complaint procedures to students, parents, and employees. The Corporation will also conduct annual athletic evaluations and a student athletic interest survey at least once every three years to ensure that equal athletic opportunities are provided for male and female students.

#### **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the Washington Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

#### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to the purposes in Article III, Section 1. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director (a "Director") or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as follows: (1) the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 shall be returned to the state and local account from which the public funds originated as set forth in RCW 28A.710.210(2); and (2) any remaining assets of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes similar to the Corporation's charitable purposes, and that has established its exempt status under Internal Revenue Code section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Article III, Section of these Bylaws, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **ARTICLE VI MEMBERSHIP**

Section 1. NO MEMBERS. The Corporation shall have no members.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the Washington Nonprofit Corporation Act and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), nonprofit management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities that do not exceed the amount of Two Hundred and Fifty Thousand Dollars (\$250,000).
- c. Adopt and use a corporate seal and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of Directors shall be no less than one (1) and no more than seven (7), unless changed by amendments to these Bylaws. The initial number of Directors shall be one (1). Additional Directors shall be appointed by the initial Director, or a majority of Directors then in office. All Directors shall be designated by a majority of the members of the Board.

Section 4. DIRECTORS' TERM. Each Director shall hold office until a successor Director has been designated and qualified unless otherwise removed from office in accordance with these Bylaws.

Section 5. RESERVED.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of: (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under RCW 24.03.127; or (c) removal pursuant to Section 9 hereof.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President, if any, or to the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the majority of the remaining Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. No Director may resign if the Corporation would be left without a duly elected Director in charge of its affairs.

Section 9. REMOVAL OF DIRECTORS. A Director shall automatically be removed from the Board for Cause (as defined herein). "Cause" means: (a) a Director's failure or refusal to substantially perform his or her duties, and such failure is not corrected within 10 days of written notice from the Corporation's President, as determined by the Corporation's President in good faith; (b) if a Director engages in gross negligence, misconduct, fraud, theft, embezzlement, acts of dishonesty, or conflicts of interest relating to the affairs of the Corporation, as determined by the Corporation's President in good faith; (c) if, in the performance of his or her duties as a Director, a Director conducts himself or herself in an unprofessional, unethical, or immoral manner or breaches applicable laws, as determined by the Corporation's President in good faith; or (d) a Director's conviction (including a guilty or *nolo contendere* plea) for any misdemeanor relating to the affairs of the Corporation or any felony.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board shall be filled by a majority of the remaining Directors. In the event there are no remaining Directors, the Corporation's Chief Executive Officer shall appoint a new Director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within Washington that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Open Public Meetings Act RCW 42.30.

Section 13. MEETINGS; OPEN PUBLIC MEETINGS ACT. All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

Section 14. ANNUAL MEETINGS. The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the Corporation's internet web site, if the Corporation has one, and at the site of each charter school operated by the Corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the President, if there is such an officer, or a majority of the members of the Board. If a President has not been elected then the Secretary is authorized to call a special meeting in place of the President. The party calling a special meeting shall determine the place, date, and time thereof.

(1) A special meeting may be called at any time by the President or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:

(a) A Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by fax, or electronic mail; or

(b) A Director is actually present at the time the meeting convenes

(2) Notice of a special meeting called under Section 16 shall be:

(a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;

(b) Posted on the Corporation's web site. The Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and

(c) Prominently displayed at the main entrance of the Corporation's principal location and the meeting site if it is not held at the Corporation's principal location.

Such notice must be delivered or posted, as applicable, at least twenty-four (24) hours before the time of such meeting as specified in the notice.

(3) The call and notices required under subsections (a) and (b) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.

(4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

Section 17. EMERGENCY MEETINGS. In the event of an emergency, as defined by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency, the President may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30.070 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. In the event the Board consists of one (1) Director, the presence of that one (1) Director shall constitute a quorum. All acts or decisions of the Board will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors appointed pursuant to these Bylaws present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the in the Open Public Meetings Act are complied with.

Section 20. DISTURBANCE OF MEETINGS. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters

appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

Section 21. ADJOURNMENT. The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members of the Board are absent from any regular or adjourned regular meeting the Secretary of the Corporation may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in section 16 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as Directors or officers, and such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- a. Take any final action on any matter that, under the Washington Nonprofit Corporation Act, also requires approval of the Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal Bylaws or adopt new Bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board actions, and the Open Public Meetings Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("*FERPA*") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chief Executive Officer, a President, a Secretary, and a Treasurer. The Corporation shall also have one or more Vice-Presidents, and, at the Board's direction, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these Bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that the same person cannot serve concurrently as the President and the Secretary.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. CHIEF EXECUTIVE OFFICER. The Board may designate an officer to serve as the Chief Executive Officer of the Corporation. The Chief Executive Officer will be responsible for implementing the policies and goals of the Corporation as stated by the Board and will have general supervisory responsibility and authority over the affairs of the corporation.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may require.



Section 11. **TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall: (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the President, Chief Executive Officer, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 12. **VICE PRESIDENT.** A Vice President will have such responsibilities and authority as may be prescribed by the Board or as may be delegated by the Chief Executive Officer or the President to such Vice President. If at any time there is more than one Vice President, the Board may designate the order of seniority or the areas of responsibility of such Vice Presidents.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors and have a material financial interest) unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

## ARTICLE XI LOANS

Section 1. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In addition, the Corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

Section 2. LOANS OR EXTENSIONS OF CREDIT TO OFFICERS OR DIRECTORS. No loans shall be made and no credit shall be extended by the Corporation to its Officers or Directors.

## ARTICLE XII INDEMNIFICATION

Section 1. RIGHT TO INDEMNIFICATION. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the Corporation or, while a Director or officer of the Corporation, is or was serving at the request of the Corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 4 of this Article XII, the Corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

Section 2. RESTRICTION ON INDEMNIFICATION. The Corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of RCW 24.03.043 in reference to RCW 23B.08.310 et; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the Corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if RCW 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 2 of this Article XII shall be as set forth in such amended statutory provision.

Section 3. EXPENSES PAYABLE IN ADVANCE. The Corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article XII or otherwise. Notwithstanding any of the foregoing in this Section 3, the Corporation shall not be required to pay any Advanced Expenses to a person against whom the Corporation directly brings a claim alleging that the Corporation is not required to indemnify such person under Section 2 of this Article XII.

Section 4. WRITTEN STATEMENT REQUIRED AND RIGHT OF INDEMNIFIED PERSON TO BRING SUIT. An Indemnified Person seeking indemnification pursuant to Section 1 or Advanced Expenses pursuant to Section 3 of Article XII must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 1 above is not paid in full by the Corporation within 60 days after such Claim has been received by the Corporation, or (b) a Claim pursuant to Section 3 above is not paid in full by the Corporation within 30 days after such Claim has been received by the Corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the Corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the Corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the Corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article XII upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the Corporation), and, thereafter, the Corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

Section 5. PROCEDURES EXCLUSIVE. Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article VII are in lieu of the procedures required by RCW 23B.08.550 or any successor provision of the Washington Business Corporation Act.

Section 6. NONEXCLUSIVITY OF RIGHTS. The right to indemnification and Advanced Expenses conferred by this Article XII shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the Corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

### ARTICLE XIII INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

### ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. The Corporation shall comply with the Public Records Act as set forth in RCW 42.56.

### ARTICLE XV INSPECTION RIGHTS

Section 1. RIGHT TO INSPECT. Each Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Washington and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Washington and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Washington or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand to the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to a Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES OF INCORPORATION AND BYLAWS. This Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If

the Corporation has no principal office, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

## ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall create an annual report within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these Bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" (as defined herein) had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "*interested person*" is any Director or officer of the Corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest). The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII  
BYLAWS**

Section 1. BYLAW AMENDMENTS. The Board has the exclusive authority to adopt, amend or repeal any of these Bylaws, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Board.

**ARTICLE XVIII  
ADMINISTRATIVE AND FINANCIAL PROVISIONS**

Section 1. FISCAL YEAR OF THE CORPORATION. Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be the twelve months ending 12/31.

Section 2. RULES OF PROCEDURE. The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

Section 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

Section 4. DEPOSITS. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board may select.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Impact Public Schools, a Washington nonprofit corporation; that these Bylaws are the Bylaws of this Corporation as adopted by the Board on October 12, 2016; and that these Bylaws have not been amended or modified since that date.

Executed on October 12, 2016 at Seattle, Washington.

DocuSigned by:  
*Tony Byrd*  
24642A5C290C43B...

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Tony Byrd, Secretary



## STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
    - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
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## STATEMENT OF ASSURANCES

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  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
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public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of



40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Impact Public Schools  
NAME OF SCHOOL

[Signature]  
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
DATE

Tatiana Epandain - Troyan  
NAME OF DULY AUTHORIZED REPRESENTATIVE



## STATEMENT OF ASSURANCES

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2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
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6. To the extent it enters into contracts with any school district, educational service district, or other



public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);

17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;

18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

19. The School shall comply with the employee record check requirements in RCW 28A.400.303;

20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;

21. The School shall comply with the annual performance report under RCW 28A.655.110;

22. The School shall be subject to the performance improvement goals adopted by the state board of



40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

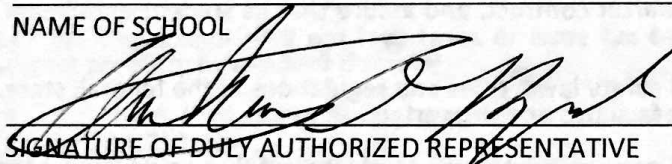
45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
DATE

Anthony A. Byrd  
NAME OF DULY AUTHORIZED REPRESENTATIVE



## STATEMENT OF ASSURANCES

---

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
    - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
-

public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
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18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of

education under RCW 28A.305.130;

23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;

25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;

26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;

27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;

28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;

29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;

30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;

31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;

32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;

33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;

34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;

35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;

36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;

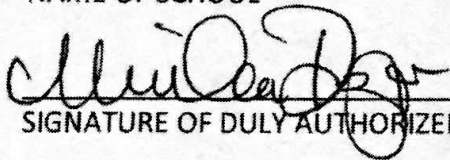
37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

- 40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- 41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
- 42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
- 43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
- 44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.
- 45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.
- 46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.
- 47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.
- 48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Impact Public Schools  
 NAME OF SCHOOL

  
 SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/5/17  
 DATE

Micaela Razo  
 NAME OF DULY AUTHORIZED REPRESENTATIVE

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 24 2017

IMPACT PUBLIC SCHOOLS  
C/O JOHN GREGORY  
524 SECOND AVE STE 500  
SEATTLE, WA 98104

Employer Identification Number:  
81-4086218  
DLN:  
17053294319016  
Contact Person:  
MITCHELL P STEELE ID# 31360  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
October 4, 2016  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947



IMPACT PUBLIC SCHOOLS

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized and written in a cursive-like font.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements



**Impact Public Schools  
Business Plan**

**March 2017**

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Section 7: Financial Plan and Financial Capacity.....

## Overview

Impact Public Schools (IPS) is an independent 501(c)3 non-profit charter management organization that seeks to build and operate high performing public charter schools at the elementary, middle, and high school levels across Washington state, specifically in two regions: Puget Sound (PS) and Central/Eastern WA. Over the next 12 years, IPS is planning to open 8 (4 in Puget Sound and 4 in Central/Eastern WA region) elementary schools (K-5) with 6 (2 in PS and all 4 in Central/Eastern WA) growing into middle schools (6-8). Those six serving middle school students would then expand into high schools (9-12), beginning with one serving 9-12 in year six. This design would provide a seamless educational experience for a total of 6,888 WA state students while recognizing the importance of each developmental stage. The plan is for the schools in the IPS portfolio to be governed by one Board. Each of the IPS schools will share key programmatic elements, including:

- School-based Mentor Groups
- Personalized Learning Pathways (PLP) with Personalized Learning Plans through the Learning Management System
- Expeditions: Project-based learning (PBL)
- Deeper Learning Rubric
- Habits of Leadership Framework
- Etc.

IPS will also partner with local community organizations to provide both operational and educational services to each of its charter schools, including the following:

- Puget Sound Educational Service District or Edtec: To support general operations throughout the school and organization.
- Washington Charter School Development (“WCSD”), a non-profit real estate development organization: To support acquisition, development and leasing of school facilities.
- Washington State Charter Schools Association (WA Charters): To provide Strong Start professional development, parent organizing and advocacy support
- True Measure Collaborative: To provide special education services, support and training.

IPS’s leadership team members’ proven track record providing high quality educational services, in particular with low income students similar to the target population(s); effective management skills; and efficient operational experience make IPS well positioned to open and operate schools, serve students and communities, and to reach self-sustainability.

The following are the fundamental strategic considerations that drive IPS’s business plan:

- Scaling from 1 elementary school (serving 196 K-5 graders in 2018-2019) to serving

6,888 students in 4 elementary school students (K-5), six middle schools (6-8) and another six high schools (9-12) in year 12 (2029-2030). Each of the schools will reach self-sustainability on standard state charter school per pupil funding in year 2.

- Identifying high-need communities in which to operate these new schools, based on the following criteria:
  - Low Income – Ability to recruit at least 60% FRL students
  - Unsatisfactory Educational Options - struggling schools as demonstrated by state assessments, high school graduation rates, college entrance graduation rates.
  - Demand- Increasing enrollment trends throughout the district.
  - Facility opportunities
- Implementing a defined and explicit governance and operations structure with clearly designated lines of authority and accountability to enable the organization to stay effective and maintain fidelity of its model with balanced autonomy as it grows to full capacity.
- Conducting rigorous evaluations of practices; collecting and analyzing organizational outcome data to inform future organization plans and changes.
- Using evidence to identify and disseminate best practices that district schools can adopt to improve outcomes for all WA students.

## **Section 1: Mission, Vision, Values Growth Plan**

### **Mission**

Impact Public Schools (IPS) is a Washington state charter management organization with a bold 2-part mission:

1. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
2. We make a broader impact on public education across Washington state by advocating for public policies that close the opportunity gap and provide all students their right to a high-quality education.

### **Vision**

Impact Public Schools builds and operates world-class public charter schools in diverse communities across Washington state. IPS graduates are the problem solvers, innovators, and change agents of tomorrow. Within an equity-driven culture, we focus on developing the whole child and inspire our students to live full, connected, and purposeful lives. We offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Our diverse group of scholars will solve our future's greatest challenges, and together we will eliminate the opportunity gap in Washington state.

At full capacity, IPS will serve a diverse student population of 6,888 students across Washington state. The students served will be incredibly diverse, including but not limited to: race, ethnicity, socioeconomic status, level of preparation, academic endeavors, heritage, and primary language spoken. Driven by a strong desire to being culturally responsive, IPS will

provide all students with access to high-quality teachers, educational programs and resources. IPS is committed to serving a heterogeneous group of students and will closely mirror the demographics of each selected community. For example, Impact: Seattle’s target demographic includes at least 60% free or reduced-price lunch, 12% classified Special Education, 12% English Language Learners. In this way, Impact Public Schools will support the Washington State Charter School Commission’s strategic vision to “significantly improve student outcomes, particularly for at-risk students.”

## Core Values

The following values guide our work each day in pursuit of our mission.

- **Results for kids** - We envision self-driven students who develop the skills, habits and mindsets to impact communities and invent the future; we support them in achieving step-by-step excellence along the way.
- **Diversity, equity and inclusion** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

## Section 2: Growth Plan

### Five to Ten Year Growth Plan

IPS is committed to opening 8 schools in Washington state over the next 6 years, serving a total of 6,888 students by 2029-2030. We believe that growth is driven by community demand and growing to scale supports an ability to make a substantial impact in the selected communities—as needed to transform public education, and to serve as a proof point for public education across the state. To ensure fiscal viability, our school model has been developed to ensure each school is able to be self-sufficient on public revenue pupil funding within 3 years of opening. IPS will work to offset initial deficit through receipt of grant money. IPS’s plan for opening new schools through Washington state, specifically in the Central/Eastern WA and Puget Sound region. See included growth plan at the end of this document.

### Anticipated Student Population

IPS seeks to open charter schools in two primary regions given the desire to serve low income students. We anticipate that the schools will serve students in great need of high performing schools. The majority of the existing schools in the proposed regions are struggling to prepare all students for long term success. As shown in the data table below, opportunity gaps exist in both English Language Arts and mathematics, particularly for low income students, students of

color/minority students as well as students with individualized education plans and English Language Learners. Demographics of student populations and school performance (Reading and math proficiency rates on the 2015-2016 Smarter Balance Assessment (SBAC) in desired regions is provided in the chart below.

*Third Grade Reading and Math Proficiency,  
2015-2016 Smarter Balanced Assessment (SBAC)*

Grade	% District passing (Reading/Math)	% Asian passing	% White passing	% Black passing	% Hispanic passing	% Limited English passing	% SPED passing	% Low Income passing
Seattle <sup>1</sup>	65.4 68.8	65.2 73.	78.5 79.4	33.3 41.2	41.9 48.1	22.2 37.4	38.4 41.4	38.7 46.5
Renton <sup>2</sup>	47.5 59.0	60.3 73.4	56.2 67.6	36.4 46.9	31.2 43.4	17.6 36.1	23.4 35.6	34.6 48.2
Tukwila <sup>3</sup>	45.4 48.8	50.0 52.0	61.1 44.4	42.3 50.0	39.1 47.2	28.0 30.8	Not reported	42.1 45.3

### Rationale for Growth Plan

IPS believes charter schools are an important partner in closing the opportunity gap across Washington state. Research shows, “The growth of highly successful charter schools presents one of the nation’s best opportunities to close achievement gaps and meet rising global standards” (<https://www.americanprogress.org/issues/education/reports/2011/05/09/9696/paring-for-growth/>). Thus, the growth plan has been designed to make significant impact on the State while also maintaining small learning environments given, “An extensive amount of research indicates that there may be many benefits from smaller learning communities (Supovitz & Christman, 2005; Howley, et al., 2000). The most important benefits include:

- Raised student achievement
- Increased attendance
- Elevated teacher satisfaction,
- Improved school climate” (<http://www.nea.org/home/13639.htm>).

The proposed growth plan will also permit us to meet high demand for high quality schools

<sup>1</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from

<http://reportcard.ospi.k12.wa.us/summary.aspx?schooId=100&OrgType=3&reportLevel=District>  
<sup>2</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from

<http://reportcard.ospi.k12.wa.us/summary.aspx?schooId=106&OrgType=3&reportLevel=District>  
<sup>3</sup> Office of Superintendent of Public Instruction. (n.d.). Washington State Report Card. Retrieved 2017, from

<http://reportcard.ospi.k12.wa.us/AYPProficiencyDetail.aspx?domain=AYP&schooId=109&OrgType=3&reportLevel=District>

while providing each school with the support system of a network. IPS will provide each school with the guidance needed during the multi-faceted phase of school opening. Research shows, “High quality launch is essential, not just for the students in each new school but for the history that is created for the remaining life of the CMO” (<https://credo.stanford.edu/pdfs/CGAR%20Growth%20Executive%20Summary.pdf>). The support will be sustained over the life of each charter term.

### **New Start**

IPS seeks to open new schools as opposed to converting schools. In alignment with data showing: “Nearly 90 percent of CMOs are willing to open new schools at a slow (grade by grade) or accelerated (multiple grades per year) pace; only 41 percent are willing to engage in the turnaround of an existing school. Of those networks willing to attempt a turnaround of an existing school, *none* is willing to attempt a turnaround of an existing public school without the ability to replace the existing staff with a new staff. CMOs believe that they have the best chance of success with families if they “start fresh.” (*how-to-recruit-high-performing-charter-management-organizations-to-a-new-region-results-from-the-2015-cmo-survey-march-2016-58c2136677fdf.pdf*) Each school within the IPS portfolio will be designed in consideration of wisdom, such as this, gained over the past 22 years of charter schools presence. Starting new schools at a steady pace will also support IPS in recruiting, hiring, and retaining the highest quality teachers.

### **Financial Viability**

The proposed growth plan will sustain a fiscally viable organization as it provides services essential to the schools that will deliver focused instructional services.

### **Region**

IPS will limit its scale to the State of Washington for several reasons, including:

- The IPS team believes in “place based leadership” and focusing on the complex needs/opportunities within our own communities
- Commitment to its fundamental strategic commitments (listed above)
- Serving as a catalyst to bolster the nascent WA charter sector

## **Section 2: Market Analysis**

### **Targeted Markets in Washington State**

IPS will locate its schools in the Puget Sound region and Central/Eastern WA. IPS chose to locate in these regions due to an intersection of need as expressed by community voices and need as indicated in school data. The under-enrollment of underserved student groups in college-bound programs, disciplinary disproportionality towards students of color and IDEA students, disproportionality in retention rates of students of color, and differences in proficiency rates all point to unmet student needs.

### **Rationale for Selecting Washington State and these Communities**

Demand for better schools, low academic achievement rates, families desire greater choice, ripening political climate with 8 existing charter schools serving approximately 1,600 of the



State’s 1,086,000 students (.0015), representing 20% of the 40 charter schools permitted to be approved by 2021 per SB 6194.

The Washington state charter school law, SB 6194, explicitly sets out to address educational inequity within our state. We believe that creating a school that promotes educational equity, requires students of all backgrounds: our student body will include diversity in IEP status, economic status, race, ethnicity, and language. The rich mixture of student backgrounds, cultures, languages and living experiences at IPS augments and enlivens our school community.

Within our diverse school community, IPS will work to intentionally recruit students from at-risk subgroups as defined in SB 6194: “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 3: Organizational Capacity**

**Leadership Team: Roles and Responsibilities**

Impact Public Schools is led by a dynamic and experienced leadership team. Three co-founders: **Jen Davis Wickens, Chrissie Wright and Natalie Hester** are supported by a board experienced in planting and maturing high performing schools. While each individual shares a strong set of skills, the collective team has the capacity as well as the commitment to successful implementation of the school design. The additional members of the school’s leadership team: **Tony Byrd, Tatiana Epanchin, Sara Morris, and Micaela Razo** have been and will continue to be instrumental in implementation of the school design. Their commitment to IPS and the community will be expressed through board membership.

**Summary of Expertise of IPS Leadership Team**

Leader	School Leadership & Administration	Curriculum, Assessment & Instruction	Performance Management	Cultural Competence & Inclusiveness	Family and Community Engagement	Special Populations	Operational	Facilities
Jen Davis Wickens (CEO)								
Chrissie Wright (Design Consultant)								

Natalie Hester (Director of Operations & Engagement)								
Tony Byrd (Board)								
Sara Morris (Board)								
Micaela Razo (Board)								
Tatiana Epanchin (Board)								

The individual expertise of these members as well as their commitment to this team and the proposed communities demonstrates that the team has the collective capacity to implement the organization’s growth plan and operate academically and operationally successful schools.

**Governance Structure at IPS and Each School**

IPS will be governed by a Board of Directors that, in addition to holding the overall legal, financial and fiduciary responsibility for the charter school and being the entity to whom the charter will be granted, shall provide external accountability, internal oversight, and mission-based leadership of each school. The IPS Board will have strong local control over Impact: Seattle and all other charter schools it will eventually operate in Washington. The members will be mission-driven, active, thoughtful, locally connected, adept in the skills needed to oversee successful charter schools, and engaged. The Board shall be ultimately responsible for the successful operations and activities of all IPS schools. It will do so by focusing primarily on creating, adopting and monitoring a long-term strategic plan and associated budget.

The Board will select the Chief Executive Officer (CEO) of Impact Public Schools, and be responsible for overseeing, developing and evaluating this officer. Its focus will be on ensuring that the school’s students are achieving academic success, the program is operationally, financially and legally strong, and the leadership is in place to execute on the mission of Impact Public Schools, and by extension, each Impact school. The board is not involved in daily details of operating the school, dealing with personnel issues or addressing individual student issues. The board role is primarily one of oversight and management of the CEO.

The relationship between Impact: Seattle’s senior administrative team and the rest of the staff

will be a very collaborative one. The school-based “Leadership Team” consists of all teaching faculty, plus the Principal, and the group meets weekly for 2 hours to discuss school level challenges and develop solutions. This often includes discussing students, looking at data, identifying what students need, planning student interventions, and creating consistent and meaningful experiences for students.

### **IPS Board of Directors**

The IPS Board includes the following members:

**Tony Byrd** brings significant experience with boards, fundraising, strategic planning, financial oversight, district partnerships, as well as strong local connections. He joined the board to help provide more valuable options to families for public education and because he believes that IPS will serve as a leader in the sector. As Executive Director of Teach for America, he has extensive experience in building powerful teacher pipelines in Washington.

**Tatiana Epanchin** brings extensive experience managing schools to close the opportunity gap while scaling a new charter management organization. She served as the Superintendent for Aspire Public Schools - the first charter management organization in California before moving to WA where she now leads a principal training program.

**Sara Morris** brings expertise in development, non-profit management, strategic planning, financial oversight, and significant board experience. She joined the board because of her commitment to public service, belief in IPS’s mission, and desire to close the opportunity gap.

**Micaela Razo** brings expertise in policy, community engagement, finance, political strategy, accounting, and business strategy. She joined the board to help with the expansion of educational opportunities and choices to diverse populations, specifically the Yakima Valley. She will support IPS’s expansion into central/eastern WA.

A committee structure will allow the Board to operate with great efficiency, staffed with members who have specific expertise and supported by in-depth discussion and analyses, resulting in well-informed recommendations to the Board.<sup>4</sup> The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, academics, finances, facilities, and other areas relevant to the success of the charter schools.

Standing committees include the following:

- Finance Committee: Monitors financial records; oversees creation of financial statements for Board; reviews annual budget and makes recommendation to Board
- Audit/Compliance Committee: Recommends external auditor; oversees audit; monitors accounting policies and compliance
- Facility Committee: Advises on facility decisions; provides support on facility

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<sup>4</sup><http://www.publiccharters.org/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf>

negotiations

- Nominating Committee: Sources and recruits new board members
- Academic or School Performance Committee: Collaborates with the CEO to set and reach rigorous academic goals; analyzes and monitors the school's academic performance; as well as, advises (without making program-level decisions) the Board on core values and activities that define the school's approach to teaching and learning, recommending to the Board the adoption of academic policies consistent with the school's vision, mission, and strategic direction.

### **IPS's Capacity to Provide Majority of Educational Management**

IPS is led by a dynamic and experienced leadership team. Three co-founders are supported by a board experienced in planting and maturing high performing schools and nonprofit organizations. While each individual shares a strong set of skills, the collective team has the capacity as well as the commitment to successfully implement the school design.

**Jen Davis Wickens, IPS CEO**, brings a wealth (20 years) of educational experience to the school. (Resume, including outcomes, is provided in Attachment 12.) With roots as a teacher leader in Seattle (SPS) and Highline Public Schools, she served as the Founding Principal of Impact Academy of Arts & Technology (an Envision School) in Hayward, CA—one of the highest performing schools in the Bay Area for high-poverty students. She was promoted to the role VP of Teaching and Learning, overseeing principals and leading school leader and teacher professional development (PD). Upon return to WA, she led PD in curriculum, instruction, teacher coaching and observation for SPS before co-founding the Washington State Charter Schools Association (WA Charters) where she established the foundation, selected and supported WA's first home-grown charter leaders and recruited Summit Public Schools, later becoming their Chief Regional Officer to launch WA's first charter high schools. At Summit, she was responsible for securing funding, facilities, leadership and staff for the full region of three schools; recruiting, cultivating and managing the Summit WA board and led all external affairs, community engagement, and policy work. She also oversaw all elements of the operational, financial, and academic components of the region, including school leader and teacher coaching and PD. She received an M.Ed. from Seattle University, Principal training from New Leaders for New Schools, and was a Stanford Principal Fellow.

Jen has also hired hundreds of high quality educators throughout her career from office managers, to teachers, to school leaders. She has a deep understanding of the type of person who will thrive and get great results for children at IPS. Jen is dedicated to recruiting a continuous, robust pipeline of exceptional talent for all roles in the organization, hiring the best of the talent, and employing them.

**Natalie Hester, Director of Operations & Engagement**, has a long track record of community engagement in South Seattle and across Washington state. Accomplishments include: participation in 2016 City of Seattle Cohort of community leaders, an 8-month workshop series to train and lead conversations about equity in neighborhood community groups; facilitation of the Advocacy Training at the 2017 League of Education Voters 7th Annual Activist Training for

parents and community leaders; co-leadership advocacy during the 2016 campaign to “Save our Schools.”; led staff in South Seattle nonprofits to meet community outreach goals around economic development outcomes. (A table listing her roles with a variety of community organizations is below.)

**Chrissie Wright, Education Model Design Consultant.** Her experience includes teaching grades K, 2, 3, and 4 in both high-performing charter and traditional public schools. A Washington native, Chrissie brings together best practices in elementary education from her experience as a teacher leader across states and districts, including work for the New York City Department of Education, KIPP New Jersey (NJ), SPS, and the Issaquah School District. In NJ, she was a founding lead teacher at KIPP NJ and she has also worked as a consultant for many high-performing public charter school networks. She has experience in curriculum design and in educational technology. Chrissie graduated Phi Beta Kappa with Honors from Stanford University as a Truman Scholar for excellence in academics, service, and leadership; received a Masters in Teaching from Pace University; the Sue Lehmann Award; Teach for America’s national teaching award (S. Bronx). Her classroom has been featured in the Seattle Times.<sup>[1]</sup> She was named a School Leadership Fellow with WA Charters, where she participated in monthly coaching sessions and trainings focused on building cultural competency, academic, organization, and financial capacity; has visited national charter schools; conducted case studies at Montessori For All and Roots Elementary; completed trainings with Cultures Connecting, DC Equity Lab, and others; and has vetted school elements with local community members and charter school experts, including Charter Board Partners and Seneca Family of Agencies.

### **Board Processes to Ensure Mission Achievement**

To govern and ensure that IPS’s mission is met, the Board of Trustees will monitor academic aspects of the school by holding the school accountable through the Performance Framework. This data-driven, detailed action plan will be created annually through a collaborative effort of each site-based Instructional Leader and faculty with support from IPS’s Home Office. The Board will review monthly reports related to this plan. In addition, the Board will monitor operations and financial health of the school by ensuring a clean audit each year and by reviewing monthly data reports, covering HR, Finance, IT/Data, Development, state and commission compliance, etc.

IPS has developed effective guidelines for opening new schools. Guidelines are driven by the following core elements:

- A deliberate approach that provides focus and leverages existing relationships and resources;
- An organizational structure that maximizes efficiency;
- An in-depth pre-opening process that helps mitigate risks and challenges leading up to the opening of the new schools’ doors to children;
- A detailed and rigorous work plan with a clear timeline and delineation of responsibilities; and
- Well-developed tools that provide a clear roadmap for each stage of the school opening process.

The following essential elements will be consciously considered as part of IPS’s pre-opening process:

- The community must be in partnership and want an IPS school. IPS will engage the community, community organizations, and local government to support each school.
- The neighborhood has to be a “high need” community in which the majority of students are disadvantaged (Title I, FRPL), 80% of students have a lack of quality school choices.
- Facilities are available.
- The potential to partner with a local university or community college exists.

Other key elements that will inform decision making include the following:

- Is the political landscape open to a new public charter school?
- Is the district interested in partnership?
- Are there vibrant community organizations willing to offer mission aligned services and/or philanthropic interests?
- Do other quality public school programs in the area—especially other charter schools—have enrollment waiting lists?

Factors that would lead IPS to reassess its ability to replicate:

- Facilities
  - Lease not signed by nine months prior to school opening
  - Occupancy costs exceed 10 percent of average daily attendance.
  - Failure to meet key construction milestones.
  - Failure to receive zoning or permits needed.
- Financials
  - Enrollment configuration is off-model.
  - Projected scale-up costs exceed projected start-up philanthropy.
  - Anticipated grants are not received.
- Authorization/Charter Contract
  - Charter not likely to be received at minimum nine months before opening of school.
  - Failure to meet any chartering milestones.
  - Authorizing agency changes terms of charter contract

## **Section 4: Provision of Educational Management Services**

### **Services Provided to IPS Schools**

Each IPS school will contribute 10% of their revenue to IPS. The revenue will be used to provide the following:

- Key Educational Elements, including research based philosophy and program
- Learning Management System
- Operations and Ancillary Services (back office, food, technology, transportation, etc.)
- Student Recruitment Services
- Facilities

- Human Resources (Leader and Teacher Recruitment)
- Leadership Training, Coaching, and Professional Development
- Financial Support: Budget Development, Record Keeping
- Annual Report Preparation
- Public Relations
- Teacher Professional Development
- Authorization, Renewal, Reporting and Compliance Services

### **Monitoring IPS's Effectiveness**

IPS will assume overall accountability for each of its schools through clearly defined oversight and management practices, well-established and formal lines of communication to support effective information flow; and, well-devised policies. IPS will be held accountable to its authorizer, Washington State Charter School Commission, per 28A.710.180-210, in alignment with goals and objectives set forth in each charter agreement. IPS will also contract with an external provider who will conduct an annual evaluation to review academic performance, fiscal performance, board governance, operations and legal compliance. Results will be used by the Board to drive accountability and inform mission based modifications.

### **Draft Service Agreement**

IPS will work in partnership with each school to agree to an annual Service Agreement that includes a 10% service fee for supports provided, allowing each school principal to focus on instructional leadership.

### **School Autonomy and Decision Making Authority**

While IPS will maintain clear responsibility for specific operations and programmatic decisions and final decision making authority, each school will have autonomy or will be delegated responsibility for the following:

- Daily operations
- Parent involvement
- Expedition partners
- Community events
- Culture activities
- Site-based PD days

IPS will retain the position to hire and remove school leaders with clearly defined criteria used to evaluate performance.

### **Essential Elements / Non-negotiables**

In accordance to the elements (listed on page one), each charter school within the IPS network will implement essential elements of the IPS model. Note: With support from IPS and through community specific data analysis, programmatic elements may be customized to meet specific community characteristics and needs.

### **Accountability**

Frequent and transparent communication between IPS and the school, specifically the school principal, and data analysis will support accountability. Further, each school will be held

accountable through the following:

- Real-time dashboard analysis
- Monthly reporting
- Intervention plans (as necessary)
- Site visits (formal: annually and informal: each week)

### **Conditions that Would Lead to Closure**

Given ongoing oversight and data reporting, IPS anticipates it will proactively address issues prior to the need for corrective action. However, triggers for corrective action prior to closure may include (but are not limited to): poor academic performance in one or more content areas for a whole population, grade level(s), or one or more group as disaggregated by gender, race, ethnicity, special needs; persistence of an achievement gap; or one or more groups outperforming all others. The IPS Board may choose to close a school if defined action is not met in alignment with the timeline set forth in the corrective action plan or immediately, if it is determined the school is in violation of any of the following:

1. Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under the charter school contract;
2. Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;
3. Failed to meet generally accepted standards of fiscal management; or
4. Substantially violated any material provision of law from which the charter school is not exempt.

## **Section 5: Human Capital**

### **Staffing Model**

As exemplified in the organizational chart below, IPS will be led by a Chief Executive Officer (CEO) who will report to the Board of Directors. The CEO will be supported by and oversee a Chief Experience Operator (CXO), a Chief Academic Officer, a Chief Financial Officer (CFO)/Chief Operating Officer (COO). This distributed leadership model creates structures that empower each leader to offer expertise while giving the instructional leaders the support needed to attain an ambitious set of achievement outcomes. See the organizational chart in Attachment 13.

### **Leadership Model**

#### **Site-based Shared Leadership**

The relationship between Impact: Seattle's senior administrative team and the rest of the staff will be a very collaborative one. The school "Leadership Team" consists of all teaching faculty, plus the Principal and Learning Specialist, and the group meets weekly for 2 hours to discuss school level challenges and develop solutions. This often includes discussing students, looking at data, identifying what students need, planning student interventions, and creating consistent



and meaningful experiences for students. The Principal is supported by the IPS CEO, with board oversight (including participation in succession planning).

### **Performance Management**

The IPS leadership team with the school principal are responsible for the performance and development of the teachers and staff. In the same way IPS identified the skills necessary for students to be ready for college, and then created rubrics along which to measure student's growth at those skills, IPS leaders and educators agreed upon a continuum of teaching skills and then created a teacher rubric for use by both school leaders and teachers to evaluate classroom performance and growth.

Each faculty and staff member will have an Individual Learning Plan (ILP). The plan identifies the teacher's present level of performance in each strand using a standard rubric, indicates the employee's annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by IPS and its professional development activities throughout the year.

### **Evaluation of Leaders**

IPS principals will set annual goals with the CEO in August before each school year based on his/her self-assessment and the CEO's assessment of the principal's current strengths and growth areas in the Educator Skills Rubric (see **Attachment 20**). Areas of student need as identified through the school's data dashboard will also factor into the creation of the annual goals, and strategic plans will be developed for strong execution.

Throughout the year, each principal and the CEO will review student achievement data at the student, class, house, and school level in order to monitor progress towards school-wide goals. Through weekly coaching conversations, each principal will set smaller, weekly goals that align to the annual goal, to track progress, discuss necessary supports, highlight proof points, and shift strategy when needed. After each coaching conversation, the CEO and the principal will complete a walkthrough together to collect additional observational data on the quality of instruction and culture in alignment with the Principal's goals.

In January, the CEO and each principal will participate in a longer coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the CEO and each principal will have a summative evaluation conversation where the Educator Skills Rubric is re-scored based on the year's worth of input from coaching and observation.

## **Section 6: Financial Plan and Financial Capacity**

### **Five-year Financial Model**

The financial plan demonstrates that the anticipated revenues available to each school,

including state, local, federal, and philanthropic funds are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. IPS is committed to providing sufficient resources to sustain all charter development, authorization, and oversight activities.

### **Assumptions**

See Section 27 - Attachment 27 and 28. As with any financial plan, the figures and assumptions contained in the budget will evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design limitations.

### **Revenue**

IPS raises funds for new school start-ups through philanthropic partners and government grants. Once new schools open, each school pays IPS an annual service fee of 10%. IPS provides schools with services including, leadership coaching, back-office financial support and reporting, legal, facilities, public relations, technology, professional development, etc.

For revenue projections within a single school model, see Section 27 - attachment 27 & 28. Growth in revenue across IPS is primarily driven by the addition of new schools and the schools that are growing to capacity.

### **Grants & Fundraising**

Anticipated school start-up grants include the following and total roughly \$1.5m for each new school:

- Federal Charter School Program (CSP): Planning and Implementation
- NewSchools Venture Fund: Start up grant, technical support, coaching and cohort collaboration.
- Charter School Growth Fund
- Washington State Charter Schools Association (WA Charters)

### **Expenses**

The majority of expenses are attributed to salaries, benefits, facilities, contracted services for food service and special education, and general operating costs. See section 27 - Attachment 28 for more details on expenses.

### **Financial Management and Oversight**

The IPS board is ultimately responsible for ensuring each school is fiscally solvent. To ensure appropriate fiscal oversight, a system of internal controls has been instituted and is maintained by our Board Chair, Finance Committee, and Operations/Compliance Committee. The financial reporting structure will include monthly meetings with the Director of Finance and each school principal with a summary report to the Board, as well as an annual financial audit.

### **Facilities**

IPS is working with Pacific Charter School Development (PCSD)'s Washington Charter School Development, Inc. (WCSD) to develop school buildings. WCSD is leading the founding group's

search for a space and will ensure that the space is financially viable. If a facility is purchased, it may serve as the landlord on behalf of IPS, as tenant. IPS understands that annual facility costs will be roughly \$223,000 based on average rent from existing schools in the region. Further, funds will be assumed to support initial beautification in year one and to refresh in subsequent years. The planning year budget allows for architectural/renovation and real estate services needed to secure a facility that is compliant with all state regulations and codes. The facility chosen will comply with all codes, acts and requirements, including Americans with Disabilities, fire, health and structural safety.

IPS Growth Plans		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Puget Sound Region													
Impact Seattle	Grades Served	196	280	336	336	336	336	336	336	336	336	336	336
School #2	K-5			196	280	336	336	336	336	336	336	336	336
School #3	K-5			196	196	280	336	336	336	336	336	336	336
	6-8					100	200	300	300	300	300	300	300
	9-12							100	100	200	300	400	400
School #4	K-5					196	280	336	336	336	336	336	336
	6-8						100	200	300	300	300	300	300
	9-12								100	100	200	300	400
Central/Eastern WA Region													
Impact Yakima	Grades Served												
	K-5		196	280	336	336	336	336	336	336	336	336	336
	6-8			100	200	300	300	300	300	300	300	300	300
	9-12						100	200	300	400	400	400	400
School #2	K-5			196	280	336	336	336	336	336	336	336	336
	6-8				100	200	300	300	300	300	300	300	300
	9-12							100	200	300	400	400	400
School #3	K-5				196	280	336	336	336	336	336	336	336
	6-8					100	200	300	300	300	300	300	300
	9-12								100	200	300	400	400
School #4	K-5					196	280	336	336	336	336	336	336
	6-8						100	200	300	300	300	300	300
	9-12									100	200	300	400
Total Students Served		196	476	1108	1924	2996	3876	4588	5188	5788	6288	6688	6888



# IMPACT

PUBLIC SCHOOLS

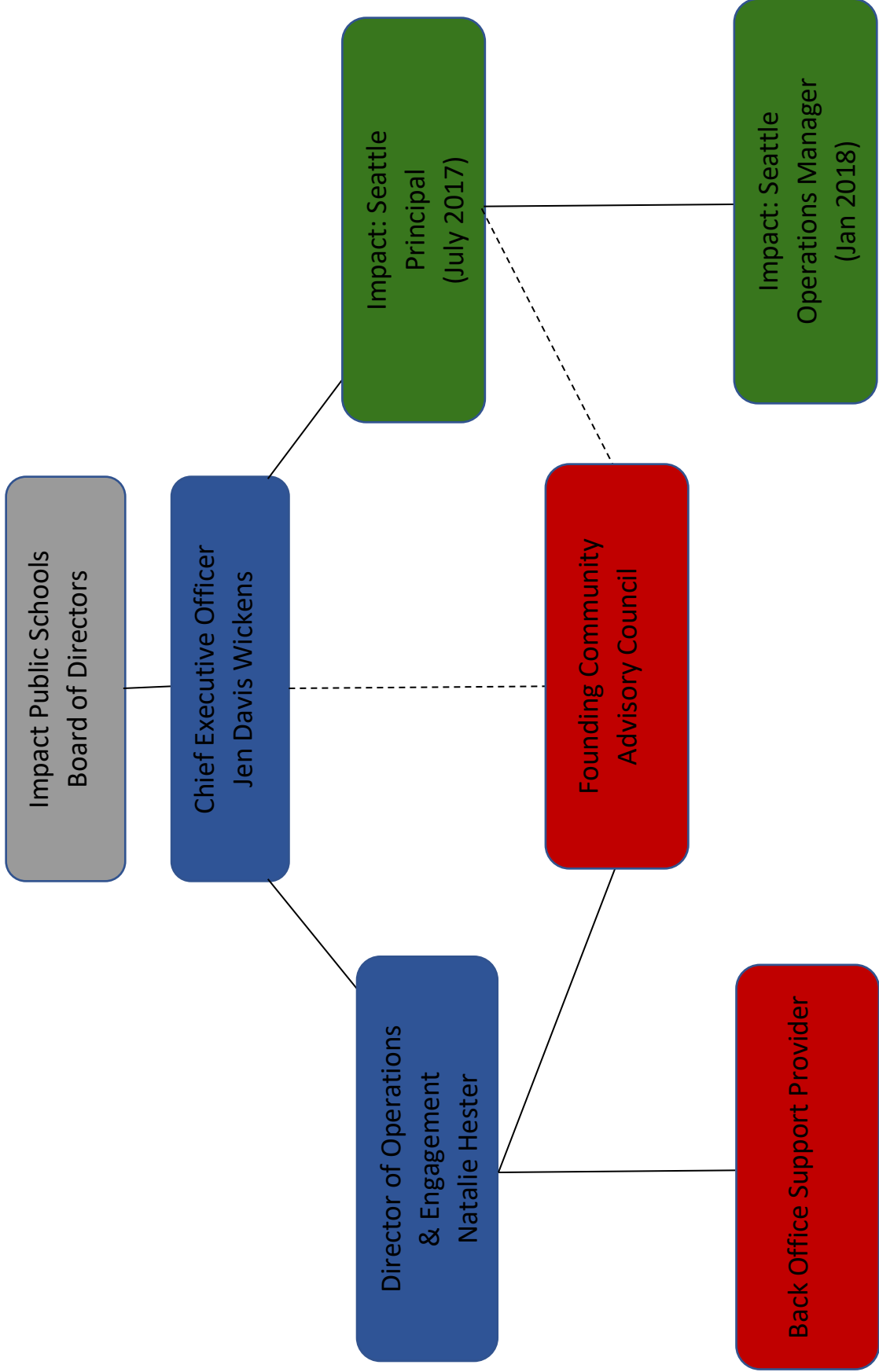
## Impact: Seattle

### Attachment 13 - Organizational Charts

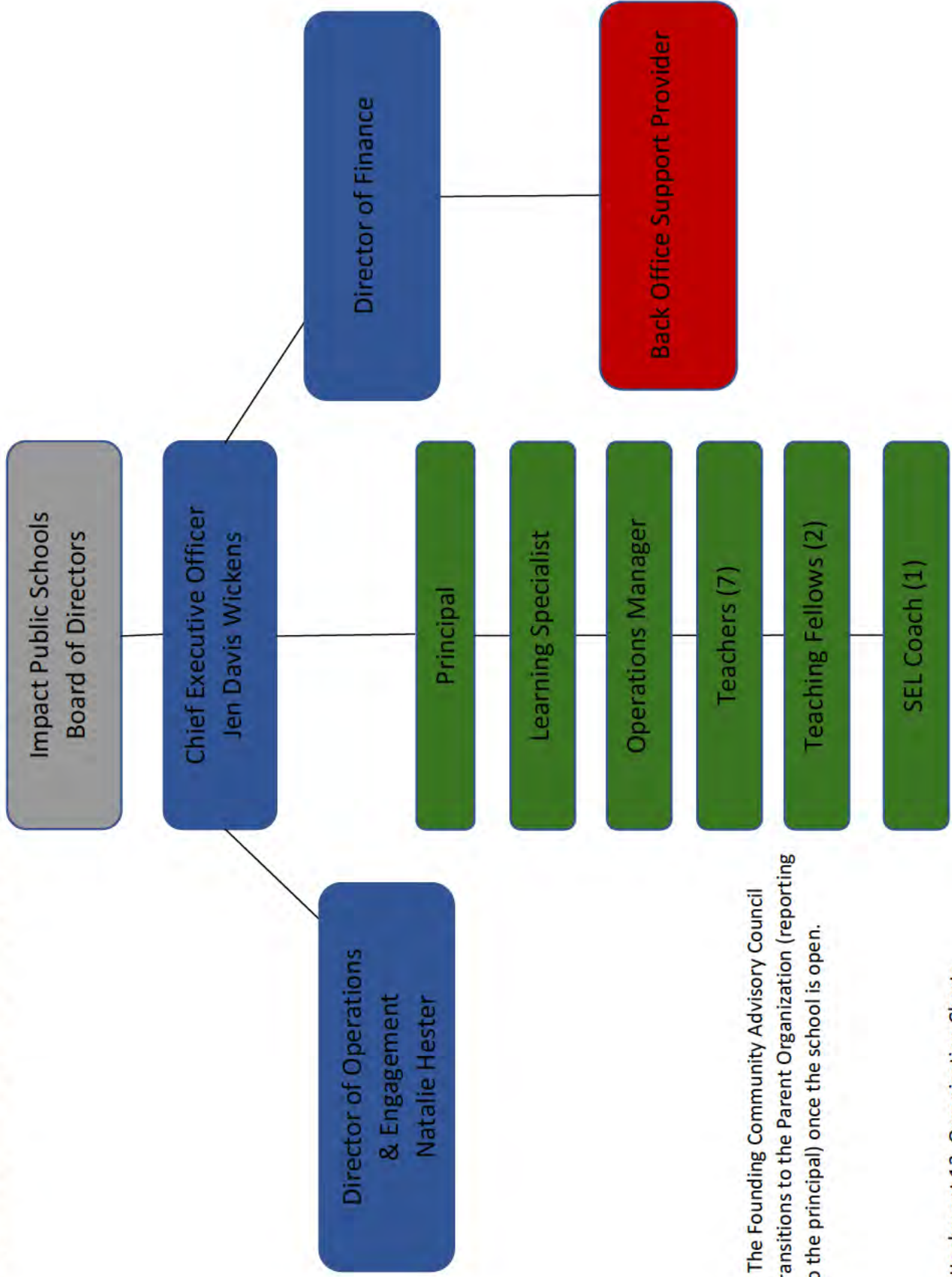
Contents:

- Organizational charts

**Organization Chart: Planning Year**

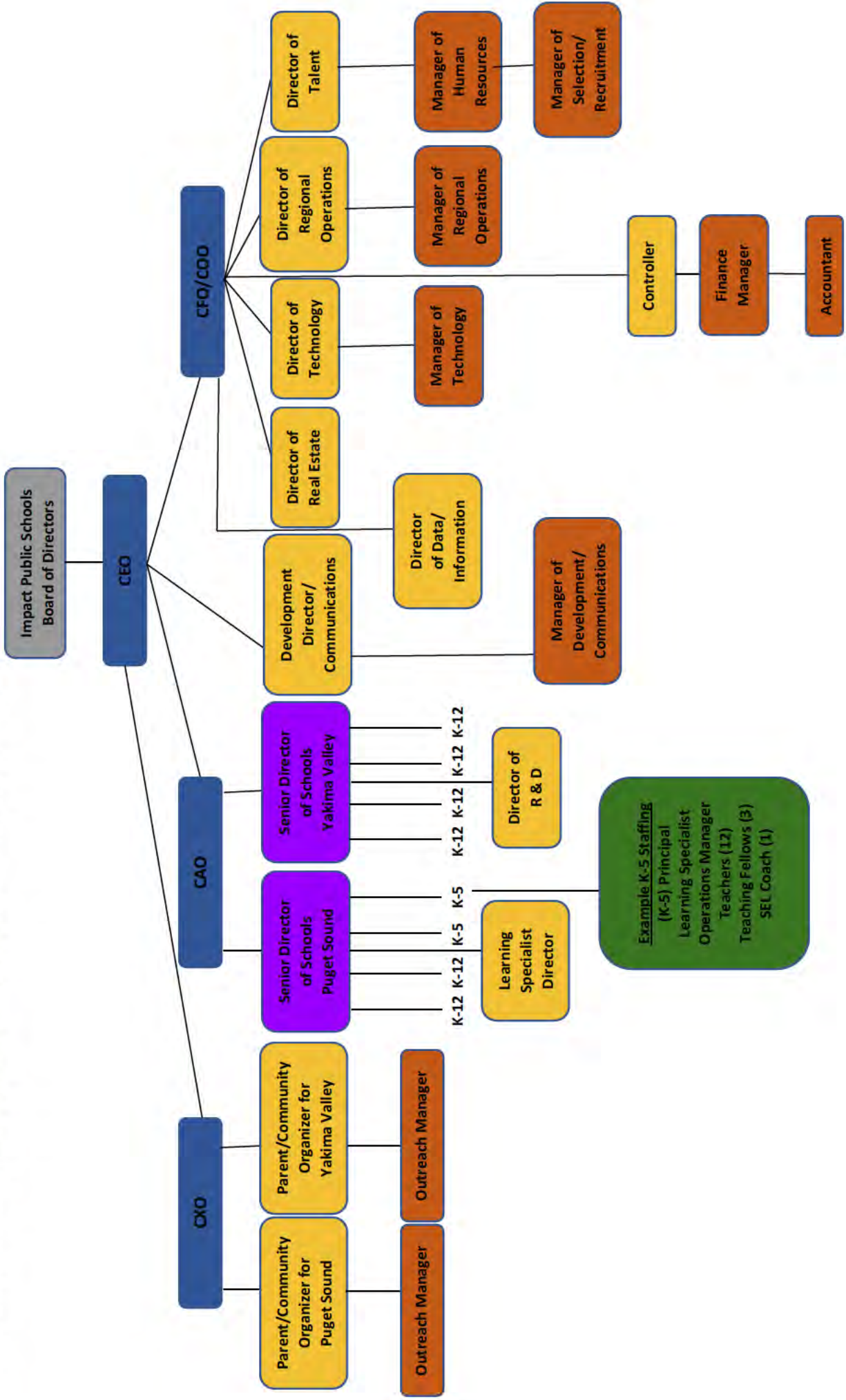


# Organization Chart: Year 1 – First Year of Operations



\* The Founding Community Advisory Council transitions to the Parent Organization (reporting to the principal) once the school is open.

# Organization Chart: End of Charter Term and School at Full Capacity







# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 14 - Copies of Proposed Contracts

Contents:

- EdTec contract for Pre-Launch Back Office Services from April 2017 - August 2018
- Puget Sound Educational Service District (PSESD) Cost Proposal for Business Office Services when Impact: Seattle is open
- True Measure Collaborative School Agreement for 2018-2019 school year
- Letter of Support from Lihi Rosenthal, Executive Director of WA True Measure Collaborative/Seneca Family of Agencies
- Letter of Support from Tom Franta, Former CEO at the Washington State Charter Schools Association (WA Charters)

**STATEMENT OF WORK #2**  
 by and between  
**EdTec Inc. and Impact Public Schools**  
**Limited Back-Office Services (Pre-Launch)**

<b>Reference:</b>	Master Services Agreement dated March 1, 2017, by and between EdTec Inc. ("EdTec") and Impact Public Schools ("Client").
<b>Term:</b>	April 1, 2017 through August 31, 2018.
<b>Scope of Services:</b>	<p>The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. The scope of services under this Statement of Work is to provide Client, as you prepare to open your school for the 2018/19 fiscal year, with school set-up and limited back-office services from the date of this SOW until September 1, 2018, when the school's full operations would begin.</p> <p><b>1. FINANCE and ACCOUNTING</b></p> <p><b>Budgeting:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Annual and multi-year budgets including cash flows</b> – EdTec works with the school leader to create a budget for the period prior to September 1, 2018, as well as annual and multi-year budgets as required by the authorizer. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.</li> <li>▪ <b>Budget revisions (as needed, on demand)</b> – EdTec revises budgets as needed to reflect changing circumstances.</li> </ul> <p><b>Financial Statements:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Financial statements</b> – Upon development of a school operating budget, EdTec can prepare budget versus actual reports.</li> <li>▪ <b>Customized financial analysis</b> – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.</li> </ul> <p><b>Accounting:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Setup of school's chart of accounts and general ledger</b> – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with state requirements (if applicable).</li> <li>▪ <b>Fund accounting</b> – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.</li> <li>▪ <b>Training</b> – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.</li> <li>▪ <b>Transaction recording</b> – EdTec records in detail all transactions in a computerized accounting system.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Journal entries and account maintenance</b> – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.</li> <li>▪ <b>Bank reconciliation</b> – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.</li> <li>▪ <b>Account for Capital Outlay Expenses</b> – EdTec records capitalized assets as provided by the school.</li> <li>▪ <b>Generate financial reports as requested</b> – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.</li> </ul> <p><b>Accounts Payable:</b></p> <ul style="list-style-type: none"> <li>▪ EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec also verifies that funds are available to pay the bills.</li> </ul> <p><b>Purchasing:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vendor selection</b> – EdTec provides recommendations of vendors based on its experience with vendors around the state and country.</li> <li>▪ <b>Purchasing assistance on big-ticket items</b> – EdTec can assist the school leader in its purchase or leasing of big ticket items such as portables.</li> </ul> <p><b>Government Financial Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Preliminary and final budget reports</b> – EdTec prepares and files the preliminary budget report based on the board adopted budget and a final budget as required.</li> </ul> <p><b>2. PAYROLL and HUMAN RESOURCES</b></p> <p><b>Payroll:</b> EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.</p> <ul style="list-style-type: none"> <li>▪ <b>Payroll Processing</b> – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized School representatives (excluding vacation and/or sick time tracking). EdTec works with the payroll processor to generate checks for signature by authorized School representatives (or through electronic signature) or facilitates Direct Deposit at the School's request. EdTec processes payroll monthly; for twice per month payroll, an additional monthly EdTec fee applies.</li> <li>▪ <b>Payroll reporting</b> – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to federal</li> </ul>
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	<p>and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. For multiple reporting numbers, an additional fee will apply.</p> <ul style="list-style-type: none"> <li>▪ <b>Payroll record maintenance</b> – EdTec keeps track of employee payroll information. School maintains employee files (based on EdTec-provided template files).</li> <li>▪ <b>W-2 processing</b> – EdTec prepares and sends Form W-2 to employees and government provided that this SOW (or a full fiscal year back-office services SOW) remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.</li> <li>▪ <b>IRS, SDI, WC support</b> – EdTec assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.</li> <li>▪ <b>Retirement plan administration</b> – EdTec will help the school set up retirement plan accounts, and makes appropriate deductions and payments to retirement plans based on information provided by the school. The school is responsible for retirement account set-up, administration and enrollments and any fees from outside parties including late fees and interest levied by the retirement plan administrator.</li> </ul> <p style="text-align: center;"><b>Human Resources and Benefits:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Health benefits administration</b> – EdTec advises the school in the health benefits procurement process.</li> </ul> <p><b>3. INSURANCE</b></p> <ul style="list-style-type: none"> <li>▪ <b>Insurance procurement</b> – EdTec assists in the liability insurance quote solicitation process.</li> </ul> <p><b>4. BOARD MEETING SUPPORT</b></p> <ul style="list-style-type: none"> <li>▪ Other than preparation of the monthly financial information described above, attendance at, or preparation of materials for, Board meetings may be provided on an hourly consulting basis subject to staff availability.</li> </ul> <p><b>5. COMPLIANCE and ACCOUNTABILITY</b></p> <ul style="list-style-type: none"> <li>▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ <b>Funding compliance</b> – EdTec makes compliance recommendations regarding funding requirements, such as Federal Planning and Implementation Grant Charter School Program (CSP) implementation grant funding and other restricted funds. Note that Federal funding compliance is especially complex with many school obligations.</li> </ul> <p><b>6. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>▪ <b>Planning and Implementation Grant Charter School Program (CSP) grant reporting</b> – EdTec can assist the school in preparing and submitting the CSP grant report, and manage the review/finalization process.</li> </ul> <p><b>7. START-UP/SET-UP</b></p> <ul style="list-style-type: none"> <li>▪ <b>Startup Support</b> – EdTec helps new schools get started on the right foot by providing forms, instructions, and support needed to launch the school, including: <ul style="list-style-type: none"> <li>○ State and Federal IDs</li> <li>○ 501(c) (3) information</li> <li>○ Payroll information (I-9, health, Live Scan, etc.)</li> </ul> </li> </ul>
<p><b>Excluded Services:</b></p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p><b>Compensation:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Limited Back Office Services:</b> Our fee for the back-office services described above is \$1,600 per month, payable monthly in advance on the first day of each month. This fee <u>includes</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through.</li> <li>▪ <b>Consulting:</b> Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses.</li> <li>▪ <b>Set-Up Charges:</b> EdTec Inc. will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized records require more than five hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate.</li> <li>▪ <b>Payment Terms:</b> All fees payable to EdTec must be received by EdTec on the first day of the month for which services are to be provided. EdTec reserves the</li> </ul>

	<p>right to suspend the provision of Services in the event a payment is not made when due.</p>
<p><b>School Obligations:</b></p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the Roles and Responsibilities document provided in Attachment 1.</p>
<p><b>Termination:</b></p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>
<p><b>EDTEC INC.</b></p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President &amp; CEO</p> <p>Date: _____</p> <p>1410A 62<sup>nd</sup> Street Emeryville, CA 94608</p> <p>Fax: 510.663.3503</p>	<p><b>IMPACT PUBLIC SCHOOLS</b></p> <p>Signature: _____</p> <p>Name: Jen wickens</p> <p>Title: CEO</p> <p>Date: _____</p> <p>Address: _____</p> <p>_____</p> <p>Email: jwickens@impacttps.org</p> <p>Phone: _____</p> <p>Fax: _____</p>

## ATTACHMENT 1

### Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and Impact Public Schools (“Client”) will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
<b>Payroll</b>	<ul style="list-style-type: none"> <li>▪ Accurate, complete payroll on a monthly/semi-monthly basis (additional fees apply for semi-monthly payroll)</li> <li>▪ Published calendar of payroll deadlines</li> <li>▪ Reminders for payroll deadlines</li> <li>▪ Final payroll information sent to client for approval prior to client’s payroll approval deadline</li> <li>▪ Advice on setting up retirement accounts for payroll processing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Timecards and changes:</b> Submission to EdTec of the timesheet summary, payroll client change summary, and other payroll changes and backup forms by the payroll calendar deadlines and using EdTec forms/processes</li> <li>▪ <b>Payroll approval:</b> Approval (email or fax) to EdTec by payroll calendar deadlines</li> <li>▪ <b>New hires:</b> Timely submission to EdTec of new hire paperwork on EdTec new hire forms by payroll calendar deadline</li> <li>▪ Enrolling (or working with a broker to enroll) staff in any retirement plans, 403b, health plans, and other insurance/retirement/contribution/deduction programs</li> <li>▪ Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.</li> </ul>
<b>Accounts Payable</b>	<ul style="list-style-type: none"> <li>▪ Timely and accurate check payments</li> <li>▪ Payment of invoices according to client’s approval policies</li> <li>▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors</li> <li>▪ Payment systems linked to financial statements and analyses for informed managerial decision-making</li> <li>▪ Bank account reconciliations</li> <li>▪ Invoice/payment research</li> <li>▪ Advising clients on outstanding checks to ensure adequate cash availability</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Submission of payment and deposit information; provision EdTec of view-only access to bank account</b> <ul style="list-style-type: none"> <li>○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes</li> <li>○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget.</li> </ul> </li> <li>▪ <b>Banking:</b> Monitoring and maintaining adequate bank account balances to meet expense obligations; securing</li> </ul>



		view-only access to school bank account(s) for use by EdTec.
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The payroll and accounts payable deadlines / calendars referenced above shall be provided separately.

**1. LATE FEES and PROCESSING CHARGES**

**Payroll:**

- **Timecards and payroll changes:** A late fee of \$100 will be imposed for each business day timecards for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest Timecards and Changes can be accepted is one business day prior to Payroll Approval deadlines.
- **Manual checks:** EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For manual checks for employee terminations, EdTec will bill the overnight delivery charges to the school if overnight delivery is requested. For all other manual check requests processed by EdTec, EdTec will charge a fee of \$35 plus overnight delivery charges (if overnight delivery is requested), and for all manual check requests processed by the payroll processor, school will pay the additional fee charged by the payroll processor plus overnight delivery charges (if overnight delivery is requested). An additional payroll cycle outside of the normal payroll processing schedule is possible with adequate advance notice and subject to EdTec staff availability at the time the request is made; an additional payroll cycle will incur an added EdTec processing fee that will be quoted at that time for Client pre-approval.

**Accounts Payable:**

- **Weekly submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$35.
- As a courtesy, EdTec may waive the first two occurrences (i.e. up to \$70) of the Weekly Submittal processing fee.







## **COST PROPOSAL FOR BUSINESS OFFICE SERVICES**

Puget Sound Educational Service District (PSESD) serves 35 school districts educating forty percent of Washington’s students. For five decades, PSESD has led efforts to improve school district efficiencies, provide products and services to address school needs and improve financial systems and procedures. PSESD comes alongside schools and districts adding expertise that contributes to high performance. A key partner and adviser to schools, PSESD draws on expert and passionate staff committed to improving student achievement and eliminating the opportunity gap. PSESD’s strong relationships with educational stakeholders, vendors, and civic leaders will assist Charter School achievement.

PSESD business office services include an array of services and responsibilities that offers the Charter School the opportunity to operate efficiently and with confidence that financial problems will not distract from focusing on what you do best – successfully educating every student.

The scope and cost of services presented below are predicated on the assumption that the School intends to utilize the WESPac (Skyward) Student and Business (Finance, Human Resources, and Payroll) Management Systems. This scope and cost of services does not include the cost of licensing fees associated with obtaining these management systems. PSESD can connect the School with a regional data center that can provide these management systems and the associated support and training.

The business office services presented span the continuum from initial set-up to on-going support in key fiscal and reporting areas.

### **Initial Set Up**

**Infrastructure Set Up:** Work with OPSI to set up the School as a Local Education Agency (LEA) including funding and reporting stream between OSPI and the School. PSESD will work with the county to establish bank accounts.

**Revenue Services:** Assist with preparation of all federal and state required forms and transmittal documents including Child Nutrition application, Part I of the Consolidated Application for funding under Title I, II, and III, student enrollment and staff reporting.

**Accounting System:** Set up chart of accounts in line with state accounting code structure. Set up internal control procedures and fiscal policies and procedures.

**Student Enrollment Reporting:** Establish Washington State accepted student information system and support.

**Technical Assistance:** Provide advice and recommendations on issues that may impact the fiscal soundness and sustainability of the school such as change to student enrollment, operational costs, and other factors.

### **Regular and Ongoing Support**

**Budget Development:** work with school leaders and stakeholders to develop annual budget for subsequent fiscal year in March/April of each year including Board approval no later than July 15. The budget will be aligned with required state account code structures. The budget will include an overall organizational view including capital and multi-year and long term needs. Those multi-years needs include creating funds for unemployment, employee absences, insurance coverage and irregular maintenance and equipment needs. The budget will include a monthly cash flow projection.

**Final Operating Budget Revision:** PSESD will work with the School to perform any needed revisions to the budget required by legislative action. Revisions will be made in context of real need requirements in order to avoid minutia.

**Forecast:** PSESD will provide two forecasts per year: one using actual data from September and October, provided by the School by December 15, using actual data September through February, provided to the Charter School by April 15.

**Financial Policies and Procedures:** For Board approval, PSESD will provide detailed financial policies and procedures that align with federal and state laws and regulations. The policies and procedures will offer comfort for proper business practices, audit compliance, and documentation.

**Bookkeeping Services:** General ledger maintenance including establishing and maintaining the School's general ledger per state account codes and the accounting manual for schools. PSESD will monitor and edit revenue and expenditure account code structures, add program and location codes when needed, and perform all other regular maintenance.

- Balance Sheet reconciliation of all bank statements. Quarterly performs reconciliation of school balance sheet including prepaid/deposits, accounts receivable, accounts payable, payroll encumbrance and liability. Work will be based upon year to date perspective and will be delivered 30 days after appropriate month end closing.
- Accounts Payable invoices including verifying approval of payment determine cash flow availability, verify non duplication of payments, log appropriate accounting entries, produce check payments for signature, verify check security. Any discrepancies will be reported to the School Administrator or designee with three business days of PSESD becoming aware of the discrepancy.
- Monitor and record receipt of revenue to ensure that school receives all entitlements and in-play grants. Perform collection activities to receive past due funding, not including initiation of legal proceedings.

**Audit Support:** Collect and format all information regularly required by auditors including Schedule of Expenditures of Federal Awards (SEFA), grant accounts and awards, leases, contracts, policies and procedures, and fiscal information.

**Financial Management and Reporting:** Prepare and transmit standard financial reports to school administrator monthly by the 15th business day of the following reporting month. Prepare and transmit state required budget documents and state required year expenditure documents to OSPI. Prepare and submit budget extension documents, if necessary.

**Payroll Processing:**

- Maintain employee information in a secure payroll database. PSESD will process any status updates, new hire, termination and or informational changes in the payroll system based upon information submitted by the school on pre agreed upon status change request forms.
- PSESD will provide the school payroll schedule for the school year and if appropriate calendar year which includes accrual periods and deadlines for PSESD to receive from the school new hire documentation, personnel change forms and payroll time data for each respective pay period.
- The school is responsible to submit all information no later than 5PM on deadline days per the school's payroll schedule. Payroll information received late will be deferred to the next month's regular payroll cycle.
- PSESD will prepare and disseminate accurate W-2s as required by law.

**Attendance Reporting:** Support the School preparing and submitting monthly attendance reports from school provided records to OSPI.

**Staff Reporting:** Prepare and submit monthly staffing reports from school provided records to OSPI.

**Reports required by Washington State Charter School Commission:** In conjunction with the School, provide information and data for school submission of reports required by the Charter Commission.

**Categorical Funding Applications:** Prepare funding applications for governmental sources identified in the School's budget. In the event new governmental funding sources become available, funding program elements and pricing will be revised if the school wishes PSESD to pursue funding. Applications will be co-developed with the school administrator with decision to pursue sources the responsibility of the school.

**Compliance and Fiscal Reporting:** PSESD will disseminate fiscal reports to Auditors, lenders and creditors as required.

**Technical Assistance:** PSESD will work with school administrative staff to ensure understanding and compliance of all pertinent state and federal laws and rules that applies to Charter Schools.

**Compliance Monitoring:** PSESD will notify the school immediately when issues arise. PSESD will use its best professional judgment as to how to address a compliance issue. PSESD will always notify the school administrator first. Ensuing action or not will be dictated by the compliance issue.

**Efficiency:** PSESD will search for cost savings methods and programs and wherever possible, recommend means to leverage work and create greater efficiencies through partnerships, cooperatives and other resources.

**Additional Services:** The School may request PSESD to provide additional services. If PSESD agrees to provide Additional Services, these services will be described in detail in a separate cost proposal.

**Cost:** Proposed Business Office Services are priced at \$45,000 per year. This cost is based on an estimate of the days required by PSESD to deliver the services called for in this proposal and that extensions of this scope of services will require both parties to evaluate the required days of service based on: (1) the services desired and/or needed in the future period; and (2) the capability of assigned participating charter school personnel in independently performing functions related to those services.



**PLEASE NOTE:** Sections of this contract highlighted **YELLOW** need to be completed by the School.



### True Measure Collaborative - School Agreement School Year 2018-2019

This agreement (the "Agreement") between the Washington State Charter Schools Association ("WA Charters") and [redacted] ("School") covers the terms and conditions of the True Measure Collaborative ("Collaborative") offered by WA Charters. The membership period for these services is from August 1, 2018 to August 31, 2019. Schools will not be able to take part in the support services, outlined in paragraph A, until this agreement is signed and all of the exhibits and/or access required under Appendix A are completed, returned, or provided as indicated.

**Services provided in this contract are for the period between August 1, 2018 and August 31, 2019.**

#### A. Program Details

The School agrees to participate in the True Measure Collaborative. The Collaborative serves as a full partner to member<sup>1</sup> charter schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs all students faced with barriers to academic achievement, including those with disabilities.

Assistance includes:

- Program Specialist Support
  - Monthly IEP Labs (per region), monthly reviews aligned with WISM areas, and quarterly "deep dives" into special education files and processes
  - Increased support to schools in analyzing outcome data, both for performance improvement and to facilitate sharing of sector-wide highlights
  - One day/month of on-site, school-based support
  - Assistance in selecting contracted supports (Physical Therapy, Occupational Therapy, Speech Language Pathologist, etc.)
  - Monthly regional office hours, including special hours targeted to specific, timely needs (e.g., reporting requirements or applying for Safety Net funding)
  - Regular reviews of Individual Education Program (IEP) system (depending on school's IEP platform)
  - On-call support and guidance for pre-legal intervention
  - Technical assistance and facilitation support for IEP teams
- Access to Service Providers
  - Collection and assistance in vetting potential contracted supports
  - Assistance in selecting resources in support of student needs (i.e. assessment and curricular materials, data and service tracking templates)
- Professional Development (*Note: Costs for travel and lodging to Collaborative trainings must be incurred by member schools.*)
  - A three-day summer retreat to reflect on glows and grows from the concluding year and plan for the year ahead
  - A parallel professional learning community for school culture/climate leads
  - Regional trainings by PSESD, Seneca and external experts in areas such as PBIS, crisis intervention, trauma informed education, ELL best practices and special education

- o compliance
  - o Increased training capacity for Collaborative staff to present PD at schools
  - o A regularly-updated calendar linking tools, resources, and deadlines
  - o Regular updates informed by Educational Service District meetings, Office of the Superintendent of Public Instruction updates, and monitoring of landscape relevant to supporting students with special needs
  - o Access to various required health and safety trainings via a learning management system
- In order to effectively provide this service, the Collaborative requires the School to provide login information or access to student data reports from the IEP platform (“Admin Data”).

**B. General Responsibilities of the School**

**Payment Terms:**

1. Payment of the annual program deposit fee (see fee schedule in Table 1 below) must be received by WA Charters before any Collaborative support services are rendered.
2. The fee for services (see payment schedule in Table 1 below) is a flat rate of \$12,500 per school for the 2018-19 year, based on personnel, professional development, and administrative costs. For Charter Management Organizations (CMO) with more than one school participating in the Collaborative, the fee for each additional school is \$6,250. The payment schedule is as follows:

**Table 1.**

<b>2018–2019 Fee Schedule For Participating Schools<sup>2</sup></b>		
<b>School Type</b>	<b>Fee</b>	<b>Date Due</b>
True Measure Collaborative “Deposit”	\$1,500	August 31
Payment 2	\$2,000	December 31
Payment 3	\$2,000	March 31
Final Payment <i>(total fees due less payments made to date)</i>	\$7,000 (+ addtl. school amount if applicable)	July 31

1. Schools agree to notify WA Charters as soon as possible of any changes in contact information for the School’s designated liaison to the Collaborative.
2. Schools agree to provide the Collaborative data and information required to enable the Collaborative’s support of the school’s service delivery, evaluation, and reporting of compliant and high quality services. All information shared will be protected and maintained by the Collaborative in compliance with FERPA, HIPAA, and/or other regulating statute.

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<sup>1</sup> Members of the TMC must first be members of the Washington State Charter Schools Association.

<sup>2</sup> This fee schedule reflects SY 2016-2017 fee levels. Fees will be increased in SY 2018-2019.

\_\_\_\_\_ **Initial**

### C. Warranties & Disclaimers

1. Disclaimer of Warranties: No advice or information, whether written or oral, obtained by the School from the Collaborative, its officers, employees, agents or representatives shall create any warranty not expressly stated in the terms of this Agreement. The School acknowledges and agrees that the Collaborative is providing only the services contained herein and the School is not relying on the Collaborative to provide any advice or services (including any day-to-day managerial services involved in the Special Education process) that are not otherwise provided for in this Agreement.
2. Indemnification by WA Charters: WA Charters shall defend, indemnify and hold the School harmless against any loss, damage or costs (including reasonable attorneys' fees) awarded in connection with any claims, demands, suits, or proceedings ("Claims") made or brought against the School by a third party arising from a breach of this Agreement by WA Charters, its employees or agents resulting in the unauthorized disclosure of any student data or any other information that has been designated by the School or the WA Charters as confidential. The School shall: (a) promptly give written notice of any Claim to WA Charters; (b) give WA Charters sole control of the defense and settlement of the Claim (provided that WA Charters may not settle or defend any Claim unless it unconditionally releases the School of all liability); and (c) provide to WA Charters, at WA Charters' cost, all reasonable assistance.
3. Indemnification by the School: The School shall defend, indemnify and hold WA Charters harmless: (i) against any loss, damage or liability incurred in connection with Claims made or brought against WA Charters by a third party arising from a breach of this Agreement by the School, its employees or agents that resulted in the unauthorized disclosure of any student data or any other information has been designated by the School or WA Charters as confidential, (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with Claims made or brought against WA Charters by a third party alleging any student data or information provided by the School infringes the rights of, or has caused harm to a third party; or (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with a claim made by a third party arising from the School's, its employees' or its agents' use of the Service in breach of this Agreement. WA Charters shall: (a) promptly give written notice of any Claim to the School; (b) give the School sole control of the defense and settlement of the Claim (provided that the School may not settle or defend any Claim unless it unconditionally releases WA Charters of all liability); and (c) provide to the School, at the School's cost, all reasonable assistance.
4. Exclusion of Damages: Except with respect to either party's indemnification obligations as described above, breach of confidentiality or willful or grossly negligent misconduct, in no event shall either party have any liability to the other party for any lost profits or for any indirect, special, incidental, punitive, or consequential damages however caused and, whether in contract, tort or otherwise, arising out of, or in any way connected with this Agreement, including but not limited to the use or inability to use the service, any interruption, inaccuracy, error or omission, even if the party from which damages are being sought or such party's licensors have been previously advised of the possibility of such damages. Neither party will be liable for losses or damages due to situations resulting from force majeure.

#### D. Miscellaneous

1. **Termination:** This Agreement shall terminate on August 31, 2019 (the "Completion Date"). Prior to the Completion Date, either party shall have the right to terminate this Agreement at will and without prior notice without any further obligations to the other party, provided, however that the indemnification obligations under Paragraph C3 shall continue to survive termination of this Agreement. Upon termination, any accrued but not yet paid fees for Collaborative services rendered will be due and payable immediately by the school.
2. **Governing Law:** This Agreement shall at all times be subject to, limited by and construed in accordance with the laws of Washington State. The parties agree to be subject to the personal jurisdiction of Washington State courts with respect to the subject matter of this Agreement and any claims arising from this Agreement. Venue for any action or proceeding arising under this agreement shall lie in the superior court of King County, Washington. No provision of this Agreement shall be applied or construed in a manner inconsistent with applicable federal and state laws and regulations.
3. **No Third Party Beneficiaries:** It is the explicit intent of the parties that no person or entity other than the parties is or shall be entitled to bring any action to enforce any provision of this Agreement against either of the parties.
4. **Entire Agreement:** This Agreement, inclusive of all appendices, is the entire agreement between the parties with respect to the subject matter hereof. No amendments or modifications of the terms or the provisions of this Agreement shall be binding upon either party unless in writing and signed by both parties.
5. **Assignment:** Neither party may assign this Agreement without the prior written consent of the other party.

**True Measure Collaborative - School Agreement School Year 2018-2019**

IN WITNESS WHEREOF, this Agreement is executed on the date first below written.

FOR: Washington State Charter Schools Association

By:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name:

Title: Chief Executive Officer

FOR: \_\_\_\_\_ ("School")

By:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_



**PLEASE NOTE:** Sections of this contract highlighted **YELLOW** need to be completed by the School.

#### **Appendix A:**

In order to benefit from the Collaborative's support to the fullest extent, and for the Collaborative to provide the most comprehensive support possible, the Collaborative must have access to student information. This information will be used for reasonable educational purposes only and in compliance with all applicable state and federal HIPAA and FERPA laws. The school must make available to TMC program managers and director:

- Read-only access to the school's Student Information System and Special Education platform
- Access to student Special Education and 504 data and documentation

#### **WA Charters Data Policy**

Aggregated, sector-level data may be used for any of the following purposes:

- To identify areas of strength and areas where additional support is needed for individual schools and as a sector
- To provide summary data to legislators and advocacy partners
- To provide summary data upon external media requests
- For the promotion of positive data via WA Charters media (blog, website, Facebook, Twitter, etc.)
- To support WA Charters and TMC reports and white papers
- In support of development efforts



March 23, 2017

Jen Davis Wickens  
Co-Founder and CEO  
Impact Public Schools  
210 S Hudson St  
Seattle, WA 98134

Dear Ms. Wickens,

It is my pleasure to write in support of your charter application for Impact Public Schools in the Seattle/Tukwila area. Your commitment to improve student outcomes by serving the diverse needs of students in this region strongly aligns with our mission at Seneca Family of Agencies.

Since its founding over 30 years ago, Seneca has worked to provide special education and mental health services to children and families in California and, more recently, in Washington State. We aim to help the youth we serve through the most difficult times of their lives. Seneca's multi-tiered model of support stems from our experience that an individualized approach is needed to meet the needs of all students, including those living in poverty, involved in the child welfare system, English Language Learners, and those diagnosed with learning and emotional disabilities. Seneca could not succeed in this endeavor alone; we often partner with counties, Local Educational Agencies, and schools to offer comprehensive systems of support. For this reason, we highly value partners and organizations with goals that align with our own. I applaud your proposal to provide high quality, individualized education to the Seattle/Tukwila region's diverse student population, as it speaks to our shared commitment to address educational equity and support all students, particularly those facing complex barriers to academic success.

Seneca endorses the proposal you have put forward, and we look forward to seeing your vision actualized. We are excited to support you through your partnership in the True Measure Collaborative, a support organization that works with Washington State charter schools to deliver compliant and high quality services to all students, regardless of their levels of need. The True Measure Collaborative is a joint effort of the Washington State Charter Schools Association, the Puget Sound Educational Service District and Seneca Family of Agencies. We eagerly await news of your charter application's approval and stand at the ready to provide the support and resources you need to move from approved application to sustainable public school, open to and accessible by all students and families.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lihi', written in a cursive style.

Lihi Rosenthal  
Executive Director of Washington Programs  
Seneca Family of Agencies



February 28, 2017

Mr. Steve Sundquist, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Charter School Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to grow a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

On behalf of WA Charters, I am writing to express my strong support for Impact Public Schools' charter application for a K-5 school in South Seattle. Impact Public Schools, under the leadership of co-founder and CEO Jen Davis Wickens, has assembled a tremendous leadership team and board of directors that will serve both the school and the community well. For the past three years, Ms. Wickens has served as the Chief Regional Officer for Summit Public Schools, a highly successful charter management organization. In that role, Ms. Wickens successfully led the launch of two high-quality charter public schools in Seattle and Tacoma, and has worked tirelessly to lay the groundwork for another impactful school launch in West Seattle this fall.

Throughout her time at Summit Public Schools, Ms. Wickens has remained a steadfast advocate for Washington students' access to high-quality schools, and she has formed many successful partnerships with community based organizations and traditional school districts that effectively serve the entire charter public school sector. As evidence of this, through Summit Learning (formerly Summit Basecamp), Ms. Wickens has spearheaded partnerships with five traditional district schools on the east side of Washington, with additional South Puget Sound partnerships set to launch this summer. This represents the catalyst that high-quality charter public schools can be, bringing innovative and promising practices to students across the state. This work has continued in building out a strong leadership team at Impact Public Schools with significant depth of knowledge of both the South Seattle community through Natalie Hester, as well as elementary education expertise through Chrissie Wright. In sum, I am confident that the Impact Public Schools team is meaningfully committed to partnering with all public schools to benefit students across the state.

Impact Public Schools will build on the success of, and incorporate best practices from, Summit Public Schools. The South Seattle community will be rewarded with a truly innovative elementary school, one that



offers rigorous, yet personalized instruction capable of meeting the needs of a diverse population. The South Seattle community needs more high-quality public elementary schools like that being proposed by Impact Public Schools. According to data made available by the Road Map Project, significant opportunity and achievement gaps are already present in existing elementary schools across South Seattle, with low income students, English language learners, and racial minorities entering middle school behind their peers.

Approving Impact Public Schools' application will immediately address and remedy this trend. All students that matriculate from Impact Public Schools will have strong core skills in reading, writing, and mathematics, and they will demonstrate mastery of the Common Core standards through fifth grade. Utilizing a modified version of the 21st Century Leadership Framework, Impact Public Schools will ensure that students are prepared for middle school by developing students' non-cognitive skills, habits, and mindsets, such as growth mindset and hunger for learning. I believe the families of South Seattle should have the option to send their children to a school that offers this kind of transformative education.

Not only will Impact Public Schools positively affect the South Seattle community, it will critically support the continued growth and strength of the nascent charter public school sector. I am confident that Impact Public Schools will continue to develop critical partnerships with traditional school districts and community based organizations to share best practices, and that students matriculating from Impact Public Schools will want to matriculate into programs that have similar characteristics, like Summit Public Schools and Green Dot Public Schools.

Given the tremendous experience and expertise of the Impact Public Schools team, and their collective commitment to opening a high-quality, truly innovative charter public school that will be responsive to the needs of South Seattle, I urge you to approve Impact Public Schools' charter application.

Thank you for your time and consideration.

Respectfully yours,

Thomas Franta  
CEO, WA Charters



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 15 - Board Member Documents

Contents:

- Completed and Signed Board Member Disclosure Forms
- Board Member Resumes
- Board Member Bios; and
- Signed Statement of Assurances



## **CHARTER SCHOOL BOARD MEMBER INFORMATION**

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**To be completed individually by each proposed charter school board member.  
 All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### **Background**

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Sara Morris  
 Home Address 5917 11<sup>th</sup> Avenue NW  
 Business Name and Address \_\_\_\_\_  
 Phone Number 206-297-0614  
 E-mail address Saramo808@yahoo.com
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

Serving on the board will allow me to support Impact Public Schools (IPS) as the organization grows in Washington State. The IPS team has a track record of success with students from diverse backgrounds, and as we expand to serve more students in Washington, it is vital that we have knowledgeable and experienced leaders ensuring our success in new communities throughout the state. I am honored to play a role in guiding that successful growth.

6. What is your understanding of the appropriate role of a public charter school board member?

The Board's role is primarily to provide fiscal oversight, hire/fire the CEO, serve as an evangelist for the organization's mission, support fundraising, and create and oversee a long-term strategic plan that supports us in meeting our mission. Put another way, the board's focus is on ensuring the organization's students are achieving academic success, the program is operationally and financially strong, and the right leadership is in place to execute the IPS mission.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on other non-profit boards and have served as the Executive Director of a large education non-profit in Washington State.

8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience that I would bring to this board relates to multiple levels of effective governance. As a founding board member, I am very familiar with the organization's mission and program. This knowledge will support the board's work as we create and oversee a long-term strategic plan and find effective leadership to support students and achieve the organization's mission. From my own professional career, I bring extensive knowledge of non-profit management, fundraising, board development and program implementation.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

While the school has continued to innovate and iterate its educational program, the mission has always been the same: to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. At the heart of this mission, we believe in addressing social inequities through the capacity of our schools, and we do this by serving a heterogeneous student population in untracked classrooms. We offer a rigorous academic program, and our students thrive for a number of reasons. First, we believe in hiring and retaining high performing teachers. Second, we believe in cultivating inclusive learning communities. Third, we have high expectations for all students – no matter students' backgrounds, we believe all students can go to a four-year college.

2. What is your understanding of the school's proposed educational program?

Our educational program is focused on what it takes to be truly college ready:

- Deeper Learning Skills: Critical thinking, communication, and problem solving skills needed to succeed in and engage with today's world.
- Habits of Leadership: Social, self, and interpersonal skills needed to succeed in college and the working world.
- Core Skills & Content: Basic skills and information that must be learned in a variety of disciplines.

Real World Experiences (Expeditions): Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.

3. What do you believe to be the characteristics of a successful school?

Often you can "feel" a good school when you walk into the building. Successful schools have a particular energy. It's hardly black magic, though – successful schools are deliberate in the school culture they cultivate, and they engage students, teachers, parents, and other community members in this process. They hire and retain high performing teachers, and they have innovative and consensus-building school leaders. These kinds of schools put students first, and this means they do not stagnate as they continually strive to improve themselves. To this end, they continually provide professional development for teachers, they use data to drive decision-making (especially around instructional strategies), and they prepare students to go to college and to be thoughtful, contributing members of society.

4. How will you know that the school is succeeding (or not) in its mission?

We will know the school is succeeding if it is meeting the targets laid out in its charter and in the Commission's academic, operational and financial frameworks. We will also use data on student outcomes (e.g., state test data, MAP assessments, etc.) and qualitative data (e.g., student surveys, parent surveys, teacher satisfaction/turnover).



## Governance

1. Describe the role that the board will play in the school's operation.

The Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).

3. How will you know at the end of four years of the school is successful?

We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to

the rest of the Board. Based on protocol, and if necessary, I would have a closed session and remove that member from the Board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
  
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
  
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
N/A.  I / we or my family do not anticipate conducting any such business.  Yes

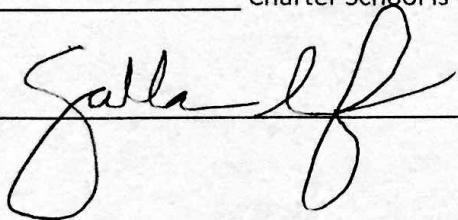
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
 None.  Yes

### Certification

I, Sara Morris, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

Sara Morris  
Signature



March 10, 2017  
Date



# CHARTER SCHOOL BOARD MEMBER INFORMATION

**To be completed individually by each proposed charter school board member.  
 All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose Board of Directors you intend to serve	<b>Impact Public Schools</b>
2. Full name	<b>Anthony Alton Byrd</b>
Home Address	<b>1231 148<sup>th</sup> Place SE Mill Creek, WA 98012</b>
Business Name and Address	<b>Teach For America – Washington 210 South Hudson St. Seattle, 98134</b>
Phone Number	<b>206-518-2003</b>
E-mail address	<b>anthonyabyrd@gmail.com</b>

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

**Work:**

Executive Director, Teach For America – Washington (2016-Present)  
Adjunct lecturer, University of Washington – Bothell (2014-Present)  
Associate Superintendent , Everett Public Schools (2013-16)  
Assistant Superintendent, Edmonds School District (2007-13)  
Principal. Edmonds School District (2002-07)  
Principal, Cambrian School District in CA (1998-2002)  
3<sup>rd</sup> grade teacher, Redwood City School District in CA (1997-98)  
Recruiter, Teach For America, NYC (1996-97)  
6<sup>th</sup> grade teacher, Teach For America, Pasadena, CA (1993-95)  
English Language Teacher – Budapest, Hungary (1992-93)  
Environmental Activist, CALPIRG – Santa Barbara, CA (1989-1991)

**Degrees:**

B.A. in International Relations - Bucknell University – Lewisburg, PA (1989)  
M.A. in educational policy – Stanford University – Stanford, CA (1996)  
M.A. in educational administration – Stanford University – Stanford, CA (1998)  
Ed.D. in educational leadership and policy studies – University of Washington – Seattle, WA (2007)

**Board work:**

Impact Public Schools (Present)  
University of Washington College of Education (Fall, 2016 – Present)  
Northwest National Premier Soccer Club (2011-16)  
University of Washington – Bothell, Special Education Advisory Council (2015-16)

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. X  Yes

5. Why do you wish to serve on the board of the proposed charter school?

I have served in public education for over 20 years and have a deep-seated commitment to equity. I believe charter schools can create equity models that others can learn from and have deep faith in

the CEO Jen Davis Wickens. I am also deeply concerned about the persistent achievement and opportunity gaps in the communities Impact proposes to serve and believe this is one tool to support student growth. I would love to bring my experience in the traditional public sector to the table to help guide Impact's work.

6. What is your understanding of the appropriate role of a public charter school board member?

We are to provide strategic oversight and fiscal guidance. We also need to ensure that the charter follows all of the expectations of Washington State law with respect to charters. We hire/fire the CEO and support fundraising.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on charter boards, I currently serve on the ambassador board for the University of Washington College of Education and was a four-year board member of the Northwest Nationals Premier Soccer Club. I was also on the special education advisory council for the University of Washington – Bothell. These experiences have taught/are teaching me about the appropriate role a board member plays in leading and supporting organizations. I also bring 20 years of educational leadership to the table, including nine years of presenting to and working with school boards in the Edmonds and Everett School Districts – where I served as the assistant and associate superintendents respectively.

8. Describe the specific knowledge and experience that you would bring to the board.

I was a district leader in Washington from 2007-13, specifically overseeing curriculum, teaching and learning, special education, title programs, career and technical programs, STEM, career and college readiness, assessments, and instructional technology. I have deep content knowledge in each of these fields and completed my doctoral degree in educational policy and leadership studies from the University of Washington in 2007. My dissertation focused on taking high quality learning and teaching to scale and I can bring this knowledge to the charter space. I was also a principal of three schools from 1998-2007. Each of these schools improved student performance under my leadership and developed powerful learning cultures. I have taught teachers in principal training programs for both Western Washington University and the University of Washington – Bothell since 2008. I was also a classroom teacher in CA. I have deep knowledge in leadership, policy and change – in

addition to my expertise in curriculum, assessment and instruction.

## School Mission and Program

### 1. What is your understanding of the school's mission and guiding beliefs?

Impact's mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. At the heart of this mission, we believe in addressing social inequities through the capacity of our schools, and we do this by serving a heterogeneous student population in untracked classrooms.

We believe in hiring and retaining high performing teachers. Second, we believe in cultivating inclusive learning communities. Third, we have high expectations for all students – no matter students' backgrounds, we believe all students can go to a four-year college.

### 2. What is your understanding of the school's proposed educational program?

Our educational program is focused on what it takes to be truly college ready:

- Deeper Learning Skills: Critical thinking, communication, and problem solving skills needed to succeed in and engage with today's world.
- Habits of Leadership: Social, self, and interpersonal skills needed to succeed in college and the working world.
- Core Skills & Content: Basic skills and information that must be learned in a variety of disciplines.
- Real World Experiences (Expeditions): Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.

### 3. What do you believe to be the characteristics of a successful school?

Successful schools are deliberate in the school culture they cultivate, and they engage students, teachers, parents, and other community members in this process. They hire and retain high performing teachers, and they have innovative and consensus-building school leaders. These kinds of schools put students first, and this means they do not stagnate as they continually strive to improve themselves. To this end, they continually provide professional development for teachers, they use data to drive decision-making (especially around instructional strategies), and they prepare students to go to college and to be thoughtful, contributing members of society.

### 4. How will you know that the school is succeeding (or not) in its mission?

We will know the school is succeeding if it is meeting the targets it has laid out in its charter and in the Commission's academic, operational and financial frameworks. We will also use data on student outcomes (e.g., state test data, MAP assessments, etc.) and qualitative data (e.g., student surveys, parent surveys, teacher satisfaction/turnover).

## **Governance**

1. Describe the role that the board will play in the school's operation.

The Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).

3. How will you know at the end of four years of the school is successful?

We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).

5. How would you handle a situation in which you believe one or more members of the school's



board were acting unethically or not in the best interests of the school?

I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to the rest of the Board. Based on protocol, and if necessary, I would have a closed session to remove that member from the Board.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.  Yes

I have spoken with Sara Morris when she was supporting OSPI on teacher pipeline efforts and needed my input. I met Micaela Razo in February, 2016 when visiting the Yakima Valley to learn about how Teach For America can serve that region. I met Tatiana Epanchin Troyan this fall and we discussed ways to engage TFA alumni in supporting equity work in Washington.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.  Yes

I know the CEO of Impact Public Schools, Jen Wickens, from previous work.

In terms of employees across WA (not at Impact Public Schools). I know large numbers of school employees across the state based-on my previous and current roles. My wife has been a substitute teacher in the Edmonds and Everett School Districts and knows many school employees from that work.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are

conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X  I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X  Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

The school doesn't intend to contract with an ESP; however, they might eventually contract with Teach for America specifically to increase their teacher pipeline. We are aware that Teach for America isn't an ESP.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X  N/A.  I / we have no such interest.  Yes

I am the executive director of Teach For America – Washington. We are aware that Teach for America isn't an ESP.

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X  N/A.  I / we or my family do not anticipate conducting any such business.  Yes

I am the executive director of Teach For America – Washington. We are aware that Teach for America isn't an ESP.

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. X  Yes

I am the executive director of Teach For America – Washington. Impact Public Schools isn't currently contracting with Teach for America; however, they may eventually want to partner with Teach for

America to increase their teacher pipeline. If the organization does want to partner, we will bring this to the Commission to ensure there isn't a conflict of interest. We are committed to transparent leadership at all times.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

x  None.  Yes

I am the executive director of Teach For America – Washington. Impact Public Schools isn't currently contracting with Teach for America; however, they may eventually want to partner with Teach for America to increase their teacher pipeline. If the organization does want to partner, we will bring this to the Commission to ensure there isn't a conflict of interest. We are committed to transparent leadership at all times.

**Certification**

I, Anthony Byrd, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Impact Charter School is true and correct in every respect.

Anthony Byrd  
Signature

3/22/17  
Date

# CHARTER SCHOOL BOARD MEMBER INFORMATION

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To be completed individually by each proposed charter school board member.  
 All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Micaela Razo  
 Home Address 9503 W. Chestnut Ave, Yakima, WA 98908  
 Business Name and Address \_\_\_\_\_  
 Phone Number 509-952-6490  
 E-mail address Micaela@quantumed.org

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.
-

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

**I want to be able to provide positive opportunities for all children especially for at risk students.**

6. What is your understanding of the appropriate role of a public charter school board member?

**A charter school board member role is to uphold the mission and vision of the organization and to oversee the administration to ensure the schools are running smoothly and effectively.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served on other non-profit educational boards for the last 10 years.**

**I have served on other non-profit educational boards for the last 10 years.**

8. Describe the specific knowledge and experience that you would bring to the board.

**The knowledge and experience I bring to the board is around community engagement and education advocacy to create powerful community voices that support education issues.**

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**My understanding of the school's mission and guiding beliefs is to prepare diverse students so they become innovative leaders with the right to high quality post-secondary education.**

2. What is your understanding of the school's proposed educational program?

**The school's educational program includes personalized pathways, mentor relationships, expeditions, and project based learning.**

3. What do you believe to be the characteristics of a successful school?

- **Clear vision that's focused on student results**
- **Clear goals with a consistent way to measure them**
- **Clarity of roles and responsibilities**
- **Demonstration of a clear understanding of the difference between governance and management**
- **Passionate belief in the mission and core values**
- **Strong partnerships within the community, including business, faith based leaders, non-profits and families that is built with trust and respect**

4. How will you know that the school is succeeding (or not) in its mission?  
**Board, management, and staff will work together to have a clear and effective communication pathway and feedback loop with the students and families. We will progress monitor academic data throughout the program, on state assessments, and graduation rates to see what areas need attention if we don't meet set goals. We will meet all requirements established in the commission's academic, operational, and financial performance frameworks.**

## **Governance**

1. Describe the role that the board will play in the school's operation.  
**First and foremost, school boards look out for students. The Board will not be involved in day-to-day operations. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it – for example, if someone has facilities expertise, they may serve as a coach to the CEO. The Board will be accessible to the public and accountable for the performance of our schools.**
2. How will you know if the school is successful at the end of the first year of operation?  
**We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong enrollment. In addition, we will be on budget and students will be on track within the Learning Management System (LMS).**
3. How will you know at the end of four years of the school is successful?  
**We will know the school has been successful at the end of four years if the items in the previous question are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will know we have been successful at the end of four years if our school model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**We will need to ensure that we all have the same vision and mission. We need to hire and coach the right leader, ensure fiscal oversight, and be strong, vocal supporters of the school. We also need to provide support in areas of expertise when needed (e.g., legal, facilities, fundraising, school administration).**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**I would make sure that I take the steps necessary written in our policies to address the problem**

in a timely manner. I would ensure ahead of time that there are Board procedures and protocol for dealing with such situations. If I believed one or more member were acting unethically or not in the best interests of the school, I would bring it up with the individual(s) in question in a timely fashion. My next step would be to share the information with the Board Chair and CEO. If I were unable to resolve the issue through any of these means, I would bring it to the rest of the Board. Based on protocol, and if necessary, I would have a closed session and remove that member from the Board.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
  
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
  
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment,

contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

### Certification

I, \_\_\_\_\_Micaela Razo\_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for \_\_\_\_\_Impact Public Schools\_\_\_\_\_ Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

3/5/17  
\_\_\_\_\_  
Date



# CHARTER SCHOOL BOARD MEMBER INFORMATION

**To be completed individually by each proposed charter school board member.  
 All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Tatiana Epanchin-Troyan  
 Home Address 10014 NE Day Road E  
 Business Name and Address Bainbridge Island WA 98110  
 Phone Number 510.388.7925  
 E-mail address tepanchin@gmail.com
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

X Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

*I believe in public school choice. Charters, when strong and when run well, provide another public option for families to consider. It is in the best interest of all of our students and their families to provide options as innovation and new ideas can make education, as a whole, better.*

6. What is your understanding of the appropriate role of a public charter school board member?

*I look forward to helping with the instructional program as my experience is most closely aligned to that aspect of the work. In addition, I understand that the board is responsible for managing the CEO and providing thoughtful oversight on all aspects of the organization's financial, legal, and other operations.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*I served as educator, school leader, and system leader at Aspire Public Schools, a large CMA in CA for 13 years. In that capacity, I have worked with school boards from four separate counties/cities and across the education sector.*

8. Describe the specific knowledge and experience that you would bring to the board.

*The experience that I have from teaching, leading several schools, and leading a system of schools will help me in this work tremendously. In addition, I have extensive background in Professional Development design and facilitation, a strong leadership background both personally and within an organization around Diversity, Equity, and Inclusiveness.*

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

*Impact Public Schools will grow into a system of schools where the child is center to the program. Students will receive multiple opportunities to engage with material in a personalized way throughout the day. In addition, students will be given the opportunity to grow and learn with a small group of peers twice daily so that Social Emotional Learning can also take place. Students will have experiences with complex problems to solve over time and will complete Rites of Passage experiences in which they can provide evidence of their learning and its application. Lastly, Impact will be a system in which all people- students, families, teachers, and staff grow and continue to*

*nurture their learning and growth. It will follow a Diverse by Design philosophy so people representing a variety of demographics can learn together and from one another- truly getting at the goal of global citizen.*

2. What is your understanding of the school's proposed educational program?

*Students will have time each day to get extra support, spend time in small group/advisory/mentor sections, literacy and math blocks, which include writers workshop and personalized learning experiences both with teacher and technology. In addition, students will work on projects in science and social studies. They will be given time in the arts and physical education as well.*

3. What do you believe to be the characteristics of a successful school?

*There needs to be a laser like focus on data of all kinds, authentic time for prototyping and change to meet the needs of scholars based on what the data tells us. Data must include not only assessments, but general grades, participation in activities, attendance, discipline, etc. When a school is actively engaged in ensuring that no groups are over-represented in any area and that the needs of all students are being met, and there is data to prove it, we know that a school is successful.*

4. How will you know that the school is succeeding (or not) in its mission?

*When the school is fully enrolled with community support, families are volunteering, students are learning and accomplishing both on formative and summative assessment, and when all can authentically articulate how they are growing, what they are working on and why, along with there being great joy factor at the school, we will know that it is successful. When there is demand for more schools like the one we create, we know that we have been successful. When we can and are invited to share our best practices and beliefs about what is possible in education with the larger community, we know that we will have been successful.*

## **Governance**

1. Describe the role that the board will play in the school's operation.

*The board will serve as accountability partner to the CEO and Educational Team. The board will uphold the organizational values and ensure that the school teams are doing the same. The board will check in with the CEO on deliverables and progress, ask questions and push the CEO to act differently when needed, and greenlight large investments and pay attention to the progress of all outcomes.*

2. How will you know if the school is successful at the end of the first year of operation?

*We will want to see high teacher retention, a sizeable waitlist for students and families who want to join the school community, survey data from teachers, staff, students and families which show a high result on the net promoter index. Additionally we will see more than a year's worth of*

*growth from students who enter the school below grade level as well as at least maintenance if not growth from the students who enter on grade level.*

3. How will you know at the end of four years of the school is successful?  
*A history of results for everything mentioned in number 2. In addition, we will see open funding streams from the philanthropic community, an active plan that is in process of execution to open more schools in the state so that the organization can be a beacon of success for the charter community in Washington along with getting to a healthy level of sustainability internally.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
*Please hold us accountable for our indicators of growth, please be a promoter of our success.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
*We will be an open board which discusses problematic issues directly and with expediency. The CEO will be kept abreast of the situation and impending action. We will hold one another accountable to uphold the mission and vision of the school in service of young people and their families.*

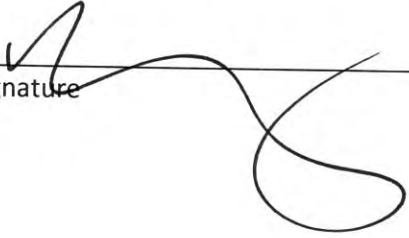
## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
X I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
X I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
X I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business.  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons.  Yes
- I am Partner at a DC based non-profit called EdFuel. We work on talent strategy and leadership development in DC and Detroit. In addition, we hold some contractual work streams in a few other states (TN, LA, TX). We are not involved in any capacity in the state of Washington.*
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A.  I / we have no such interest.  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- None.  Yes

**Certification**

I, Tatiana Epanchin-Trojan, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Impact Public Schools Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

3/8/17  
\_\_\_\_\_  
Date

# SARA MORRIS

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5917 11<sup>TH</sup> AVENUE, NW • SEATTLE, WA 98107 • 206.851.5590 • SARAMO808@YAHOO.COM

## PROFESSIONAL EXPERIENCE

2016 – current **OSTARA CONSULTING GROUP** SEATTLE, WA

*Senior Consultant*

Provide strategic consulting to non-profits in Washington State, including organizational development, workflow alignment and strategic messaging.

2010 – 2016 **ALLIANCE FOR EDUCATION** SEATTLE, WA

*President & CEO*

- Led all aspects of \$5M high-profile education non-profit.
- In concert with 30-member Board of Directors, established vision and strategy for organization.
- Executed strategies aimed at transforming Seattle Public Schools (SPS) into a model urban school district.
- Stewarded organization as independent voice and external catalyst for change.
- Acted as ambassador for public education throughout Seattle.
- Promoted the values of accountability, high expectations, equity and excellence in public education.

*Management*

- Reported to 30-member board comprised of business, education and civic leaders.
- Managed 15 full-time staff and \$5 million operating budget.
- Oversaw programs, advocacy initiatives and direct investments into Seattle Public Schools.
- Managed relationships with foundations, corporations and individual donors.
- Managed extensive external partnerships including regional Superintendents, elected officials, charter sector leaders, union leaders, University of Washington College of Education faculty and leadership, principals, teachers, parent groups, policy advocates, researchers, and heads of social service organizations.

*Program Highlights*

- Co-founded nationally recognized Seattle Teacher Residency, preparing teachers (currently 80 and rising) in the medical residency model for sustained success in high-poverty SPS schools. Raised nearly \$3M in challenging fundraising environment.
- Led diverse, cross-city *Our Schools Coalition* to successfully advocate for dramatic, student-centered improvements to the collective bargaining agreement between SPS and teachers' union.
- Initiated and funded multi-year partnership between SPS and the *Urban Schools Human Capital Academy* to supportively redesign SPS' Human Resources functions.

2006 – 2010 **OVP VENTURE PARTNERS** KIRKLAND, WA

*Director of Marketing and Public Relations*

- Developed brand positioning & overall marketing strategy for early-stage venture capital firm.
- Built awareness and cohesive brand identity with core constituencies, including entrepreneurs, co-investors, industry leaders, academics and financial media.
- Directed all media relations, including press releases, media interviews and media training.
- Provided counsel to portfolio companies on effective marketing strategies and tactics.

2003-2005 **THE TECHNOLOGY NETWORK (TECHNET)** SEATTLE, WA

*Executive Director, Northwest Operations*

- Responsible for launching, developing and managing all TechNet operations in WA, OR & ID.
- Grew membership by more than 250% in under 18 months while holding expenses under budget.
- Worked closely with the CEO's and senior executives of Microsoft, Amazon.com, Madrona Venture Group, Terabeam, Expedia and other northwest companies to advance their public policy agendas.
- Spearheaded numerous internal, organization-building initiatives, including the development and implementation of TechNet's first-ever annual operating plan, the creation of a comprehensive communications plan, a re-crafting of the organizations' mission statement, and a mid-year staff retreat.

- 1999-2002      **AMAZON.COM**      SEATTLE, WA  
*Group Manager, Domestic Marketing*
- Developed new cash revenue stream for company partnering with 3<sup>rd</sup> party advertisers to utilize Amazon.com as media platform.
  - Managed internal team and outside agency.
  - Initiated and developed first-ever annual marketing plan (\$80M budget), coordinating across marketing channels and business units.
- Marketing Manager, Consumer Electronics*
- Grew customer base 230% over 18 months.
  - Developed integrated marketing strategy to acquire new customers. Managed execution across marketing mix, including print, PR, email, online placements, inbox insertions, and direct mail.
  - Managed \$10M co-op marketing program; developed & executed fundraising & expenditure strategy.
  - Managed dotted-line team of 80 people to launch and manage nationwide Sunday circular campaign; grew associated revenues to \$17M in one year.
- 1995-1997      **EURO RSCG TATHAM ADVERTISING CHICAGO, IL** *Senior Research Analyst*
- Directed customer insight efforts and brand development strategies for clients including Procter & Gamble, Kemper Funds and the City of Chicago.
  - Moderated focus groups and conducted quantitative consumer research, including statistical analysis.
- 1996 &      **THE WHITE HOUSE**      WASHINGTON, D.C.  
1993-1994      *Deputy Communications Coordinator for Special Projects, 1996*
- Coordinated communications strategy with Clinton/Gore 1996 campaign headquarters and Democratic National Committee in successful re-election campaign.
  - Prepared talking points, issue briefings, and state-by-state accomplishment documents for President for interviews, official events, and campaign events.
  - Selected for debate prep team responsible for preparing briefing books for President and issuing rapid response documents during Presidential debates.
- Communications Analyst, Health Care Reform War Room, 1993-1994*
- Created communications material on President's health care proposal and competing Congressional proposals for President, First Lady, Cabinet members, members of Congress, and surrogate speakers.
- 1994      **U.S. SENATOR HARRIS WOFFORD**      WASHINGTON, D.C. & PHILADELPHIA, PA  
*Campaign Research Analyst*
- Researched legislative history of candidate and opponent.
  - Wrote position papers, press releases and copy for radio and television advertisements.

## EDUCATION

- 1997-1999      **J.L. KELLOGG GRADUATE SCHOOL OF MANAGEMENT**      EVANSTON, IL  
*MBA, June 1999*  
Triple major in marketing, finance & organizational behavior; Dean's List; orientation trip leader.
- 1990-1993      **NORTHWESTERN UNIVERSITY**      EVANSTON, IL  
*Bachelor of Arts, June 1993*  
Double major in U.S. history and political science; senior research project on education reform.

- 
- HONORS      Selected for Northwest Executive Leadership Institute (NELI) 2012; named one of Seattle's "40 Under 40" by the Puget Sound Business Journal 2003
- BOARDS      Past Board Chair, Technology Access Foundation
- INTERESTS      Travel, hiking, photography, performing arts, dogs
- PERSONAL      Married; three daughters in Seattle Public Schools; reside in Seattle's Ballard neighborhood
- REFERENCES      Available upon request





- Supporting expansion of district partnerships – particularly in early learning and STEM
  - Developing principal pipeline program in partnership with the University of Washington
  - Redesigning special education program and service delivery model
- 

**April 2014 – Present**

**University of Washington – Bothell**

**Bothell, WA**

***Adjunct Lecturer – University of Washington’s Leadership Development for Educators (LEDE) Program***

- Design learning modules and teach them to aspiring principals
  - Provide ongoing, standards-based feedback
  - Coach candidates into leadership roles
  - Serve as liaison between university and Everett Public Schools
- 

**July 2007 - June 2012**

**Edmonds School District  
(19,000 students/34 schools)**

**Edmonds, WA**

***Assistant Superintendent – Student Learning***

- Improved overall student performance in core academic areas
  - Designed multi-year professional learning plan to support principal and teacher leadership
  - Facilitated creation of multi-district early learning collaborative funded by the *Bill and Melinda Gates Foundation*
  - Garnered \$3,000,000 to support learning and programs
  - Led community and staff group that designed health and fitness programs districtwide
  - Created extended learning summer programs in both math and language arts
  - Ensured completion of several important district-wide adoptions and associated professional development
  - Led department through nearly \$2,000,000 in budget cuts, while simultaneously improving student achievement
- 

**Fall 2008 – August 2013**

**Western Washington University**

**Seattle, WA**

***Adjunct Lecturer – Western Washington University’s principal preparation program***

- Designed and taught courses in curriculum, instruction and human resources courses over five-year period
  - Coached principals into leadership roles
  - Mentored aspiring principals
  - Provided students routine, standards-based feedback
- 

**July 2005 – June 2007**

**Edmonds School District**

**Edmonds, WA**

***Principal – Cedar Valley Community School (500 students, K-8)***

- Student discipline rates declined by over 300 percent during tenure
- Student performance in early literacy – focal area – improved dramatically
- Led closure of ineffective middle school model
- Led multiple learning initiatives and redesigned classroom structures to support learning

**July 2002 – July 2005**

**Edmonds School District**

**Edmonds, WA**

***Principal – Beverly Elementary School (575 students, K-6)***

- Improved student performance in all core content areas during tenure
- Designed multi-year school vision entitled, “*The Thread we will Follow*”
- Dramatically improved community involvement in the school

**July 1998 – June 2002**

**Cambrian School District**

**San Jose, CA**

***Principal – Farnham Elementary School (450 students, K-5)***

- Led school to most improved student performance in the district over final two years as principal
- Collaborated with community members to create district-wide arts and music programming
- Raised over \$350,000 for enrichment programs
- Earned California Distinguished School Award, 1999-2000
- Named a California Distinguished Principal, 1999-2000

**July 1997 – June 1998**

**Redwood City School District**

**Redwood City, CA**

***Bilingual 3rd Grade Teacher***

- Taught 50 percent of the day in Spanish and 50 percent in English
- Student performance improved in all core content areas
- Coached basketball and hockey
- Dramatically improved parent involvement largely by communicating in Spanish

**July 1996 – June 1997**

**Teach For America**

**New York, NY**

***Regional Recruiter***

- Orchestrated recruitment efforts for 32 campuses nationwide
- Identified over 500 potential candidates for the program
- Selected key members of the 1997 Teach For America Corps
- Reported to Kaya Henderson, current Chancellor of Washington D.C. Public Schools

**July 1993 – July 1995**

**Teach for America**

**Pasadena, CA**

**Bilingual 6th Grade Teacher**

- Taught 50 percent of the day in Spanish and 50 percent of the day in English
  - Designed project-based curricula
  - Dramatically expanded parent involvement in school programming
  - Coached after-schools sports
  - Launched after-school intervention program
  - Teacher of the Year, 1994-95
- 

**July 1992 – June 1993**

**International Language School**

**Budapest, Hungary**

**English as a Second Language Instructor**

- Designed curriculum and taught English to students age 13-20
  - Led fundraising efforts for the school
- 

**COMMUNITY SERVICE**

**2016 – Present**

**Impact Public Schools**

**Seattle, WA**

**Board President**

- Serve as thought partner to Jen Wickens, CEO of Impact Public Schools
  - Launching high performing, personalized public charter schools in WA
- 

**2016 – Present**

**University of Washington**

**Seattle, WA**

**College of Education Board of Ambassadors**

- Serve as thought partner to the Mia Tuan, dean of the college
  - Advocate statewide for core programs
  - Build statewide awareness of the mission and vision of the college
- 

**2013 – Present**

**University of Washington – Bothell**

**Bothell, WA**

**Special Education Advisory Member**

- Provide guidance for new special education endorsement program
  - Support expansion of special education programming in the north Puget Sound area
- 

**2012 - 2015**

**Northwest Nationals Soccer Club**

**Lynnwood, WA**

## Board Member

- Provide strategic and fiscal oversight
  - Currently leading new strategic planning process
- 

**2012 – Present**

**Stand for Change**

**Cambodia**

## Founder

- Founded organization that raised money to build school in rural Cambodia
  - Built school of 600 students in 2012
- 

## ACTIVITIES

### Endurance athletic events

- Completed *Ironman Canada* in 2012
- Completed six half-ironman distance events from 2010-14
- Created cycling team that raised \$35,000 for MS over four years
- Participated in over 25 endurance events from 2010-15

### Travel

- Completed two service projects in Cameroon, Africa in 2008 and 2010
  - Spent two summers in Costa Rica learning Spanish and taking travelers on tours
  - Lived, and taught English, in Budapest, Hungary (1992-93)
  - Studied for a semester in Madrid, Spain (1987-88)
  - Have travelled to Europe, Canada, South America, Central America, Africa, and 42 of the 50 states in the United States of America
- 

## REFERENCES

Michelle Culver  
Executive Vice President  
Teach For America  
[Michelle.culver@teachforamerica.org](mailto:Michelle.culver@teachforamerica.org)

Dr. Gary Cohn, Superintendent  
Everett Public Schools  
Everett, WA  
[gcohn@everettsd.org](mailto:gcohn@everettsd.org)

Dr. Monte Bridges, Consultant/Lecturer – University of Washington  
[bridges.monte@me.com](mailto:bridges.monte@me.com)

Dr. Michael Copland, Deputy Superintendent  
Bellingham Public Schools  
Bellingham, WA  
[Michael.copland@bellingshamschools.org](mailto:Michael.copland@bellingshamschools.org)

Dr. Nick Brossoit, Superintendent  
Edmonds School District  
Lynnwood, WA  
[brossoitn@edmonds.wednet.edu](mailto:brossoitn@edmonds.wednet.edu)

Dr. Brad Portin, Dean – School of Education  
University of Washington, Bothell  
[bportin@uw.edu](mailto:bportin@uw.edu)

Dr. Brian Benzel – Retired superintendent of Edmonds and Spokane  
[brianbenzel@msn.com](mailto:brianbenzel@msn.com)

Dr. Kyle Kinoshita – Executive Director, Teaching and Learning  
Marysville School District  
Marysville, WA  
[Kyle\\_kinoshita@msvl.k12.wa.us](mailto:Kyle_kinoshita@msvl.k12.wa.us)

Jodi Haavig – Program Director  
Bill and Melinda Gates Foundation  
Seattle, WA  
[Jodi.haavig@gatesfoundation.org](mailto:Jodi.haavig@gatesfoundation.org)

Dr. Barry Groves – retired superintendent  
Mountain View-Los Altos School District  
Mountain View, CA  
[brgroves@gmail.com](mailto:brgroves@gmail.com)

**MICAELA RAZO**

441 Adair Dr. Richland. WA 99352

Mobile: 509-952-6490 E-mail: [micaela@quantumed.org](mailto:micaela@quantumed.org)

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**PROFESSIONAL GOAL**

To obtain a position where I can maximize my skills as a self-motivated, experienced, professional and courteous individual seeking the opportunity to serve with an upbeat professional and refreshing attitude.

**ACADEMIC BACKGROUND**

**Yakima Valley Community College (2013)**

- Associate Degree– Art of Science DTA, GPA of 3.5, Dean’s List

**Central Washington University (2000)**

- 96 credits- Education classes

**Yakima Valley Community College (1996)**

- 25 Credits - CDA Early Learning

**QUALIFICATION HIGHLIGHTS**

- Results-oriented leader with a focus on delivering high quality code and results in high traffic environments. Provides solutions that will fit for the long-term.
- Over 10 years of experience in advocacy for Education, Community engagement, and Civic engagement.
- Over 5 years in lobbying projects
- Project planning, deployment and management. Network administration with outreach leadership.
- Experienced in different stages of community outreach, civic engagement within Community, campaigning, lobbying, and advocacy
- Proven leadership ability: capable of keeping projects on track, day-to-day tasks and long-term deadlines. Excellent customer service: communication, presentation and interpersonal skills.
- Bilingual translator in Spanish- English
- Certification on coaching leadership
- Certification on Outreach Organizer
- Granger LULAC Board member
- Latino Coalition Board member
- WSPTA Region 11 Director
- WSPTA Region 12 Legislative

## PROFESSIONAL EXPERIENCE

### **QuantumEd, WA**

*Business Consultant, Founder (2014-Present)*

- Promotes the implementation of high technology for business and educational use
- Develop consulting contracts with organizations/companies.
  - WaCharters -Advocacy on Charter Schools/ Lobbying
  - FWD.us – Immigration reform/ DACA /Lobbying
  - DEFR- Research on Latinos Voting in Yakima County
  - Latino Community Fund – Community Forums / outreach
  - Progreso- Leadership training/ Advocacy engagement on community issues
  - Bill Bryant Campaign for Governor- Director of Field
  - Team Concept- Business manger/ grant, contract writer
- Provides consulting in-house and state-wide training and instruction to clients
- Improved strategy design and methods for clients in project requested

### **League of Education Voters, WA**

*Community Organizer (2013 -2015)*

- Spearheaded relationship-building and cultivated meaningful collaborations with community leaders, local politicians, and community-based organizations.
- Built effective coalitions to influence, direct or change education policies.
- Developed strategic action goals, mobilized community members.
- Prepared effective messaging, created presentations, drafted grant reports and requests for proposals.
- Planned multiple events across the state.

### **Grandview School District, WA**

*Substitute Teacher (2012-2013)*

- Teaching, classroom management control and following lesson plan for classroom.



**Tatiana Epanchin-Troyan**  
10014 NE Day Road, Bainbridge Island, WA 98110  
[tepanchin@gmail.com](mailto:tepanchin@gmail.com)  
510.388.7925

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## EDUCATION

MS.Ed. California State University, East Bay / New Leaders for New Schools  
*Educational Leadership*

M.S.W. California State University, Sacramento  
*Community Organizing, Planning, Administration*

B.A. University of California, Santa Barbara  
*Sociology*

## PROFESSIONAL EXPERIENCE

2016-  
Present ***Partner and Program Founder: School Leader Lab, EdFuel***  
Provide and develop programming to school leaders across the school site leadership trajectory: teacher leader through principal manager

- Develop the leadership program as it aligns to instructional leadership in partnership with Relay GSE
- Facilitate Learning Labs for deep and authentic practice opportunities for school leaders
- Develop and build business and content program from creation through launch
- Coach school leaders in instructional and adaptive leadership challenges
- Own and codify learning for the organization as pertains to Diversity, Equity and Inclusiveness
- Participate in Relay GSE Leverage Leadership Institute and National Principal Academy Fellowship

2014-2015 ***Senior Vice President: Regional Operations, Teach For America***  
Provided critical strategic and operations support on the fiscal, academic, teaching, and leadership outcomes of 8 regions across the United States to ensure that educational inequities are addressed

- Oversaw and approved development plans and fiscal year budgeting for the regions
- Managed and coached executive directors and their regional leadership teams on culture, financials, adaptive leadership, data-driven decision making, action planning, work stream execution
- Built relationships with local boards, community members, and TFA Alumni and Corps Members
- Synthesized, analyzed, and managed data from multiple national teams ; collaborated with national team members in support of regions
- Participated on TFA's operating committee to develop the strategic plan for the organization

2010-2014

***Superintendent: Bay Area, Aspire Public Schools***

Responsible for the academic, logistic, and fiscal results of 10 schools in Oakland and East Palo Alto

- Member of Aspire Public Schools' Senior Leadership Team
- Created and disseminated professional development centered on equity for Senior Leadership Team, Principals, Directors, Lead Teachers and 37 schools. As Aspire's Equity Priority Owner, these efforts promoted and increased the retention of a diverse and culturally competent work force to better meet the needs of our diverse student body, and to more competently serve in the areas we have presence. Modeled and promoted using an equity lens when considering data, patterns, issues of access and equity for students.
- Selected, developed and evaluated 13 principals, 2-4 resident principals; developed and supported 45-50 lead teachers in their roles as instructional leaders and site managers to ensure high quality implementation of instruction and service.
- Determined cultural, staffing, financial and academic priorities for the 10 school regions and managed the regional office team to achieve deliverables.
- Managed the opening of new schools in the region including all operations, from charter petition to first day (procurement, hiring, contracts, student recruitment, and principal capacity building).
- Cultivated and maintained relationships with local district officials and community leaders to further Aspire and individual school goals within four charter authorizing districts including collaborations on literacy, best practices and teacher effectiveness.
- Collaborated with University of California faculty to provide strategic leadership to Cal Prep.
- Defended existing and new charter petitions through renewal/approval process at district and county levels: 100% success rate: 7 renewals; 2 new charters

2009-2010

***Founding Principal: Aspire ERES Academy, Aspire Public Schools***

Principal and instructional leader to ensure academic growth of 220 students grades K- 8 (100% students of color, 95% free/reduced lunch, 90% ELL)

- Academic Performance Index Point growth from 2009-2010: 101 points (state average in same time period: 13 points)
- Projected resource needs and hired 100% of staff and faculty for schools in partnership with families and the community; 90% of staff and faculty retained through year two.
- Planned and executed all professional development for staff and teaching faculty.
- Established school wide systems and traditions for culture including that of student, faculty, and family; 93% of families stated that they would give the school an A or B and 95% of families stated that they would recommend the school to family or friends.
- Partnered with departments within Aspire Public Schools, Dolores Huerta Learning Academy, and Oakland Unified School District to ensure smooth transition from the existing charter school to a new charter school.
- Fostered the practice of using various data to drive instruction and create a culture of continuous improvement.

2005-2009

***Principal: Aspire Monarch Academy, Aspire Public Schools***

Principal and instructional leader at an Aspire Public School, located in East Oakland, serving 352 students (100% students of color, 95% free/reduced lunch, 80% ELL)

- Academic Performance Index Point growth from 2005 – 2008: 150 points (state average in same time period: 46 points)
- Served as Mentor Principal for New Leaders for New Schools, 2008-2009
- National Title 1 award recipient: strongest gains in closing the achievement gap in the state of California, 2007.
- Planned and led all professional development for staff and teaching faculty
- Developed and implemented interim assessments to ensure constant improvement
- Designed and implemented systems to use data to drive instruction and a cycle of continuous improvement in the school.

2004-2005

***New Leaders for New Schools Fellow and Principal Resident: Aspire Lionel Wilson College Preparatory Academy, Aspire Public Schools***

Administrator and instructional leader at Wilson Prep, located in East Oakland, serving approximately 450 Latino and African American students in grades 6 – 12

- Observed and coached teachers toward mastery across the grades in all areas of curriculum
- Created and implemented professional development for high school literacy
- Managed data collection and analysis for various metrics to inform improvement efforts developed in collaboration with staff, students, and families
- Led math team and fulfilled lead educator responsibilities for team of mathematics educators
- Modeled teaching strategies and Aspire Guidelines for teachers in their classes
- Communicated with students and families about policy, college, discipline, and social pragmatics
- Coordinated and scheduled school-wide testing, Saturday Schools, Exhibitions, 8<sup>th</sup> grade promotion, celebrations, and school events

2001-2004

***Middle School Teacher and Founding Lead Teacher: Aspire Monarch Academy and Lionel Wilson College Preparatory Academy, Aspire Public Schools***

Founding Lead Teacher and model classroom in a new Aspire Public School, Lionel Wilson College Preparatory Academy serving students grades 6 – 12

- Facilitated the collaboration of the middle school Humanities teachers
- Observed and coached teachers in middle school Humanities
- Wrote policy, school-wide rubrics, and family communication for the school
- Developed school-wide exhibitions protocols and implementation
- Taught 6<sup>th</sup> & 7<sup>th</sup> grade Humanities, Challenge class, Entrepreneurship and Advisory
- Modeled lessons providing examples of differentiation and EL strategy

- 1997-2001     ***Family Preservation Therapist: Families First, Inc.***  
 Worked on intensive family preservation cases and provided in-home services to families involved with Probation and Social Services in Contra Costa County
- Provided in-home services to families
  - Supervised support counselors assigned to cases
  - Managed referrals of children and their families to non-profit agencies throughout Contra Costa and Alameda Counties
  - Created and implemented a variety of safety plans for members of client families
  - Provided crisis management to children and families, conducted needs assessment
  - Advocated for children and families in court, schools, and therapeutic institutions and oversaw reunification and visitation
  - Authored reports for Contra Costa County court and probation systems
- 
- 1996- 1997     ***Coordinator: October 9<sup>th</sup> Organizing Committee***  
 Coordinated activities and secured speakers, including Howard Zinn and Ronald Takaki, for a series of conferences, information sessions, and rallies created to stop Proposition 209 and to support continuation of Affirmative Action in California
- Organized and managed a series of conferences around Affirmative Action, gender, and diversity on the CSUS campus including set-up and maintenance of publicity
  - Created and managed database of event participants and public relations activities
  - Co-authored a procedure manual for organizing on the CSU campus
- 
- 1993–1995     ***Teach for America Corps Member: Middle School Teacher (English, History, Special Education 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades): Orleans Parish and Jefferson Parish, LA***

**CREDENTIALS**

Residency Administrator Principal WA	527570F
Residency Elementary Teacher WA	527570F
Administrative Services CLEAR Credential CA	140060856
Multiple Subject CLEAR Teaching Credential CA	123206484

## CONTRACTS

- 10/2016-  
Present      *Educate 78- Leadership Coach*
- Mentor and coach a School Design Fellow
- 8/2014 –  
Present      *University of Washington, Danforth School of Education Advocate*
- Mentor and advocate for two principal interns as they earn School Leadership Credentials
- 3/2013-  
Present      *One Purpose Charter School- Advisory Board Member*
- Consulted on educational program for charter petition as it is authored
- 3/2013-  
6/2014      *Startup:Education- Independent Contractor*
- Advised and provided expertise around the charter landscape in the Bay Area – and educational equity, school operation and impact
  - Shared expertise on vulnerable children / foster care, curriculum and instruction, political landscape of starting a charter, etc.
- 8/2010-  
6/2011      *School Leaders Network- Facilitator*
- Facilitated a School Leaders Network in Oakland, CA for principals serving students in Oakland Unified School District and in local charter schools

## MEMBERSHIPS, AWARDS, PUBLICATIONS and PRESENTATIONS

- 2015      Darwish, Elise and Epanchin, Tatiana: **Achieving College Dreams: The Face of Opportunity**; Oxford University Press (2016) Chapter 16 From Parallel Tracks to Intertwined Efforts.
- 2014      **Aspen Institute Faculty Contributor-**  
Principled Leadership: Understanding the Work and Impact of Effective Public School Principals
- 2009      **Rainwater Leadership Alliance-**  
A convergence of thought leaders examining principal preparation programs and the roles they play in reforming education across the country
- 2009      **EPIC Award**  
Effective Practice Incentive Community Silver Gains grant recipient
- 2008      **ASCD Whole Child Pod Cast Participant-**  
“How Urban Schools Work Beyond the Boundaries of Social and Economic Conditions”
- 2008      **EPIC Award**  
Effective Practice Incentive Community Gold Gains grant recipient
- 2008      **NAESP: Diverse Learning Communities Today-**  
“Monarch Academy, an Urban School Where All Students Achieve”
- 2007      **National Title I Award**  
Making the most progress in the state to decrease the achievement gap in California

2007

**Teach For America Alumni Summit Presenter-**

“Leading the Bay Area's Best Schools: Lessons Learned From Some of the Top Performing Schools that Serve Low-income and Minority Children”

2007

**Title I National Conference Presenter-**

“Distinguished School Leader Panel: Principal Leadership”

Spanish, *Proficient Speaker*

## **Impact Public Schools - Board of Director Biographies**

### **Anthony Byrd**

Dr. Tony Byrd entered the education sector as a Teach For America corps member in 1993, and his experience as a bilingual sixth grade teacher in a low-income school in Pasadena, California prompted him to pursue advanced degrees in education policy and education administration at Stanford University and to dedicate his life to public education. He has a doctoral degree from University of Washington's Leadership for Learning Program and he has served as an adjunct lecturer at UW's Leadership Development for Educators Program (current) and at Western Washington's Principal Certification Program (2007-2012). He is also an Ambassador for UW's College of Education (2016-2018).

Dr. Byrd has worked in Washington schools since 2002. He served 11 years as a principal and assistant superintendent at Edmond Public Schools, and completed his third year as associate superintendent of curriculum, assessment and special programs at Everett Public Schools before taking the role of Executive Director for TFA's Washington region on July 1, 2016. As part of the Everett leadership team, Dr. Byrd led efforts to make Everett Public Schools the first district in Western Washington to have the AP Capstone Diploma program in each of its comprehensive high schools. He helped close the ethnic participation gap in advanced placement courses, expanded early learning programs and supported the establishment of a PreK-12 computer science pipeline.

### **Micaela Razo**

For over 14 years Micaela has been actively engaged in championing community education and outreach. She has lived in Yakima County for most of her life where she graduated from Grandview High and then moved to Ellensburg to attend Central Washington University. She later completed her Associate's Degree from Yakima Valley Community College.

Micaela has partnered and worked with community organizations such as, WSPTA, WA Charters, DFER, EOE, and other Non-Profit organizations. Influencing positive change in Washington schools and supporting community engagement is her life's passion. Micaela's many accomplishments include; facilitating effective workshops, outreach planning, community engagement, and developing civic leaders in local communities. She has worked closely with Washington State Legislature leaders to improve

education, community engagement, and Hispanic representation from local to state offices.

As a professional consultant on education and community affairs, Micaela has supported numerous organizations by focusing on community and civic engagement, leadership training, educational advocacy, and outreach program development.

### **Sara Morris**

Sara Morris joined the Beecher's Pure Food Kids Foundation as President in March of 2017, bringing 25 years' experience as an organizational leader in the for-profit and non-profit sectors.

Prior to joining Pure Food Kids, Sara was President and CEO of the Alliance for Education from 2010 to 2016. The Alliance is Seattle's local education fund and one of the city's largest education non-profits. In this role, Sara reported to a 30-member Board of Directors and managed a 15-member staff and \$5 million annual budget. Bringing together the charitable resources of Seattle's business and philanthropic community to support more than 53,000 students in Seattle's public schools, Sara stewarded the organization as an independent voice and external catalyst for change in urban public education. Of note was Sara's role as co-founder of the nationally recognized Seattle Teacher Residency, a unique partnership between labor, academia, schools and community supporting the selective recruitment and preparation of exceptional teachers dedicated to serving Seattle's highest poverty students.

Sara began her career as a communications aide in the White House during the Clinton Administration and subsequently held leadership positions in the public and private sectors, including Group Marketing Manager at Amazon.com; Director of Marketing at OVP Venture Partners; Executive Director of TechNet Northwest; and Executive Staff Director to the Superintendent's Committee for Excellence at Seattle Public Schools. Sara received her undergraduate degree from Northwestern University in 1993 and her MBA from the Kellogg Graduate School of Management in 1999. She was named one of Seattle's "40 Under 40" by the Puget Sound Business Journal in 2003.

From 2007 to 2010 Sara served on the Board of Directors of the Technology Access Foundation and was elected Board President. In 2017 she became a founding board member of Impact Public Schools, a charter management organization serving high-poverty students in Washington State.

Sara lives in the Ballard neighborhood of Seattle with her husband and three daughters. She enjoys hiking, running, cross country skiing, travel, photography and eating real food – and doing all those things with her family.



## **Tatiana Epanchin-Troyan**

Seasoned educational leader for education reform organizations. Collaborator and strategic thinker in affecting change and increasing educational opportunity for young people. Proven experience in designing and facilitating adult learning opportunities, scaling charter management organizations, coaching senior leaders, principals and teachers, developing leadership teams and building their capacity, leading on instruction, and working with teams on equity and inclusiveness.

As Principal Manager for Aspire Public Schools in 2013, Tatiana's statewide rank of her schools was 7 and the similar schools rank was 10. As principal, her school increased its academic performance index by 150 points, more than three times the state average increase. She was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 1 out of over 9,600 schools in the state. She began her teaching career with Teach for America in New Orleans and has also served as a social worker in Contra Costa County working on intensive family preservation cases.

Currently, Tatiana is the founder and leader of a national school leadership development program. She is driven by her passion for justice in our country and how we can make individual contributions to change in our local context. She believes we each have a critical role to play, and that anything is possible in Washington—a state full of innovation and creativity. In her free time, she loves exploring the Puget Sound region with her family.



## STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
    - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
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40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Impact Public Schools  
NAME OF SCHOOL

[Signature]  
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
DATE

Sara Morris  
NAME OF DULY AUTHORIZED REPRESENTATIVE



## STATEMENT OF ASSURANCES

---

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1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
    - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
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public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of





40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Impact Public Schools  
NAME OF SCHOOL

[Signature]  
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
DATE

Jutiana Epandain - Troyan  
NAME OF DULY AUTHORIZED REPRESENTATIVE



## STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
  - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
  - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
  - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
  - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq).
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
6. To the extent it enters into contracts with any school district, educational service district, or other

public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);

17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;

18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

19. The School shall comply with the employee record check requirements in RCW 28A.400.303;

20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;

21. The School shall comply with the annual performance report under RCW 28A.655.110;

22. The School shall be subject to the performance improvement goals adopted by the state board of



40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

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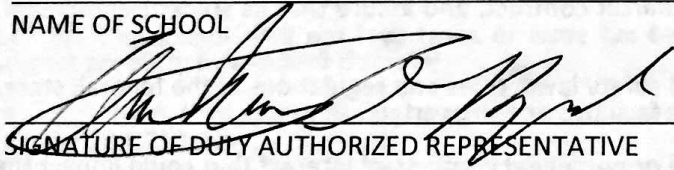
45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/4/17  
DATE

Anthony A. Byrd  
NAME OF DULY AUTHORIZED REPRESENTATIVE



## STATEMENT OF ASSURANCES

---

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Seattle are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  2. The School 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 of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
  3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
    - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
    - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
    - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
    - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
    - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
    - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
    - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
    - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
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  4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other
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public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
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18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of

education under RCW 28A.305.130;

23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;

25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;

26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;

27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;

28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;

29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;

30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;

31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;

32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;

33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;

34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;

35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;

36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;

37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

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- 40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- 41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
- 42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
- 43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
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- 48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Impact Public Schools  
 NAME OF SCHOOL

[Handwritten Signature]  
 SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

3/5/17  
 DATE

Micaela Razo  
 NAME OF DULY AUTHORIZED REPRESENTATIVE



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 16 - Code of Ethics Policy & Conflict of Interest Policy

Contents:

- Code of Ethics Policy
- Conflict of Interest Policy

## CONFLICT OF INTEREST POLICY OF IMPACT PUBLIC SCHOOLS

### ARTICLE I PURPOSE

The purpose of this conflict of interest policy (this “*Policy*”) is to protect the interest of Impact Public Schools, a Washington nonprofit corporation (“*IPS*”), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of IPS or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### ARTICLE II DEFINITIONS

#### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest (as defined below), is an “*Interested Person*.”

#### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family (each, a “*Financial Interest*”):

- a. An ownership or investment interest in any entity with which IPS has a transaction or arrangement;
- b. A compensation arrangement with IPS or with any entity or individual with which IPS has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which IPS is negotiating a transaction or arrangement.

As used herein, “compensation” includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Financial Interest is not necessarily a Conflict of Interest (as defined below). Under Article III, Section 2, a person who has a Financial Interest may have a Conflict of Interest only if the appropriate governing board or committee decides that a Conflict of Interest exists.

### ARTICLE III PROCEDURES

#### 1. Duty to Disclose

In connection with any actual or possible Conflict of Interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

## **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the Financial Interest and all material facts related thereto, and after any discussion with the Interested Person, he/she shall leave the governing board or committee meeting while the determination of a Conflict of Interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists (a “*Conflict of Interest*”).

## **3. Procedures for Addressing the Conflict of Interest**

- a. An Interested Person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest.
- b. The chairperson (or acting chairperson) of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether IPS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in IPS’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

## **4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible Conflicts of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

## **ARTICLE IV RECORDS OF PROCEEDINGS**

1. The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the Interested Persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the governing board’s or committee’s decision as to whether a Conflict of Interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## ARTICLE V COMPENSATION

1. A voting member of the governing board who receives compensation, directly or indirectly, from IPS for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from IPS for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from IPS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## ARTICLE VI ACKNOWLEDGMENT

1. Each director, principal officer and member of a committee with governing board delegated powers shall sign a statement in substantially the form attached hereto as **Exhibit A** (the "*Acknowledgment*"), which affirms that such person:
  - a. Has received a copy of the Policy,
  - b. Has read and understands the Policy,
  - c. Has agreed to comply with the Policy, and
  - d. Understands that IPS is nonprofit corporation and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## ARTICLE VII PERIODIC REVIEWS

1. To ensure that IPS operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
  - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
  - b. Whether partnerships, joint ventures, and arrangements with management organizations conform to IPS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable

purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**ARTICLE VIII  
USE OF OUTSIDE EXPERTS**

1. When conducting the periodic reviews as provided for in Article VII, IPS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

*(Signature page to Acknowledgment follows)*

**ACKNOWLEDGMENT  
OF  
CONFLICT OF INTEREST POLICY**

I, the undersigned, hereby acknowledge and agree that: (a) I have received a copy of the Impact Public Schools Conflict of Interest Policy (the "*Policy*"); (b) I have read the Policy and understand its contents; (c) I shall be bound by and comply with the Policy's terms and conditions; and (d) IPS is a nonprofit corporation and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Dated this 12<sup>th</sup> day of October, 2016.

Name: Jennie Wickens  
Position: CEO, President, VP, Treasurer





**IMPACT PUBLIC SCHOOLS  
CODE OF ETHICS  
FOR  
BOARD OF DIRECTORS, OFFICERS, EMPLOYEES AND VOLUNTEERS**

The Board of Directors (the "*Board of Directors*") of Impact Public Schools, a Washington nonprofit corporation ("*IPS*") recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and its staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of established educational goals.

Therefore, every officer, employee and volunteer, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of ethics (the "*Code*");

1. **Gifts.** An officer, employee, volunteer or director shall not directly or indirectly solicit any gifts; nor shall an officer, employee, volunteer or director accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a rolling twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality or promise, or any other form, if it could be reasonably inferred that the gift was intended to influence the recipient in her or his performance of his or her official duties or was intended as a reward for any official action on the recipient's part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to employees and volunteers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential Information.** An officer, employee, volunteer or director shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board of Directors held in accordance with RCW 42.30.110, whether such information is deemed confidential or not.
3. **Representation before the Board.** An officer, employee, volunteer or director shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Directors, unless specifically approved according to IPS's Conflicts of Interest Policy.
4. **Representation before the Board for a contingent fee.** An officer, employee, volunteer or directors shall not receive or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Board of Directors, whereby the compensation is to be dependent or contingent upon any action by IPS with respect to such matter, provided that this paragraph 4 shall not prohibit the establishment of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board.** A member of the Board of Directors, an officer, an employee or a volunteer of IPS, whether paid or unpaid, who participated in the discussion or provides official opinion to the Board of Directors on any matter before the Board of Directors shall publically disclose on the official record the nature and extent of any direct or indirect financial or private interest her or she has in such matter. Any director shall also adhere to the Conflicts of Interest Policy adopted by IPS.
6. **Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
7. **Private employment.** An officer, employee, volunteer or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties for IPS.
8. **Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with IPS, appear before the Board of Directors or any panel or committee of the Board of Directors, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with IPS or that was under his or her active consideration.

#### **Distribution and Acknowledgment of Code of Ethics**

The Chief Executive Officer of IPS shall cause a copy of this Code to be distributed to every officer, employee, volunteer and director of IPS, and each such party shall sign the Acknowledgment of Code of Ethics in substantially the form attached hereto as Exhibit A (the "*Acknowledgment*"). Each officer, employee, volunteer and director elected or appointed thereafter shall be furnished a copy and sign the Acknowledgment before entering upon the duties of his or her office or position.

#### **Penalties**

In addition to any penalties contained in any other provision of law, any person who shall knowingly and intentionally violate any provision of this Code may be fined, suspended or removed from office, employment, volunteer position or as a director, as the case may be, in the manner provided by law and IPS governing documents.

**IMPACT PUBLIC SCHOOLS**  
(a Washington Nonprofit Corporation)

**CONSENT IN LIEU  
OF  
SPECIAL MEETING OF INCORPORATOR**

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole incorporator named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), by this instrument in lieu of a special meeting of the incorporator of the Corporation, consents to the adoption of the following resolution:

**Appointment of Initial Board of Directors**

RESOLVED, that Tony Byrd is hereby appointed to serve as the initial director of the Corporation until his successor is elected and qualified, or until his earlier resignation, death or removal.

EXECUTED as of October 4, 2016.

*Jennie Wickens*

---

Jennie Wickens  
Incorporator

**IMPACT PUBLIC SCHOOLS**  
**CONSENT IN LIEU**  
**OF**  
**ORGANIZATIONAL MEETING OF BOARD OF DIRECTORS**

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole director named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), filed on October 4, 2016 (the "*Articles*"), by this instrument in lieu of an organizational meeting of the board of directors of the Corporation (the "*Board*"), consent to the adoption of the following resolutions and direct the Secretary of the Corporation to include a copy of this consent in the minute book of the Corporation:

**Adoption of Bylaws**

RESOLVED, that the bylaws of the Corporation, in substantially the form attached hereto as Exhibit A (the "*Bylaws*"), are hereby authorized, approved, ratified, and confirmed in all respects.

FURTHER RESOLVED, that the Secretary of the Corporation is directed to sign, date and file such Bylaws in the minute book of the Corporation.

**Election of Officers**

RESOLVED, that the following persons are hereby elected to the office appearing opposite their respective names to serve until their respective successors are elected and qualified or their earlier resignation, death or removal:

Chief Executive Officer:	Jennie Wickens
President:	Jennie Wickens
Vice President:	Jennie Wickens
Secretary:	Tony Byrd
Treasurer:	Jennie Wickens

**Amendment and Restatement of Articles of Incorporation**

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend and restate its Articles of Incorporation, at set forth in: (a) the Articles of Amendment to the Articles of Incorporation, in substantially the form attached hereto as Exhibit B-1 (the "*Articles of Amendment*"); and (b) the Restated Articles of Incorporation, in substantially the form attached hereto as Exhibit B-2 (the "*Restated Articles*," and together with the "*Articles of Amendment*", the "*Amended and Restated Articles*").

RESOLVED, that the Amended and Restated Articles are hereby authorized, approved, ratified, and confirmed in all respects.

{03190192.DOC;1 }

RESOLVED FURTHER, that the officers of the Company are authorized and empowered to execute the Amended and Restated Articles and take all such action as such officers deem necessary or advisable to file the Amended and Restated Articles with the Washington Secretary of State and to cause the Amended and Restated Articles to become effective.

RESOLVED FURTHER, that, at any time prior to the effectiveness of the filing of the Amended and Restated Articles with the Washington Secretary of State, the officers of the Company may abandon such proposed amendment and restatement if they deem it necessary and proper.

#### **Tax Exempt Status Qualification**

RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel as they may choose, to apply for a determination under the Internal Revenue Code that the organization is qualified for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel of their choice, to take such actions as are necessary to execute and file Form 1023 with the Internal Revenue Service.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized to make such other application under any federal, state or local laws as may be required or desirable to achieve recognition of tax-exempt status of the Corporation, and to make such filings as are necessary or desirable for the initial operation of the Corporation.

#### **Conflict of Interest Policy**

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a conflict of interest policy in substantially the form attached hereto as Exhibit C (the "*Conflict of Interest Policy*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Conflict of Interest policy.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Conflict of Interest Policy to each officer and director and obtaining from each officer and director an acknowledgment of the Conflict of Interest Policy.

### **Code of Ethics**

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a code of ethics in substantially the form attached hereto as Exhibit D (the "*Code of Ethics*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Code of Ethics.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Code of Ethics to each officer, director, employee, and volunteer of the Corporation and to obtain from each of them an acknowledgment of the Code of Ethics.

### **Designation of Depository**

RESOLVED, that each of the officers is hereby authorized to establish, close, and re-establish such banking accounts and other banking relationships as they deem advisable, at any time and from time to time, at such institutions as they select, in their sole discretion.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to execute, in the name of and on behalf of the Corporation, any form of authorization of corporate signatures or signature card required by any such institution in order to establish such accounts.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to cause to be deposited, from time to time, in such accounts with any such depository, such funds of the Corporation as they deem necessary or advisable, and to designate or change the designation of the officer or officers or agent or agents of the Corporation authorized to make such deposits and to endorse checks, drafts and other instruments for deposit.

FURTHER RESOLVED, that all form resolutions required by any such depository be, and they hereby are, adopted in such form used by such depository, and an authorized officer is hereby (a) authorized to certify such resolutions as having been adopted by this Consent and (b) directed to insert a copy of any such form resolutions in the minute book immediately following this Consent.

### **Signing Authority of Officers**

RESOLVED, that until further action of the Board, any officer of the Corporation is hereby authorized to enter into, execute, and deliver, in the name of and on behalf of the Corporation, any contract, agreement, lease, deed, conveyance, or other instrument that he may deem necessary or desirable in connection with the business of the Corporation.

### **Incorporation Expenses**

RESOLVED, that the officers of the Corporation are hereby authorized and directed to pay the expenses of the incorporation and organization of the Corporation, including attorneys' fees and accounting fees incurred in the incorporation process.

### **Additional Filings**

RESOLVED, that the appropriate officers of the Corporation are, and each of them is, authorized and directed, for and on behalf the Corporation, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as such officer deems necessary or advisable in order to obtain such licenses, authorizations and permits as are necessary or desirable for the Corporation's business, including all steps necessary for the Corporation to comply with local, state, and federal tax laws and other applicable state and federal laws; and

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, directed to file all reports and returns required by the office of the Secretary of State of the State of Washington and the Internal Revenue Service.

### **Omnibus Resolution**

RESOLVED, that the officers of the Corporation be, and they hereby individually are, authorized and empowered on behalf of the Corporation to do and perform all such further acts and things and to execute and deliver all such further agreements, documents, notices, certificates, schedules, exhibits, contracts, notes, instruments or other papers, and to make all such payments as they may in their sole and absolute discretion deem necessary or appropriate to carry out, comply with and effectuate the purposes and intent of the foregoing resolutions and the transactions contemplated thereby.

FURTHER RESOLVED, that all acts of any officer of the Corporation heretofore taken in connection with the transactions contemplated by the foregoing resolutions be, and they hereby are, in all respects, approved, adopted and ratified in all respects.

*[Signature page follows]*

This action by written consent shall be effective as of the date set forth below. Any copy, facsimile or other reliable reproduction of this action by written consent may be substituted or used in lieu of the original writing for any and all purposes for which the original writing could be used.

**SOLE DIRECTOR:**

Dated: October 12, 2016

DocuSigned by:  
*Tony Byrd*  
24642A5C290C436...

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Tony Byrd





# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 17 - Partnership Documents

Contents:

- Email Correspondence from IPS CEO to Seattle Public Schools Superintendent
- Email Correspondence with IPS CEO and Tukwila Public Schools Superintendent
- Letter of Support and Partnership from Puget Sound Educational Service District (PSESD)'s Deputy Superintendent, Frank Ashby
- PSESD Cost Proposal for Back Office Services
- Letter of Support and Partnership from PSESD's Director of Personalized Learning, Rafael Gallardo



Jen Wickens &lt;jwickens@impactps.org&gt;

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**Impact Public Schools**

1 message

Jen Wickens &lt;jwickens@impactps.org&gt;

Tue, Feb 28, 2017 at 12:13 PM

To: superintendent@seattleschools.org

Bcc: Chrissie Wright &lt;cwright@impactps.org&gt;, Natalie Hester &lt;nhester@impactps.org&gt;

Hello, Dr. Nyland:

I hope you're well. It has been awhile since we connected - possibly four years ago when we first launched Summit Public Schools in Washington.

I wanted to reach out to let you know that I've transitioned from the Chief Regional Officer role at Summit Public Schools, where I served the last four years. I am now launching a new organization called Impact Public Schools to continue creating more high quality, public school options for families across Washington.

We are applying to open a K-5 public charter school in the south Seattle, Renton, or Tukwila community. If approved, we will open in the fall of 2018. We have looked at several facility options in and around south Seattle.

Before we proceed in submitting our application and determining our location, I would love the chance to connect with you to share our vision, learn more about your goals, successes, and challenges in Seattle, and discuss possible paths to partnership.

Please let me know if you're free to meet at some point in the next two weeks. It would be great to reconnect.

Best,  
Jen Davis Wickens

--

Jen Davis Wickens  
Co-founder & CEO

Impact Public Schools

T: [206.747.0599](tel:206.747.0599) | [jwickens@impactps.org](mailto:jwickens@impactps.org)



Jen Wickens &lt;jwickens@impactps.org&gt;

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**Hello | Tukwila**

1 message

Jen Wickens &lt;jwickens@impactps.org&gt;

Tue, Feb 28, 2017 at 12:00 PM

To: coogann@tukwila.wednet.edu

Bcc: Natalie Hester &lt;nhester@impactps.org&gt;, Chrissie Wright &lt;cwright@impactps.org&gt;

Hi Nancy:

I hope you're well. It has been awhile since we connected - possibly five years ago when we worked together at Seattle Public Schools.

I wanted to reach out to let you know that I've transitioned from the Chief Regional Officer role at Summit Public Schools, where I served the last four years. I am now launching a new organization called Impact Public Schools to continue creating more high quality, public school options for families across Washington.

We are applying to open a K-5 public charter school in the south Seattle, Renton, or Tukwila community. If approved, we will open in the fall of 2018. We have looked at several facility options in and around Tukwila.

Before we proceed in submitting our application and determining our location, I would love the chance to connect with you to share our vision, learn more about your goals, successes, and challenges in Tukwila, and discuss possible paths to partnership.

Please let me know if you're free to meet at some point in the next two weeks. I would love the chance to see you.

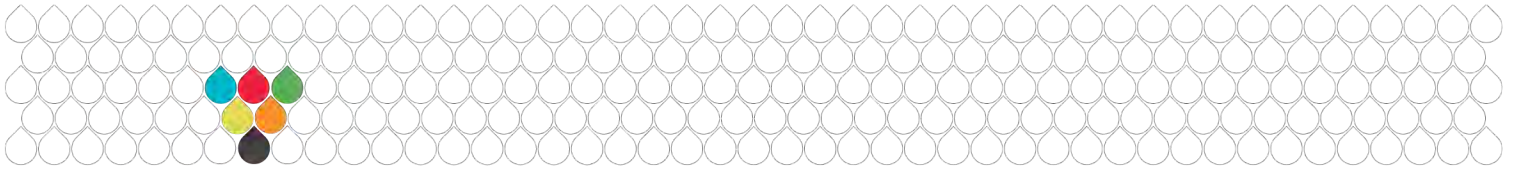
Sending my best,  
Jen Davis Wickens

--

Jen Davis Wickens  
Co-founder & CEO

Impact Public Schools

T: [206.747.0599](tel:206.747.0599) | [jwickens@impactps.org](mailto:jwickens@impactps.org)



Puget Sound Educational Service District

800 Oakesdale Ave. SW | Renton, WA 98057

P 425 917 7600 | P 800 664 4549 | TTY 425 917 7833 | [www.pseud.org](http://www.pseud.org)

March 13, 2017

Jen Davis Wickens  
Impact Public Schools

Puget Sound Educational Service District (PSESD) is pleased to be a partner of Impact Public Schools. Our organizations share a common goal to develop the whole child while focusing on equity and eliminating the opportunity gap.

Puget Sound Educational Service District serves 35 school districts educating forty percent of Washington’s students. For five decades, PSESD has led efforts to improve school district efficiencies, provide products and services to address school needs and improve financial systems and procedures. PSESD comes alongside schools and districts adding expertise that contributes to high performance. A key partner and adviser to schools, PSESD draws on expert and passionate staff committed to improving student achievement and eliminating the opportunity gap. PSESD’s strong relationships with educational stakeholders, vendors, and civic leaders will assist with achievement at your school.

PSESD business office services include an array of services and responsibilities that offers your school the opportunity to operate efficiently and with confidence that financial problems will not distract from focusing on what you do best – successfully educating every student. These services span the continuum from initial set-up to on-going support in key fiscal and reporting areas.

We are excited about your endeavor to create a high-functioning and impactful school for students in the South Puget Sound region. We look forward to working with you more soon to identify and implement the needed services from PSESD to assist you with operating a successful school.

Sincerely,

*Frank Y Ashby*

Frank Y. Ashby, Ed.D.  
Deputy Superintendent

**Highline Head Start  
Greenbridge**  
10041 6th Ave SW  
Seattle, WA 98146  
206 716 3199

**Educare Early Learning**  
625 SW 100th St  
Seattle, WA 98146  
206 716 8800

**Transportation**  
1282 Valentine Ave SE  
Pacific WA 98047  
253 778 7958

**ReLife School**  
5515 44th St NE  
Puyallup, WA 98371  
253 778 7900

**Highline Head Start  
Seola Gardens**  
11195 5th Ave SW  
Seattle, WA 98146  
206 716 0777



## **COST PROPOSAL FOR BUSINESS OFFICE SERVICES**

Puget Sound Educational Service District (PSESD) serves 35 school districts educating forty percent of Washington’s students. For five decades, PSESD has led efforts to improve school district efficiencies, provide products and services to address school needs and improve financial systems and procedures. PSESD comes alongside schools and districts adding expertise that contributes to high performance. A key partner and adviser to schools, PSESD draws on expert and passionate staff committed to improving student achievement and eliminating the opportunity gap. PSESD’s strong relationships with educational stakeholders, vendors, and civic leaders will assist Charter School achievement.

PSESD business office services include an array of services and responsibilities that offers the Charter School the opportunity to operate efficiently and with confidence that financial problems will not distract from focusing on what you do best – successfully educating every student.

The scope and cost of services presented below are predicated on the assumption that the School intends to utilize the WESPac (Skyward) Student and Business (Finance, Human Resources, and Payroll) Management Systems. This scope and cost of services does not include the cost of licensing fees associated with obtaining these management systems. PSESD can connect the School with a regional data center that can provide these management systems and the associated support and training.

The business office services presented span the continuum from initial set-up to on-going support in key fiscal and reporting areas.

### **Initial Set Up**

**Infrastructure Set Up:** Work with OPSI to set up the School as a Local Education Agency (LEA) including funding and reporting stream between OSPI and the School. PSESD will work with the county to establish bank accounts.

**Revenue Services:** Assist with preparation of all federal and state required forms and transmittal documents including Child Nutrition application, Part I of the Consolidated Application for funding under Title I, II, and III, student enrollment and staff reporting.

**Accounting System:** Set up chart of accounts in line with state accounting code structure. Set up internal control procedures and fiscal policies and procedures.

**Student Enrollment Reporting:** Establish Washington State accepted student information system and support.

**Technical Assistance:** Provide advice and recommendations on issues that may impact the fiscal soundness and sustainability of the school such as change to student enrollment, operational costs, and other factors.

### **Regular and Ongoing Support**

**Budget Development:** work with school leaders and stakeholders to develop annual budget for subsequent fiscal year in March/April of each year including Board approval no later than July 15. The budget will be aligned with required state account code structures. The budget will include an overall organizational view including capital and multi-year and long term needs. Those multi-years needs include creating funds for unemployment, employee absences, insurance coverage and irregular maintenance and equipment needs. The budget will include a monthly cash flow projection.

**Final Operating Budget Revision:** PSESD will work with the School to perform any needed revisions to the budget required by legislative action. Revisions will be made in context of real need requirements in order to avoid minutia.

**Forecast:** PSESD will provide two forecasts per year: one using actual data from September and October, provided by the School by December 15, using actual data September through February, provided to the Charter School by April 15.

**Financial Policies and Procedures:** For Board approval, PSESD will provide detailed financial policies and procedures that align with federal and state laws and regulations. The policies and procedures will offer comfort for proper business practices, audit compliance, and documentation.

**Bookkeeping Services:** General ledger maintenance including establishing and maintaining the School's general ledger per state account codes and the accounting manual for schools. PSESD will monitor and edit revenue and expenditure account code structures, add program and location codes when needed, and perform all other regular maintenance.

- Balance Sheet reconciliation of all bank statements. Quarterly performs reconciliation of school balance sheet including prepaid/deposits, accounts receivable, accounts payable, payroll encumbrance and liability. Work will be based upon year to date perspective and will be delivered 30 days after appropriate month end closing.
- Accounts Payable invoices including verifying approval of payment determine cash flow availability, verify non duplication of payments, log appropriate accounting entries, produce check payments for signature, verify check security. Any discrepancies will be reported to the School Administrator or designee with three business days of PSESD becoming aware of the discrepancy.
- Monitor and record receipt of revenue to ensure that school receives all entitlements and in-play grants. Perform collection activities to receive past due funding, not including initiation of legal proceedings.

**Audit Support:** Collect and format all information regularly required by auditors including Schedule of Expenditures of Federal Awards (SEFA), grant accounts and awards, leases, contracts, policies and procedures, and fiscal information.

**Financial Management and Reporting:** Prepare and transmit standard financial reports to school administrator monthly by the 15th business day of the following reporting month. Prepare and transmit state required budget documents and state required year expenditure documents to OSPI. Prepare and submit budget extension documents, if necessary.

**Payroll Processing:**

- Maintain employee information in a secure payroll database. PSESD will process any status updates, new hire, termination and or informational changes in the payroll system based upon information submitted by the school on pre agreed upon status change request forms.
- PSESD will provide the school payroll schedule for the school year and if appropriate calendar year which includes accrual periods and deadlines for PSESD to receive from the school new hire documentation, personnel change forms and payroll time data for each respective pay period.
- The school is responsible to submit all information no later than 5PM on deadline days per the school's payroll schedule. Payroll information received late will be deferred to the next month's regular payroll cycle.
- PSESD will prepare and disseminate accurate W-2s as required by law.

**Attendance Reporting:** Support the School preparing and submitting monthly attendance reports from school provided records to OSPI.

**Staff Reporting:** Prepare and submit monthly staffing reports from school provided records to OSPI.

**Reports required by Washington State Charter School Commission:** In conjunction with the School, provide information and data for school submission of reports required by the Charter Commission.

**Categorical Funding Applications:** Prepare funding applications for governmental sources identified in the School's budget. In the event new governmental funding sources become available, funding program elements and pricing will be revised if the school wishes PSESD to pursue funding. Applications will be co-developed with the school administrator with decision to pursue sources the responsibility of the school.

**Compliance and Fiscal Reporting:** PSESD will disseminate fiscal reports to Auditors, lenders and creditors as required.

**Technical Assistance:** PSESD will work with school administrative staff to ensure understanding and compliance of all pertinent state and federal laws and rules that applies to Charter Schools.

**Compliance Monitoring:** PSESD will notify the school immediately when issues arise. PSESD will use its best professional judgment as to how to address a compliance issue. PSESD will always notify the school administrator first. Ensuing action or not will be dictated by the compliance issue.

**Efficiency:** PSESD will search for cost savings methods and programs and wherever possible, recommend means to leverage work and create greater efficiencies through partnerships, cooperatives and other resources.

**Additional Services:** The School may request PSESD to provide additional services. If PSESD agrees to provide Additional Services, these services will be described in detail in a separate cost proposal.

**Cost:** Proposed Business Office Services are priced at \$45,000 per year. This cost is based on an estimate of the days required by PSESD to deliver the services called for in this proposal and that extensions of this scope of services will require both parties to evaluate the required days of service based on: (1) the services desired and/or needed in the future period; and (2) the capability of assigned participating charter school personnel in independently performing functions related to those services.



March 20, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my very strong support for the Impact Public Schools charter application for their first K-5 school – Impact: Seattle - in south Seattle/Tukwila. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, who has strong relationships in both charter and district communities across Washington state. She has a relentless commitment to closing the opportunity gap and a proven track record that shows it can be done. She is also extremely passionate about designing and implementing innovative school models that serve as proof points for our state.

As the Director of Personalized Learning for the Puget Sound Educational Service District (PSESD), I am also deeply committed to educational equity and innovation. I first met Mrs. Wickens when she was launching Summit Public Schools in Washington. She is now an active member of our regional professional learning community (PLC) focused on personalized learning. Mrs. Wickens and Summit Public Schools were the first public charter schools to join the PLC that is composed of all district leadership. This is one of many examples that illustrates Mrs. Wickens commitment to partnering with districts across the state to innovate and do what is best for students.

In addition, PSESD co-hosted an event at Summit Sierra this winter - under Jen’s leadership - to share information about Summit Learning, which provides free professional development, tools and support to teachers across the state. Under Jen’s leadership, five district schools and one charter school in eastern Washington are already partnering and leveraging this resource. Based on the event this winter, we anticipate several additional district partners from the Puget Sound region.

District and charter collaboration is possible. Jen and Summit have shown this is possible – and kids benefit as a result. Thus, I’m excited to support her new focus on creating more high quality options for families across Washington through the launch of Impact Public Schools and Impact: Seattle. I’m certain she will create outstanding schools and partner with other public school educators throughout the entire process.

Thank you for your consideration.

Sincerely,

*Rafael Gallardo*

Rafael Gallardo  
Director of Personalized Learning, Puget Sound Educational Service District (PSESD)

**Highline Head Start  
Greenbridge**  
10041 6th Ave SW  
Seattle, WA 98146  
206 718 3199

**Educare Early Learning**  
525 SW 100th St  
Seattle, WA 98146  
206 718 8800

**Transportation**  
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253 778 7900

**Highline Head Start  
Seola Gardens**  
11195 5th Ave SW  
Seattle, WA 98146  
206 718 0777





# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 18 - ESP Contract Term Sheet

Contents:

Not Applicable. Impact: Seattle will not contract with any Educational Service Providers (ESPs).



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

Attachment 19

Contents:

- Staffing Chart

## STAFFING CHART

Directions: Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

### Impact: Seattle Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Operations Manager	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	7	10	12	12	12	12
Learning Specialist	1	1	1	1	1	1
SEL Coach	1	1	1	1	1	1
Teaching Fellows	2	3	3	3	3	3
Teacher Aides and Assistants	TBD	TBD	TBD	TBD	TBD	TBD
<b>Total FTEs</b>	<b>13</b>	<b>17</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>

Please note that this chart includes school-site staffing for Impact: Seattle. For CMO staffing, see **Attachment 13 - Org Chart**. Expedition courses on Friday will be led by community partners on a contract basis.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 20 - School Leader Evaluation Tool

Contents:

- Principal Evaluation Tool - Educator Skills Rubric.

Note that the Educator Skills Rubric is used for both teachers and principals, providing all faculty with a vision for what educator skill progressions look like in action across positions. Principals are expected to be at “Level 4 - Capacity Builder” or “Systems Leader” in the majority of dimensions prior to stepping into the school leader role.

## Educator Skills Rubric

VISION, PLANNING, IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Community norms	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- Providing honest, actionable, timely feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

Dimension	1-Novice	2-Capable	3-Accomplished	4-Capacity Builder	+ Systems Leader
<b>VISION, STRATEGY, IMPLEMENTATION</b>					
<b>Vision</b>	<ul style="list-style-type: none"> <li>- Aligns work to organizational vision</li> <li>- Is able to communicate organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision;</li> <li>- Clearly communicates team and organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision; addresses needs and leverages opportunities in the organization or landscape; consistently aligns work to vision</li> <li>- Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>- Gathers existing data that is relevant to a given task or problem</li> <li>- Performs simple calculations (e.g. sums, averages, medians) when necessary to analyze data</li> <li>- Uses data appropriately to identify strength and growth areas</li> </ul>	<ul style="list-style-type: none"> <li>- Gathers and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Performs calculations and manipulates data (e.g. sorts and filters) when necessary to analyze data</li> <li>- Uses data to diagnose current state of the organization and to drive decisions and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Discerningly gathers, captures, and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Calculates and manipulates data to analyze and create compelling presentations of data</li> <li>- Uses data to diagnose current state of the organization, carefully considering systemic patterns, identifying root causes, and connecting data to practices; uses data to drive decisions and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Develops and implements vision</b>	<ul style="list-style-type: none"> <li>- Develops and implements a strategic plan</li> <li>- Considers potential impact of plan on other parts of the organization</li> <li>- Uses organizational vision to guide implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements strategic plans with goals and interim milestones based on backwards planning</li> <li>- Asks others for feedback to identify potential impact on other parts of the organization</li> <li>- Balances practicality and vision during implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans</li> <li>- Engages others to determine and address potential impact on other parts of the organization</li> <li>- Balances practicality and vision to ensure successful implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Progress monitoring</b>	<ul style="list-style-type: none"> <li>- Monitors progress toward goals</li> <li>- Communicates about progress to stakeholders</li> <li>- Adjusts strategies as context evolves</li> </ul>	<ul style="list-style-type: none"> <li>- Monitors progress toward goals</li> <li>- Communicates about progress to stakeholders</li> <li>- Adjusts strategies as context evolves</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently monitors progress toward goals using leading indicators</li> <li>- Clearly communicates progress to stakeholders to foster ownership and action in self and others</li> <li>- Adjusts strategies as context evolves and as supported by the data to ensure achievement of most important goals</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>



	<b>Empowering environment</b>	<ul style="list-style-type: none"> <li>- Implements strategies that encourage a safe, positive learning climate</li> <li>- Establishes high expectations and a belief that all learners can achieve</li> </ul>	<ul style="list-style-type: none"> <li>- Creates environments that enable positive social interaction, active engagement in learning, and individual and collaborative work.</li> <li>- Creates a culture of high expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Empowers learners to create shared values and expectations for respectful interactions, rigorous self-directed learning, and individual and group responsibility for quality work</li> <li>- Creates a culture of high expectations where successes are consistently shared and low expectations are consistently and explicitly challenged</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Develops culture</b>	<b>Cultural competence</b>	<ul style="list-style-type: none"> <li>- Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives</li> <li>- Responds in conversations about diversity and culture as well as how they may impact student learning</li> <li>- Attempts to address intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective</li> <li>- Engages in conversations about diversity and culture as well as how they may impact student learning, usually in response to a specific situation</li> <li>- Corrects intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds strong personal relationships that demonstrate genuine curiosity and care about each person's background and perspective, informed by awareness of how personal experiences shape interpretations of the world</li> <li>- Proactively initiates courageous conversations about diversity and culture as well as how they may impact student learning</li> <li>- Works to prevent intolerant statements directed at individuals or groups</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Community norms</b>	<b>Community norms</b>	<ul style="list-style-type: none"> <li>- Models and communicates organizational values in response to negative or positive behaviors</li> <li>- Addresses behaviors that violate shared norms and recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and proactively communicates organizational values to all members of the community</li> <li>- Effectively addresses behaviors that violate shared norms; publicly recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and translates organizational values into specific expectations for any situation or any member of the community</li> <li>- Effectively addresses behaviors that violate shared norms and publicly recognizes positive behaviors, tracking data to ensure fairness of consequences</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Strategic communication</b>	<b>Strategic communication</b>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders</li> <li>- Identifies ways to engage stakeholders</li> <li>- Communicates with clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements a communication plan that includes target stakeholders, their key concerns, how to reach them, and key messages about progress toward the mission</li> <li>- Consistently and effectively engages stakeholders to support the mission</li> <li>- Ensures clear, compelling, and consistent communication by all team members</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill



Engages key stakeholders	<p><b>Responsive communication</b></p> <ul style="list-style-type: none"> <li>- Adapts communication style for different people</li> <li>- Listens well and responds appropriately in conversations</li> <li>- Strives to reach common ground</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Comfortably and appropriately adapts communication style for different people and specific situations</li> <li>- Anticipates and observes for spoken and unspoken sentiments and responds appropriately</li> <li>- Masterfully navigates different perspectives to reach common ground and build relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Change management	<ul style="list-style-type: none"> <li>- Supports change in service of the organizational mission</li> <li>- Develops a vision for the change desired</li> <li>- Is aware of stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies a clear rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change</li> <li>- Builds buy in for change; addresses some stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly communicates rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change; adjusts plans based on data and feedback</li> <li>- Masterfully generates support for change; anticipates reactions and encourages expression of feelings; supports stakeholders through change process</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>LEARNING</b>					
Ensures deep learning	<p><b>Planning skills-based outcomes</b></p> <ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes</li> <li>- Identifies short-term goals that are aligned to long-term outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes that are meaningful and applicable in the real world.</li> <li>- Creates short-term goals and plans that are aligned to long-term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans clear, rigorous, long-term outcomes that enable learners to build the critical thinking skills of a professional in the field.</li> <li>- Masterfully creates short term goals and plans that are aligned to long-term outcomes, and address the different levels at which learners can demonstrate a skill.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Ensures deep learning	<p><b>Planning learning experiences</b></p> <ul style="list-style-type: none"> <li>- Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way</li> <li>- Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills</li> </ul>	<ul style="list-style-type: none"> <li>- Plans learning experiences that provide learners with a path for meeting rigorous learning goals</li> <li>- Incorporates instructional strategies that enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> <li>- Consistently facilitates learning experiences in a way that enables learners to meet rigorous learning goals</li> <li>- Effectively implements instructional strategies in response to learner interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans authentic learning experiences that provide learners with personalized paths for meeting rigorous learning goals</li> <li>- Integrates a variety of instructional strategies that effectively build learners' ability to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Ensures deep learning	<p><b>Facilitating learning</b></p> <ul style="list-style-type: none"> <li>- Facilitates learning experiences in a way that enables learners to focus on learning</li> <li>- Implements instructional strategies that support learning</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently facilitates learning experiences in a way that inspires learners to be self-directed and meet rigorous learning goals</li> <li>- Skillfully adapts teacher role using a variety of instructional strategies, in response to learner interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>

			<ul style="list-style-type: none"> <li>- Collects useful evidence of performance</li> <li>- Analyzes evidence to determine different levels of skill</li> </ul>	<ul style="list-style-type: none"> <li>- Collects high quality evidence of performance</li> <li>- Analyzes evidence to determine whether individual learning needs are academic/professional development, socio-emotional, linguistic, or due to physical and/or learning differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Systematically collects high quality evidence of performance</li> <li>- Systematically analyzes ongoing and long-term evidence to diagnose academic/professional development, socio-emotional, linguistic, physical and/or learning needs</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Personalizes learning</b>	<b>Assessing learner needs</b>	<ul style="list-style-type: none"> <li>- Provides honest, actionable, or timely feedback</li> <li>- Recognizes strengths and contributions</li> <li>- Recommends how to incorporate constructive feedback into practice</li> <li>- Receives feedback without defensiveness</li> </ul>	<ul style="list-style-type: none"> <li>- Creates and implements supports that meet the needs of groups of learners, based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently creates and implements supports that meet the needs of individual learners, tailoring the type and frequency of supports based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Attracts and selects faculty</b>	<b>Providing honest, actionable, timely feedback</b>	<ul style="list-style-type: none"> <li>- Prompts learners to set short- and long-term goals based on areas of need in skills and knowledge.</li> <li>- Give learners guidance on actions they can take to meet their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports learners to set short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success.</li> <li>- Guides learners to identify root causes, develop mindsets, and create action plans that will enable them to meet their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Empowers learners to set personalized and motivating short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success.</li> <li>- Asks powerful questions that empower learners to examine identity issues, root causes, and mindsets, in order to create effective action plans that will enable them to meet their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>BUILDING TEAMS</b>	<b>Coaching</b>	<ul style="list-style-type: none"> <li>- Supports the recruiting and hiring process when asked</li> <li>- Provides input during the screening process</li> <li>- Reaches out to high quality candidates in personal network</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies hiring needs and actively recruits</li> <li>- Implements clear hiring processes and selection criteria</li> <li>- Reaches out to high quality candidates and leverages professional network to communicate hiring opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Secures high-quality and diverse hires through timely identification of hiring needs and proactive recruiting</li> <li>- Engages stakeholders to develop and implement clear hiring processes and selection criteria</li> <li>- Identifies multiple pipelines and networks for high-quality candidates</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>

<b>Develops team</b>	<b>Team management</b>	<ul style="list-style-type: none"> <li>- Defines team priorities and assigns individual responsibilities</li> <li>- Responds to others in the organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Communicates with others in organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- With the team, defines shared vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Collaborates with others in organization to move work forward and prevent distractions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
	<b>Team culture</b>	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships</li> <li>- Manages differences among team members</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships and a strong focus on the organizational mission</li> <li>- Leverages differences and inspires trust among team members; manages team dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a strong, team identity with productive relationships, high morale, and a relentless focus on the organizational mission</li> <li>- Consistently leverages differences and inspires trust among team members; manages team dynamics and stages of developmental growth</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>- Contributes toward achieving a common goal</li> <li>- Identifies barriers to collaboration</li> <li>- Values individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal</li> <li>- Identifies and breaks down barriers to collaboration</li> <li>- Publicly acknowledges individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships</li> <li>- Identifies and breaks down barriers to collaboration; shares decision-making authority and accountability</li> <li>- Consistently and publicly acknowledges individual contributions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 21 - Teacher Evaluation Tools

Contents:

- Teacher Evaluation Tools - Educator Skills Rubric (Developed by Summit Public Schools)

Note that the Educator Skills Rubric is used for both teachers and principals, providing all faculty with a vision for what educator skill progressions look like in action across positions. When working with teachers, coaches focus on the Culture and Community and Learning dimensions.

## Educator Skills Rubric

VISION, PLANNING, IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Community norms	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- Providing honest, actionable, timely feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

Dimension	1-Novice	2-Capable	3-Accomplished	4-Capacity Builder	+ Systems Leader
<b>VISION, STRATEGY, IMPLEMENTATION</b>					
<b>Vision</b>	<ul style="list-style-type: none"> <li>- Aligns work to organizational vision</li> <li>- Is able to communicate organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision;</li> <li>- Clearly communicates team and organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision; addresses needs and leverages opportunities in the organization or landscape; consistently aligns work to vision</li> <li>- Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>- Gathers existing data that is relevant to a given task or problem</li> <li>- Performs simple calculations (e.g. sums, averages, medians) when necessary to analyze data</li> <li>- Uses data appropriately to identify strength and growth areas</li> </ul>	<ul style="list-style-type: none"> <li>- Gathers and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Performs calculations and manipulates data (e.g. sorts and filters) when necessary to analyze data</li> <li>- Uses data to diagnose current state of the organization and to drive decisions and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Discerningly gathers, captures, and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Calculates and manipulates data to analyze and create compelling presentations of data</li> <li>- Uses data to diagnose current state of the organization, carefully considering systemic patterns, identifying root causes, and connecting data to practices; uses data to drive decisions and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Develops and implements vision</b>	<ul style="list-style-type: none"> <li>- Develops and implements a strategic plan</li> <li>- Considers potential impact of plan on other parts of the organization</li> <li>- Uses organizational vision to guide implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements strategic plans with goals and interim milestones based on backwards planning</li> <li>- Asks others for feedback to identify potential impact on other parts of the organization</li> <li>- Balances practicality and vision during implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans</li> <li>- Engages others to determine and address potential impact on other parts of the organization</li> <li>- Balances practicality and vision to ensure successful implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>Progress monitoring</b>	<ul style="list-style-type: none"> <li>- Monitors progress toward goals</li> <li>- Communicates about progress to stakeholders</li> <li>- Adjusts strategies as context evolves</li> </ul>	<ul style="list-style-type: none"> <li>- Monitors progress toward goals</li> <li>- Communicates about progress to stakeholders</li> <li>- Adjusts strategies as context evolves</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently monitors progress toward goals using leading indicators</li> <li>- Clearly communicates progress to stakeholders to foster ownership and action in self and others</li> <li>- Adjusts strategies as context evolves and as supported by the data to ensure achievement of most important goals</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>



	<b>Empowering environment</b>	<ul style="list-style-type: none"> <li>- Implements strategies that encourage a safe, positive learning climate</li> <li>- Establishes high expectations and a belief that all learners can achieve</li> </ul>	<ul style="list-style-type: none"> <li>- Creates environments that enable positive social interaction, active engagement in learning, and individual and collaborative work.</li> <li>- Creates a culture of high expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Empowers learners to create shared values and expectations for respectful interactions, rigorous self-directed learning, and individual and group responsibility for quality work</li> <li>- Creates a culture of high expectations where successes are consistently shared and low expectations are consistently and explicitly challenged</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Develops culture</b>	<b>Cultural competence</b>	<ul style="list-style-type: none"> <li>- Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives</li> <li>- Responds in conversations about diversity and culture as well as how they may impact student learning</li> <li>- Attempts to address intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective</li> <li>- Engages in conversations about diversity and culture as well as how they may impact student learning, usually in response to a specific situation</li> <li>- Corrects intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds strong personal relationships that demonstrate genuine curiosity and care about each person's background and perspective, informed by awareness of how personal experiences shape interpretations of the world</li> <li>- Proactively initiates courageous conversations about diversity and culture as well as how they may impact student learning</li> <li>- Works to prevent intolerant statements directed at individuals or groups</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Community norms</b>	<b>Community norms</b>	<ul style="list-style-type: none"> <li>- Models and communicates organizational values in response to negative or positive behaviors</li> <li>- Addresses behaviors that violate shared norms and recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and proactively communicates organizational values to all members of the community</li> <li>- Effectively addresses behaviors that violate shared norms; publicly recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and translates organizational values into specific expectations for any situation or any member of the community</li> <li>- Effectively addresses behaviors that violate shared norms and publicly recognizes positive behaviors, tracking data to ensure fairness of consequences</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
<b>Strategic communication</b>	<b>Strategic communication</b>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders</li> <li>- Identifies ways to engage stakeholders</li> <li>- Communicates with clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements a communication plan that includes target stakeholders, their key concerns, how to reach them, and key messages about progress toward the mission</li> <li>- Consistently and effectively engages stakeholders to support the mission</li> <li>- Ensures clear, compelling, and consistent communication by all team members</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill



Engages key stakeholders	<p><b>Responsive communication</b></p> <ul style="list-style-type: none"> <li>- Adapts communication style for different people</li> <li>- Listens well and responds appropriately in conversations</li> <li>- Strives to reach common ground</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Comfortably and appropriately adapts communication style for different people and specific situations</li> <li>- Anticipates and observes for spoken and unspoken sentiments and responds appropriately</li> <li>- Masterfully navigates different perspectives to reach common ground and build relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Change management	<ul style="list-style-type: none"> <li>- Supports change in service of the organizational mission</li> <li>- Develops a vision for the change desired</li> <li>- Is aware of stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies a clear rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change</li> <li>- Builds buy in for change; addresses some stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly communicates rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change; adjusts plans based on data and feedback</li> <li>- Masterfully generates support for change; anticipates reactions and encourages expression of feelings; supports stakeholders through change process</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
<b>LEARNING</b>					
Ensures deep learning	<p><b>Planning skills-based outcomes</b></p> <ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes</li> <li>- Identifies short-term goals that are aligned to long-term outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes that are meaningful and applicable in the real world.</li> <li>- Creates short-term goals and plans that are aligned to long-term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans clear, rigorous, long-term outcomes that enable learners to build the critical thinking skills of a professional in the field.</li> <li>- Masterfully creates short term goals and plans that are aligned to long-term outcomes, and address the different levels at which learners can demonstrate a skill.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Ensures deep learning	<p><b>Planning learning experiences</b></p> <ul style="list-style-type: none"> <li>- Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way</li> <li>- Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills</li> </ul>	<ul style="list-style-type: none"> <li>- Plans learning experiences that provide learners with a path for meeting rigorous learning goals</li> <li>- Incorporates instructional strategies that enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> <li>- Consistently facilitates learning experiences in a way that enables learners to meet rigorous learning goals</li> <li>- Effectively implements instructional strategies in response to learner interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans authentic learning experiences that provide learners with personalized paths for meeting rigorous learning goals</li> <li>- Integrates a variety of instructional strategies that effectively build learners' ability to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>
Ensures deep learning	<p><b>Facilitating learning</b></p> <ul style="list-style-type: none"> <li>- Facilitates learning experiences in a way that enables learners to focus on learning</li> <li>- Implements instructional strategies that support learning</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently facilitates learning experiences in a way that inspires learners to be self-directed and meet rigorous learning goals</li> <li>- Skillfully adapts teacher role using a variety of instructional strategies, in response to learner interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</li> </ul>



<b>Develops team</b>	<b>Team management</b>	<ul style="list-style-type: none"> <li>- Defines team priorities and assigns individual responsibilities</li> <li>- Responds to others in the organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Communicates with others in organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- With the team, defines shared vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Collaborates with others in organization to move work forward and prevent distractions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
	<b>Team culture</b>	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships</li> <li>- Manages differences among team members</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships and a strong focus on the organizational mission</li> <li>- Leverages differences and inspires trust among team members; manages team dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a strong, team identity with productive relationships, high morale, and a relentless focus on the organizational mission</li> <li>- Consistently leverages differences and inspires trust among team members; manages team dynamics and stages of developmental growth</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill
	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>- Contributes toward achieving a common goal</li> <li>- Identifies barriers to collaboration</li> <li>- Values individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal</li> <li>- Identifies and breaks down barriers to collaboration</li> <li>- Publicly acknowledges individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships</li> <li>- Identifies and breaks down barriers to collaboration; shares decision-making authority and accountability</li> <li>- Consistently and publicly acknowledges individual contributions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 22 - Professional Development Schedule

Contents:

- Professional Development Schedule
- Sample Summer Professional Development Schedule

## Professional Development Schedule

IPS professional development occurs weekly during Flex Fridays, and during focused, extended windows periodically throughout the year (including August, January, and June). In addition, teachers have common planning times twice per week where they collaborate to analyze student data, score student work, and plan upcoming projects.

PD at Impact: Seattle adds up to over 40 days of professional development or over 320 hours over the course of each school year.

## Professional Development Modules

Module	Resources	Leader/Organizer	Time
Mission, Vision & Values, Community Context	School mission, educational philosophy, visits to community sites, panels of community members and families	CEO, Principal	Summer
Diversity, Equity & Inclusion	Quarterly book studies: <i>Between the World and Me</i> , <sup>1</sup> <i>Schooltalk</i> , <sup>2</sup> and <i>Other People's Children</i> . <sup>3</sup>	CEO, Principal	Summer, Fall, Winter, Spring
Learning Science	Book study: <i>Why Don't Students Like School</i> . <sup>4</sup>	Principal	Summer
Mentorship & Relationships	Book studies: <i>Our Kids: Building Relationships in the Classroom</i> <sup>5</sup> and	Principal, SEL Coaches	Summer, Fall, Winter, Spring

<sup>1</sup> Coates, T. (2016). *Between the world and me*. Waterville, ME: Thorndike Press, a part of Gale Cengage Learning.

<sup>2</sup> Pollock, M. (2017). *Schooltalk: Rethinking what we say about--and to--students every day*. New Press, The.

<sup>3</sup> Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

<sup>4</sup> Willingham, D. T. (2009). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

<sup>5</sup> Bowen, C. (2008). *Our kids: Building relationships in the classroom*. Denver, CO: Outskirts Press.

	<i>Fostering Resilient Learners</i> <sup>6</sup>		
Personalized Learning & Data-Driven Instruction	<i>Leverage Leadership</i> <sup>7</sup> , adaptive software dashboards  IPS Learning Management System	Principal, Teacher Leaders	Summer, Fall, Winter, Spring
Instructional Practices: 1:1 Conferences	Teacher's College Reading and Writing Project <sup>8</sup>	Principal, Teacher Leaders	Summer, Winter
Deeper Learning Skills: Project Based Learning	Book study of <i>Transforming Schools</i> <sup>9</sup> , and protocols reviewing student work	Principal	Summer, Fall
Habits of Leadership (SEL and DEI skills)	Valor Collegiate Academy Compass Program, <sup>10</sup> Character Lab <sup>11</sup>	Principal, SEL Coaches	Summer, Winter
STEP Assessment (K-5)	STEP Assessment Kit <sup>12</sup>	STEP Trainer	Summer, Fall, Winter, Spring
Restorative Justice	Book study of <i>The Restorative Practices Handbook</i> <sup>13</sup> and practice simulations.	CEO, Principal	Summer, Fall, Winter, Spring

<sup>6</sup> Souers, K., & Hall, P. A. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Alexandria, VA: ASCD.

<sup>7</sup> Bambrick-Santoyo, P., & Peiser, B. M. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

<sup>8</sup> Columbia University. (n.d.). Teacher's College Reading and Writing Project. Retrieved from <http://readingandwritingproject.org/>

<sup>9</sup> Lenz, B., Wells, J., & Kingston, S. (2015). *Transforming schools using project-based learning, performance assessment, and common core standards*. San Francisco, CA: Jossey-Bass.

<sup>10</sup> Valor Collegiate Academies. (n.d.). Balanced education. Retrieved March, 2017, from <http://valorcollegiate.org/why-were-unique/balanced-education/>

<sup>11</sup> Character Lab. (n.d.). Retrieved March, 2017, from <https://characterlab.org/>

<sup>12</sup> UChicagoImpact. (n.d.). University of Chicago STEP Assessment. Retrieved from <https://uchicagoimpact.org/step>

<sup>13</sup> Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices.

Culturally Responsive Literacy Instruction and Responsive Classroom Environment	The Center for Culturally Responsive Teaching and Learning or similar	Tatiana Epanchin	Summer
GLAD	Project GLAD <sup>14</sup>	Principal	Summer, Fall, Winter, Spring
Violence Prevention, First Aid, and School Safety Plan Training	OSPI School Safety Center <sup>15</sup>	True Measure Collaborative Program Manager and Red Cross	Summer, Fall, Winter, Spring
Safety & Child Abuse Training	True Measure Collaborative	True Measure Collaborative Program Manager	Summer
Retirement and Benefits	DRS materials	Department of Retirement Services representative	Summer
Schoolwide Operations and Systems; Communicating with Families	IPS Staff Handbook; IPS Family Handbook	Principal, Director of Operations	Summer
Faculty Culture	Book study of <i>Tribal Leadership</i> . <sup>16</sup>	Principal	Summer

<sup>14</sup> BE GLAD LLC. (n.d.). Project GLAD. Retrieved from <http://begladtraining.com/>

<sup>15</sup> Office of Superintendent of Public Instruction. (n.d.). Conferences, Trainings and Professional Development. Retrieved from <http://www.k12.wa.us/safetycenter/Training/default.aspx>

<sup>16</sup> Logan, D., King, J., & Fischer-Wright, H. (2011). *Tribal leadership: Leveraging natural groups to build a thriving organization*. New York: Harper Business.

## Sample Summer Professional Development Schedule

<b>Week One: August 6-10, 2018</b>				
8am-12pm: Faculty Professional Development				
12pm-4pm: Self-Directed Work Time				
Day	Mission, Vision, Values	Program Element: Mentorship, SEL, and DEI	Operations: Mandatory Trainings	Self-Directed Work
8/6	Vision	Compass Group Vision	Safety & Child Abuse	Home visits, classroom setup, personalized PD based on individual learning plans
8/7	Mission 1	Habits of Leadership: SEL skills	Violence Prevention	
8/8	Mission 2	Habits of Leadership: DEI skills	First Aid	
8/9	Bold Ambitions	1:1 Conferences	School Safety Plan	
8/10	Diversity, Equity and Inclusion	Progress Monitoring & Goal-Setting on IPS LMS	Retirement & Benefits	

<b>Week Two: August 13-17, 2018</b>				
8am-12pm: Faculty Professional Development				
12pm-4pm: Self-Directed Work Time				
Day	Mission, Vision, Values	Program Element: Personalized Learning (Studio)	Operations: Schoolwide Norms & Procedures	Self-Directed Work
8/13	Team WA	Learning Science	IPS Staff Handbook	Home visits, classroom setup, personalized PD based on individual learning plans
8/14	Everyone Grows	Guided Reading & Math Specialized Sessions	IPS Family Handbook	
8/15	Play Big	Guided Reading & Math Specialized Sessions	Arrival & Dismissal Procedures	



8/16	Intention	STEP Assessment		
8/17	Values in action: outline ways to make values evident in school environment	Writer's Workshop	Common Spaces Procedures	

<b>Week Three: August 20-24, 2018</b> 8am-12pm: Faculty Professional Development 12pm-4pm: Self-Directed Work Time				
Day	Mission, Vision, Values: Cultural Competency	Program Element: Project Based Learning (Voyages)	Operations	Self-Directed Work
8/20	Inclusion Model: SpEd, ELL, HICAP	Voyages Scope & Sequence	Procedures Planning: Compass	Home visits, classroom setup, personalized PD based on individual learning plans
8/21	Restorative Justice	Explore: GLAD strategies	Procedures Planning: Studio	
8/22	DEI Book Studies	Create: Project Declarations & Progress Milestones	Procedures Planning: Voyages	
8/23	Culturally Responsive Literacy Instruction	Showcase: Project Assessment	Procedures Planning: Rise	
8/24	Culturally Responsive Classroom Environment	Rites of Passage	Procedures Planning: Expeditions	



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

Attachment 23 - Mission-Specific Goals form

### Contents:

- Mission-Specific Goals form

## Mission-Specific Goals

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Please incorporate your mission-specific goals on this form. There should be one table completed for each proposed measure. All measures are subject to modification and approval by the Commission. For any questions, please contact: Joshua Halsey, Executive Director, [Joshua.halsey@k12.wa.us](mailto:Joshua.halsey@k12.wa.us)

Updated: November 29, 2016

<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>Student Academic Growth - Reading &amp; Math</b></p>
<p>Indicator</p> <p><i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>This indicator will measure students' growth in reading skills. It is different from other measures and framework indicators in that it focuses on students' growth rather than absolute proficiency. It is also different because students in grades 1-5 can take the MAP assessment, unlike the Smarter Balanced Assessment that doesn't begin until 3rd grade.</p>
<p>Mission-Specific Performance Goal</p> <p><i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>All students will make more than a year's growth within the year on the NWEA MAP reading and math adaptive assessment.</b></p>
<p>Goal</p> <p><i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>All students will take the NWEA Map assessment three times per year. We studied the research for potential reading and math measures. A growth measure was particularly important for us. We studied the generalizability, reliability, validity, affordability and</p>

	<p>efficiency, among other factors in making this important decision.</p>
<p>Target-Setting Standards</p> <p><i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p>Exceeds: The students' average growth will be 1.5 years or more.</p> <p>Meets: The students' average growth will be 1.0 years or more.</p> <p>Approaching: The students' average growth will be .8 year or more.</p> <p>Does Not Meet: The students' average growth will be .79 year or less.</p>
<p>Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	<p>This goal is important because in order to understand the impact that our school has for students, we need to consider where they started and where they finished.</p>

<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>Diversity, Equity &amp; Inclusion</b></p>
<p>Indicator <i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>This indicator will measure our organization's core value around diversity, equity and inclusion. It is different from other measures and framework indicators in that it focuses on a core value versus an academic or financial aspect of the program.</p>
<p>Mission-Specific Performance Goal <i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>The IPS Board and faculty will be comprised of at least 50% leaders of color.</b></p>
<p>Goal <i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>Ethnicity for IPS Board members and faculty will be evaluated on a semi-annual basis.</p>
<p>Target-Setting Standards <i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p><u>Exceeds: The board and faculty will be comprised of 60% or more leaders of color.</u>  <u>Meets: The board and faculty will be comprised of 50% or more leaders of color.</u>  <u>Approaching: The board and faculty will be comprised of 40% or more leaders of color.</u>  <u>Does Not Meet: Less than 39% of the board and faculty is comprised of leaders of color.</u></p>

<p>Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	<p>This goal is important because diversity, equity, and inclusion is an IPS core value. In addition, the IPS team is deeply committed to ensuring we aren't perpetuating organizational structures that promote institutional racism, and that Impact: Seattle students have adult role models at IPS that share similar backgrounds.</p>
<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>Arts Integration Through Expeditions</b></p>
<p>Indicator</p> <p><i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>Standards-aligned curriculum; Age appropriate tasks and progressions that build on each other year to year; Student participation in the arts integrated portion of the academic program.</p>
<p>Mission-Specific Performance Goal</p> <p><i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>90% of students will complete a year of arts education according to the pacing and benchmarks within the curriculum for their house (grade-band).</b></p>
<p>Goal</p> <p><i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>Within the IPS Arts Curriculum (aligned to the Fine Arts standards) there are benchmarks organized in an age appropriate progression. Rate of completion will be calculated quarterly to ensure yearly matriculation rate is accurate. End of unit assessment and performance tasks are the measures used for evaluation.</p>
<p>Target-Setting Standards</p> <p><i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p>—</p> <p>Exceeds: 91% - 100%</p> <p>Meets: 87% - 90%</p> <p>Approaching: 81% - 86%</p> <p>Does Not Meet: &lt;81%</p>

<p>Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	<p>The arts create a seamless connection between motivation, instruction, assessment, and practical application--leading to deep understanding.</p>
<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>Organizational Performance &amp; Culture - Faculty Satisfaction</b></p>
<p>Indicator</p> <p><i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>This indicator will measure faculty satisfaction at Impact: Seattle through survey questions. It is different from other measures and framework indicators in that it focuses on our faculty's experience with our program.</p>
<p>Mission-Specific Performance Goal</p> <p><i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>75% of faculty will respond positively to "How satisfied are you with Impact: Seattle as a place to work?"</b></p>
<p>Goal</p> <p><i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>Overall (average) score on annual faculty survey: Impact: Seattle will administer a survey to all faculty annually. Faculty will be asked to respond to the question "How satisfied are you with Impact: Seattle as a place to work?" among other questions. The answers are rated on a 5-point scale and 4s and 5s will qualify as satisfied. Results will be tabulated and faculty satisfaction will be measured.</p>
<p>Target-Setting Standards</p> <p><i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p><u>Exceeds: 76% or higher of faculty respond that they are satisfied working at Impact: Seattle.</u> <u>Meets: 75% or higher of faculty respond that they are satisfied working at Impact: Seattle.</u> <u>Approaching: 65% or higher of faculty respond that they are satisfied working at Impact:</u></p>

	<p>Seattle.</p> <p>Does Not Meet: Less than 65% of faculty respond that they aren't satisfied working at Impact: Seattle.</p> <p>Faculty satisfaction is an essential indicator of school success, as our teachers are the most critical component of our work. The faculty survey will collect team member responses on a number of key components, including faculty morale, support, model design, decision making, and more.</p>
<p>Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	



<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>Organizational Performance &amp; Culture - Parent/Guardian Satisfaction &amp; Trust</b></p>
<p>Indicator <i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>This indicator will measure parents' satisfaction with Impact: Seattle through survey questions. It is different from other measures and framework indicators in that it focuses on parent trust in the program and measures parent feelings on other aspects.</p>
<p>Mission-Specific Performance Goal <i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>75% of parents will respond positively to "I trust my student's school" when surveyed.</b></p>
<p>Goal <i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>Overall (average) score on annual parent survey: Impact: Seattle will administer a survey to all families during the Spring, which can be completed on paper or electronic form. Parents/family members will be asked to respond to the question "I trust my student's school," among other questions. Results will be tabulated and parent trust and satisfaction will be measured.</p>
<p>Target-Setting Standards <i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p>Exceeds: 76% or higher of parents respond that they trust Impact: Seattle. Meets: 75% or higher of parents respond that they trust Impact: Seattle. Approaching: 65% or higher of parents respond that they trust Impact: Seattle. Does Not Meet: Less than 65% of parents respond that they trust Impact: Seattle.</p>

**Goal Selection Details**

*Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?*

Parent trust in the model and satisfaction with our school is an essential indicator of school success. The parent survey will collect parent responses on a number of school components, including school culture, programs, safety, and more.

<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p><b>School Program Success - Attendance</b></p>
<p>Indicator <i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>Student attendance: This indicator will measure all students' attendance at Impact: Seattle on an annual basis. It is different from other measures and framework indicators in that it focuses on what percent of students are attending our school program. Without strong attendance, a strong program cannot be successful.</p>
<p>Mission-Specific Performance Goal <i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p><b>Student average daily attendance will be at least 95% for the year.</b></p>
<p>Goal <i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>Average daily attendance: Daily attendance will be taken each day by school staff. The average daily attendance will be calculated through Illuminate and shared at the end of the school year.</p>
<p>Target-Setting Standards <i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p><u>Exceeds: Average daily attendance for the school year is 98% or higher.</u> <u>Meets: Average daily attendance for the school year is 95% or higher.</u> <u>Approaching: Average daily attendance for the school year is 93% or higher.</u> <u>Does Not Meet: Average daily attendance for the school year is lower than 93%.</u></p>

**Goal Selection Details**

*Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?*

Student attendance is an indicator of student and parent/guardian engagement and buy-in to the Impact: Seattle model. A healthy school has multiple strategies for attracting and keeping students in school, as reflected by its average daily attendance.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 24 - Facility Documents

#### Contents:

- Timeline for Tukwila Property Process
- Flyer for Tukwila Facility
- Photos of Tukwila Facility
- Communication with Mayor of Tukwila
- Examples of other Seattle/Tukwila properties available at the time of proposal development that demonstrate community capacity, should IPS need a contingency plan
- Statement of assurances to follow commission and legal guidelines in case Impact: Seattle leases a religious facility
- Letters
  1. Of commitment from WCSD;
  2. Of support from Raza Development Fund, highlighting facility financing commitment; and
  3. Of intent that IPS will use to enter into negotiations.

## **Timeline for Securing Tukwila Facility**

Offer made - March 3, 2017

Negotiate Letter of Intent - March 29, 2017

Purchase and Sale Agreement draft and negotiation - All of April, 2017

Due diligence - May and June, 2017

Close - End of August, 2017

Church leases the space back - September 2017 - April 2018

Basic interior remodel - May - July 2018

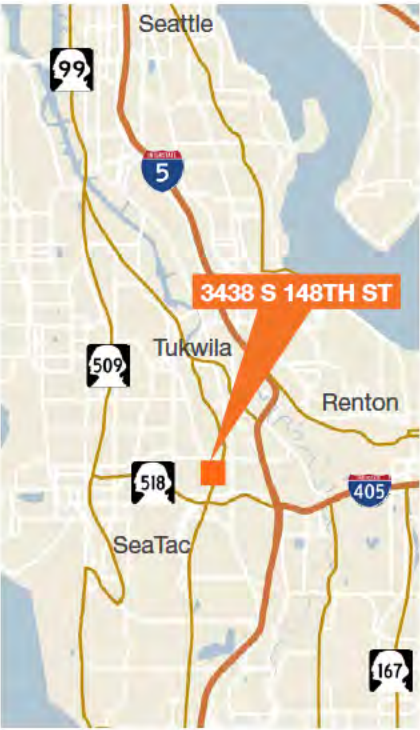
School Opening - August 2018

**Religious & Event Center**

3438 South 148th Street  
Tukwila, WA

**Sale Price:**  
**\$5,699,000.00**

Please do not disturb the occupants; coordinate all property tours through Broker contacts below



**Features**

- ±41,305 SF gross building area on ±78,214 SF of land plus 3 separate parcels for additional ±37,105 SF
- Quality religious and events facility
- ±1,050 person capacity sanctuary
- Building is fully sprinklered
- ±115,272 SF land (4 parcels) total
- Built in 1991
- Zoned RC (City of Tukwila)

- Other possible uses: schools, training facility, high-tech, data center, community center
- Property is fully fenced and parking lot is paved and lighted
- ±155 surface parking stalls plus ±33 covered / secure parking stalls / plus additional land for parking
- Adjacent to new Tukwila Village
- Walking distance to Tukwila Light Rail station and new Tukwila Village

**Contact**

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com



## Religious & Event Center



### Contact

**Brian Clapp**  
Kidder Mathews  
206.248.7316  
bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

CO-BROKERED BY





## Religious & Event Center



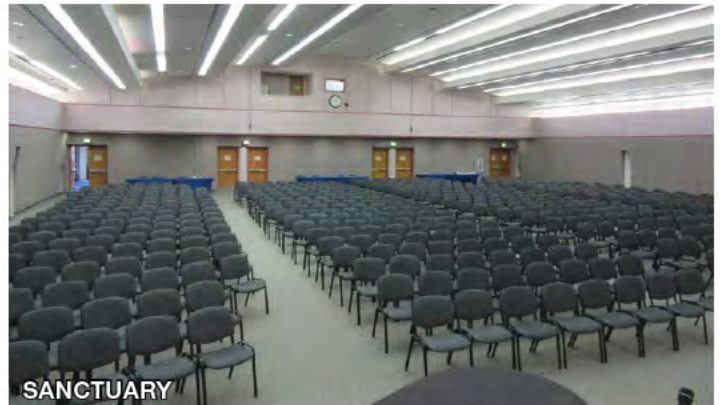
MAIN LOBBY



EXECUTIVE OFFICES



SANCTUARY



SANCTUARY



SECURE PARKING



ADDITIONAL LAND

### Contact

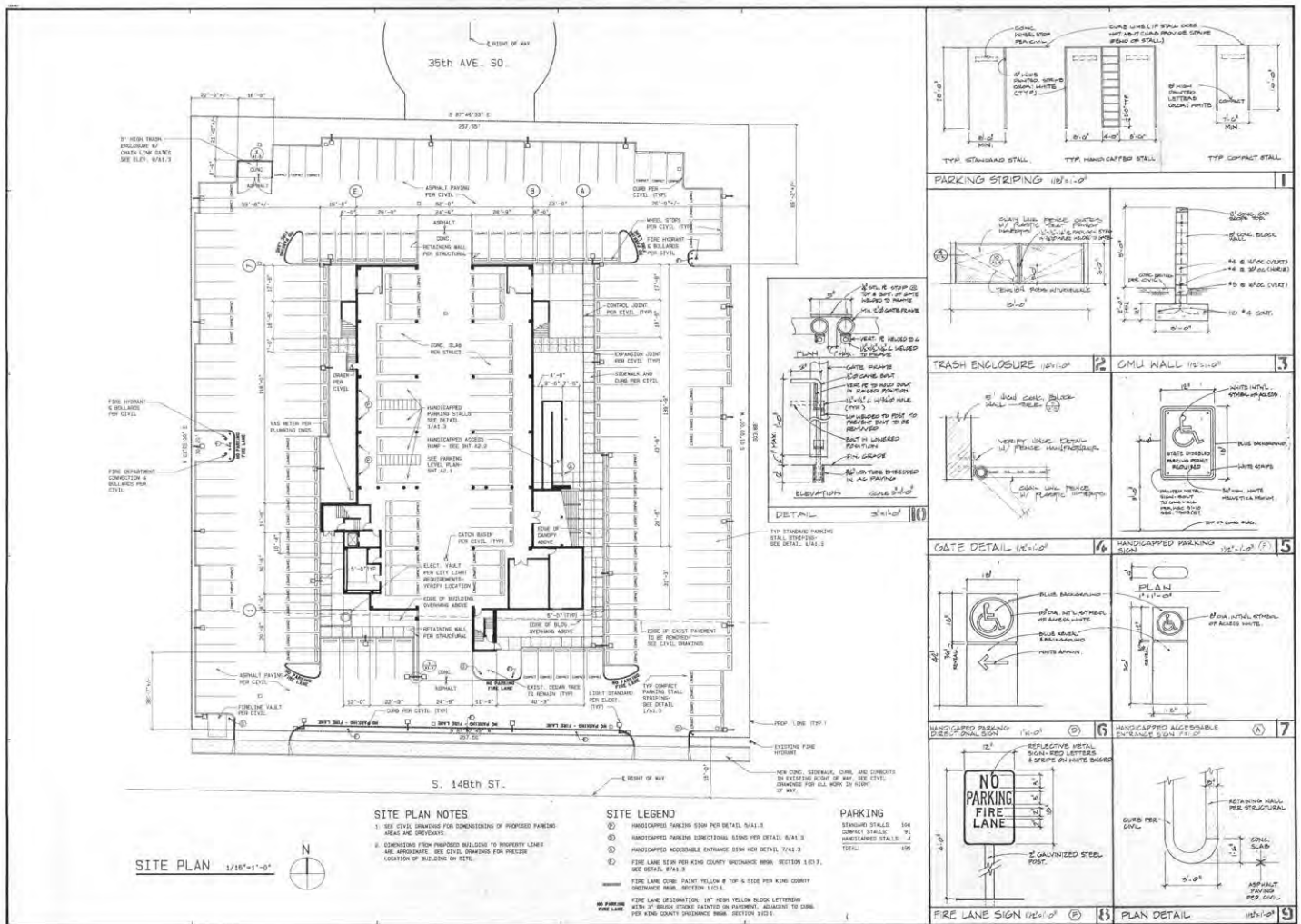
**Brian Clapp**  
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bclapp@kiddermathews.com

**Ray Howden**  
Cresa Los Angeles  
310.943.5105  
rhowden@cresa.com

CO-BROKERED BY



Site Plan



Contact

**Brian Clapp**  
 Kidder Mathews  
 206.248.7316  
 bclapp@kiddermathews.com

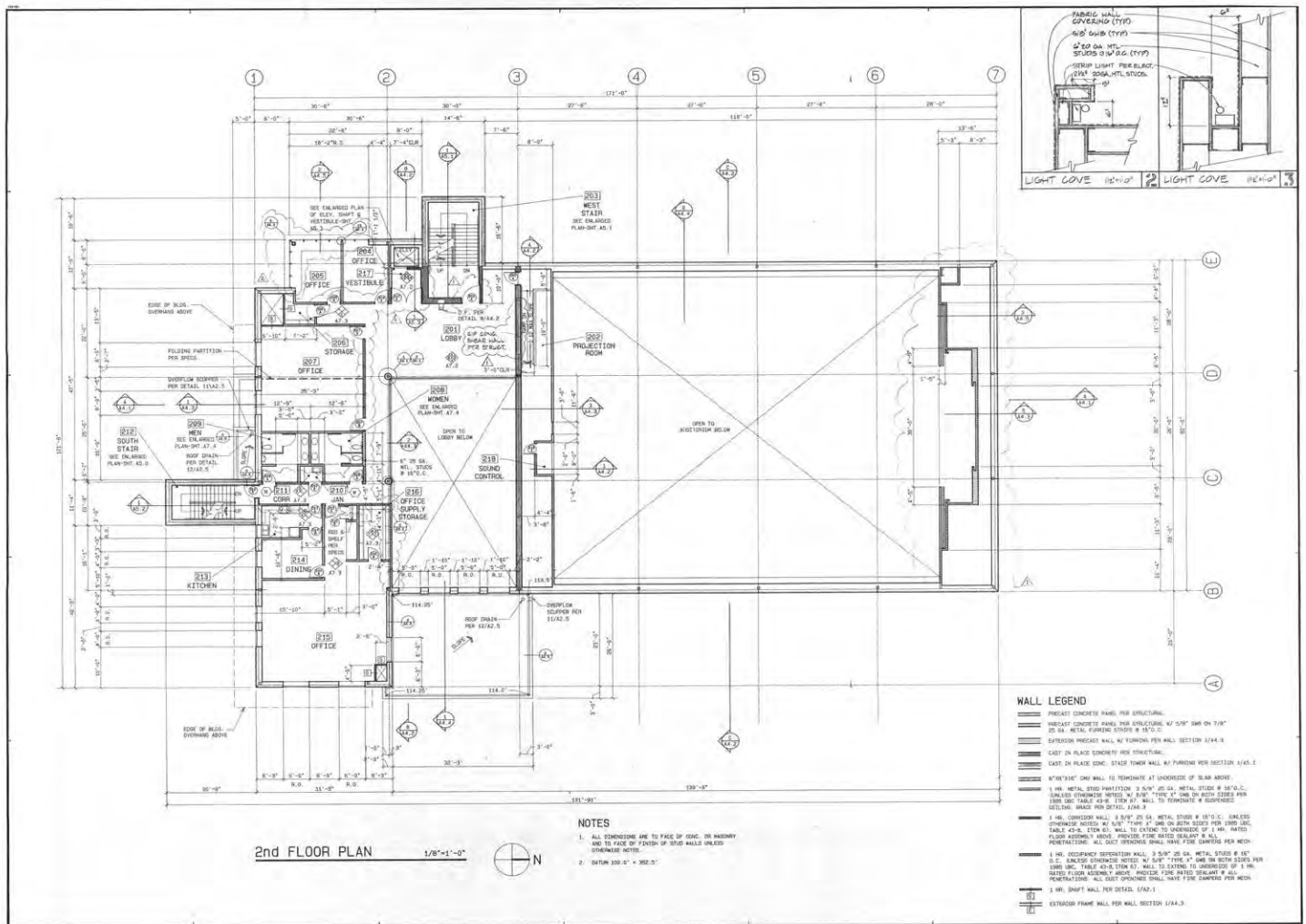
**Ray Howden**  
 Cresa Los Angeles  
 310.943.5105  
 rhowden@cresa.com

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Floor Plan - 2nd Floor



Contact

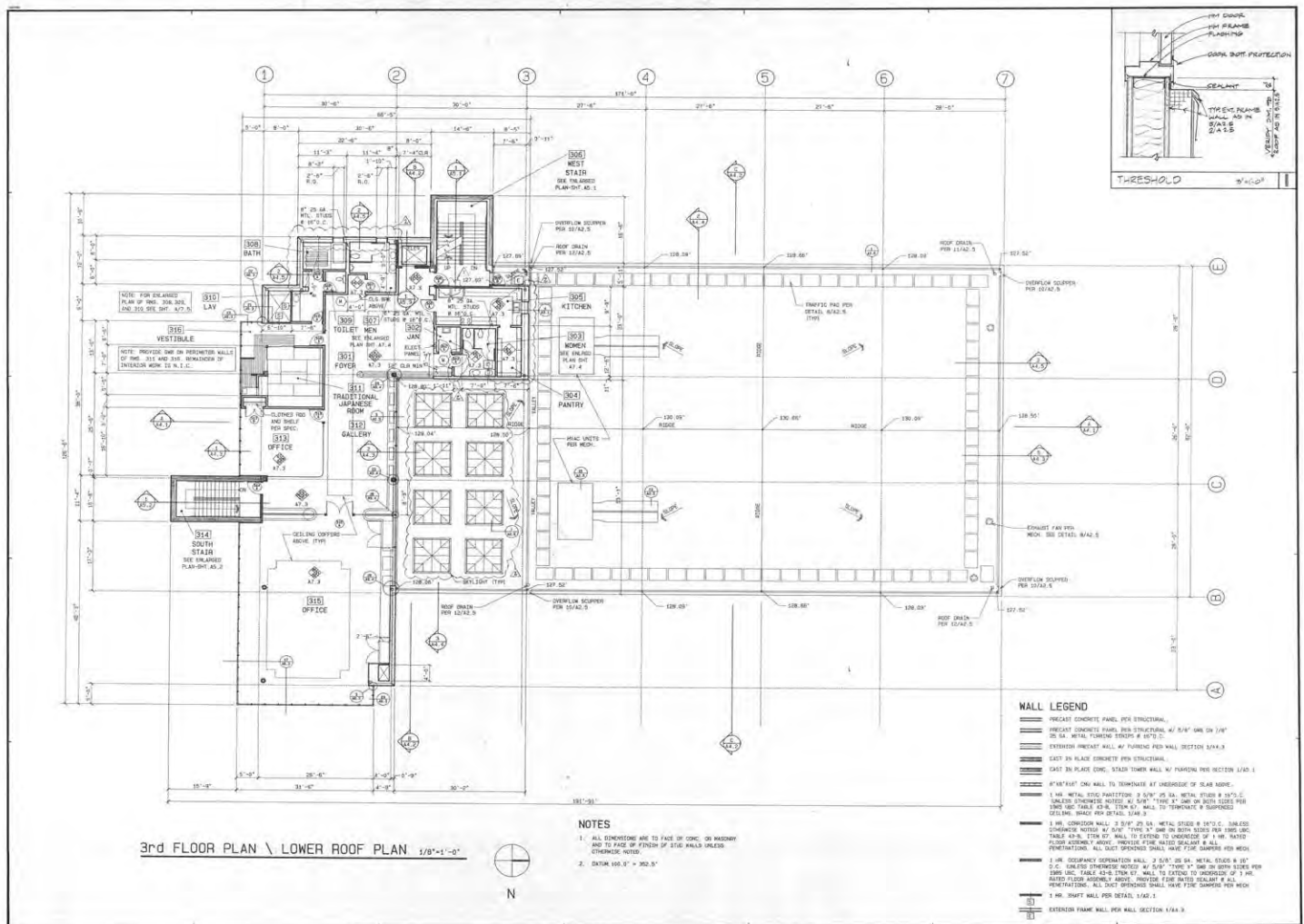
**Brian Clapp**  
 Kidder Mathews  
 206.248.7316  
 bclapp@kiddermathews.com

**Ray Howden**  
 Cresa Los Angeles  
 310.943.5105  
 rhowden@cresa.com

CO-BROKED BY



Floor Plan - 3rd Floor



Contact

**Brian Clapp**  
 Kidder Mathews  
 206.248.7316  
 bclapp@kiddermathews.com

**Ray Howden**  
 Cresa Los Angeles  
 310.943.5105  
 rhowden@cresa.com

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# Photos of Tukwila Facility





Jen Wickens &lt;jwickens@impactps.org&gt;

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## Impact Public Schools

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Natalie Hester <nhester@impactps.org>  
To: jwickens@impactps.org

Tue, Mar 21, 2017 at 2:58 PM

Mayor's response

Natalie

Begin forwarded message:

From: Allan Ekberg <Allan.Ekberg@TukwilaWA.gov>  
Date: March 21, 2017 at 2:52:47 PM PDT  
To: Natalie Hester <nhester@impactps.org>, Derek Speck <Derek.Speck@TukwilaWA.gov>  
Subject: RE: Impact Public Schools

Hello Natalie,

It was a pleasure to meet you and learn of your desire to develop a charter school in Tukwila. I've included Derek Speck, our Economic Development guru, in this note to you. He may have a handle or know others that do, regarding available properties in the City.

If I recall you are looking for 35,000' of space with some outdoor recreation space potential; do correct me if I'm wrong.

Derek, could you or staff set up a meeting with Natalie to understand their needs? She was kind enough to list some available ones below.

Thanks all.

~Allan

Allan Ekberg

Tukwila, Mayor

[206.433.1850](tel:206.433.1850)



From: Natalie Hester [<mailto:nhester@impactps.org>]  
Sent: Tuesday, March 21, 2017 1:56 PM  
To: Allan Ekberg <[Allan.Ekberg@TukwilaWA.gov](mailto:Allan.Ekberg@TukwilaWA.gov)>  
Subject: Impact Public Schools

Hello Mayor Ekberg,

It was great meeting you and your colleagues on Saturday at the Public Safety Open House. Thank you for allowing me to share our vision for Impact Public Schools with you. We are looking at the City of Tukwila for a possible location and we're committed to being part of the community. We would love to hear your thoughts.

Do you have time this week or next week to meet with Jen Davis Wickens the CEO of IPS and myself?

These are some possible dates and times.

March 23 2 pm to 4 pm

March 24 11 am to 3 pm

March 27 9 am to 4 pm

March 29 12 pm to 3 pm

Let me know if we need to choose some other dates.

Thank you,

Natalie Hester

Co-founder

Dir. of Operations and Engagement

Impact Public Schools

T: 206.356.7078 | [nhester@impactps.org](mailto:nhester@impactps.org)

# 6 3438 S 148th St

Tukwila, WA 98168 - Renton/Tukwila Submarket  
41,305 SF Religious Facility Building Built in 1991  
Property is for sale at \$5,699,000 (\$137.97/SF)



## Investment Information

Sale Price: \$5,699,000  
Price/SF: \$137.97  
Cap Rate: -

Sale Status: Active  
Sale Conditions: -  
Sale Type: Investment

Days On Market: 27

## Investment Notes

\*Please do not disturb the occupants; coordinate all property tours through Broker contacts below

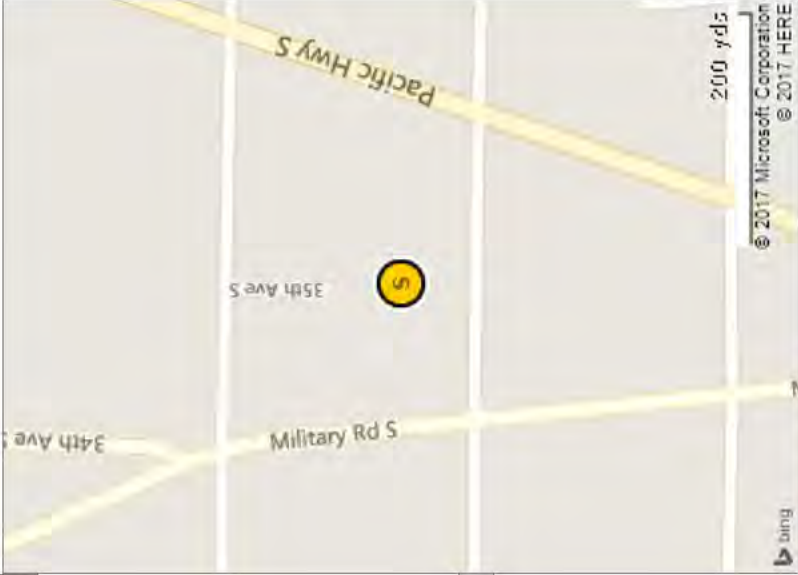
±41,305 SF gross building area on ±78,214 SF of land plus 3 separate parcels for additional ±37,105 SF

Quality religious and events facility  
±1,050 person capacity sanctuary  
Building is fully sprinklered  
±115,272 SF land (4 parcels) total  
Built in 1991

Zoned RG (City of Tukwila)

Other possible uses: schools, training facility, high-tech, data center, community center Property is fully fenced and parking lot is paved and lighted

±155 surface parking stalls plus ±33 covered / secure parking stalls / plus additional land for parking  
Adjacent to new Tukwila Village



## Building Information

GBA: 41,305 SF  
RBA: 41,305 SF  
Zoning: RC  
Land Area: 1.80 AC

Stories: 1

Typical Floor Size: 41,305 SF  
Bldg Type: Religious Facility

Parcel Number: 004000-1025



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# 7 116 Andover Park E - Pitney Bowes Bldg

Tukwila, WA 98188 - Renton/Tukwila Submarket  
 22,318 SF Class C Office Building Built in 1972  
 Property is for sale at \$3,800,000 (\$170.27/SF)



## Investment Information

Sale Price: \$3,800,000  
 Price/SF: \$170.27  
 Cap Rate: -

Sale Status: Active  
 Sale Conditions: -  
 Sale Type: Investment OR Owner/User

Days On Market: 3,144

## Investment Notes

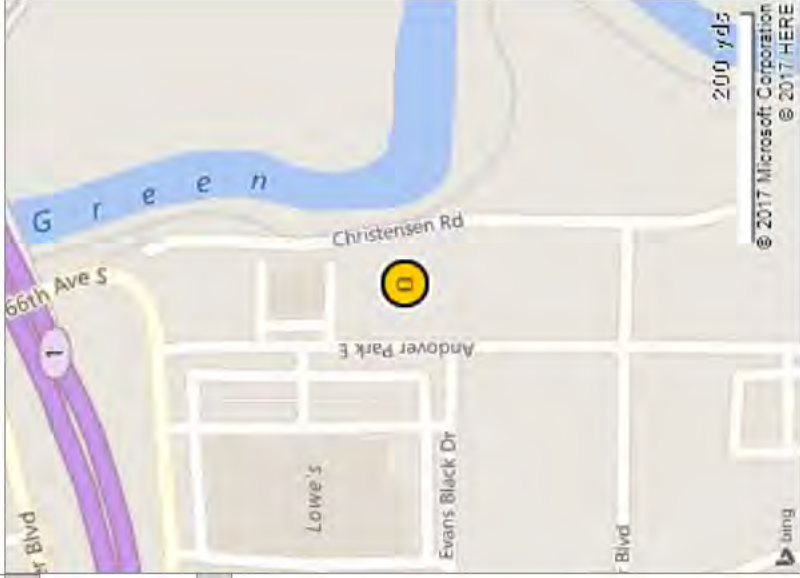
JLL is pleased to present the opportunity to purchase a 22,318 square foot, two-story office/ retail building in the Southcenter area of Tukwila, WA. FedEx is the anchor tenant in the property, leasing 27.5% of the building with a newly built retail store. Constructed in 1972, with significant renovations taking place in 1986 and 2013, it is the former headquarters of Pitney Bowes and has been well maintained and professionally managed for the last 14 years by current ownership.

## Office Information

Bldg Type: Office	Bldg Status: Built 1972	RBA: 22,318 SF
Class: C	% Leased: 29.4%	Stories: 2
Total Avail: 15,760 SF	Elevators: 1	Land Area: 1.23 AC
Bldg Vacant: 15,760 SF	Core Factor: -	Owner Type: -
Typical Floor Size: 11,159 SF	Zoning: TUC, Tukwila	Owner Occupied: No
Building FAR: 0.42	Tenancy: Multiple Tenant	

Parcel Number: 022300-0060

Parking: 72 free Surface Spaces are available; Ratio of 3.20/1,000 SF  
 Amenities: 24 Hour Availability, Signage



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# 8 1300 Bronson Way N - Bryant Motors of Renton

Renton, WA 98057 - Renton Ind Submarket  
 32,951 SF Class C Manufacturing Building Built in 1968  
 Property is for sale at \$3,500,000 (\$106.22/SF)

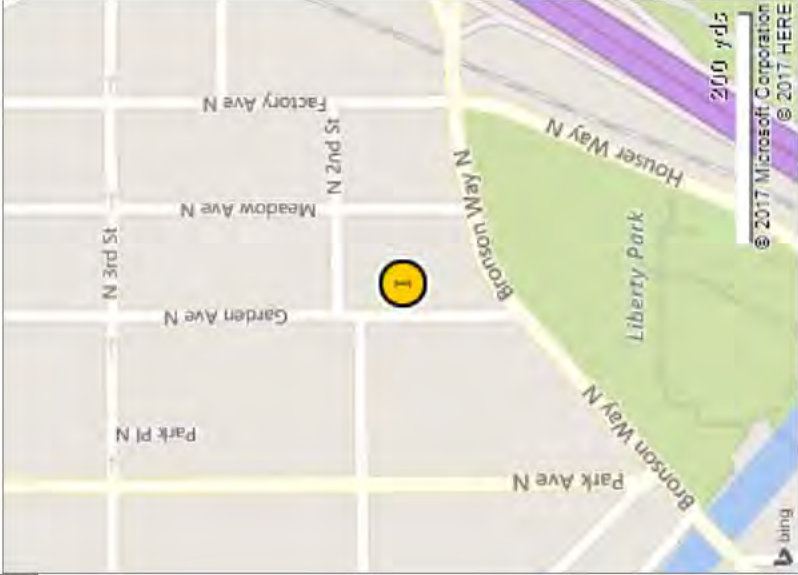


## Investment Information

Sale Price: \$3,500,000  
 Price/SF: \$106.22  
 Cap Rate: -  
 Sale Status: Under Contract  
 Sale Conditions: -  
 Sale Type: Investment  
 Days On Market: 393

## Building Information

<b>Bldg Type:</b> Manufacturing	<b>RBA:</b> 32,951 SF
<b>Bldg Status:</b> Built 1968	<b>% Leased:</b> 50.1%
<b>Rent/SF/Yr:</b> For Sale	<b>Zoning:</b> CA
<b>Bldg Vacant:</b> 16,450 SF	<b>Owner Type:</b> -
<b>Warehouse Avail:</b> 16,450 SF	<b>Owner Occupied:</b> -
<b>Office Avail:</b> 0 SF	<b>Tenancy:</b> -
<b>Max Contig:</b> 16,450 SF	<b>Lot Dimensions:</b> -
<b>Ceiling Height:</b> 15'0" -16'0"	<b>Cross Docks:</b> -
<b>Column Spacing:</b> -	<b>Levelators:</b> None
<b>Const Mat:</b> -	<b>Sprinklers:</b> -
<b>Rail Spots:</b> -	
<b>Crane:</b> -	
<b>Loading Docks:</b> None	
<b>Drive Ins:</b> 5 (total)	
<b>Rail Line:</b> -	
<b>Parcel Number:</b> 135230-0005, 135230-0025	



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# 12 4034 W Marginal Way SW

Seattle, WA 98106 - Gtown/Duwamish N Ind Submarket  
 28,157 SF Class B Manufacturing Building Built in 2000  
 Property is for sale at \$4,100,000 (\$145.61/SF)



## Investment Information

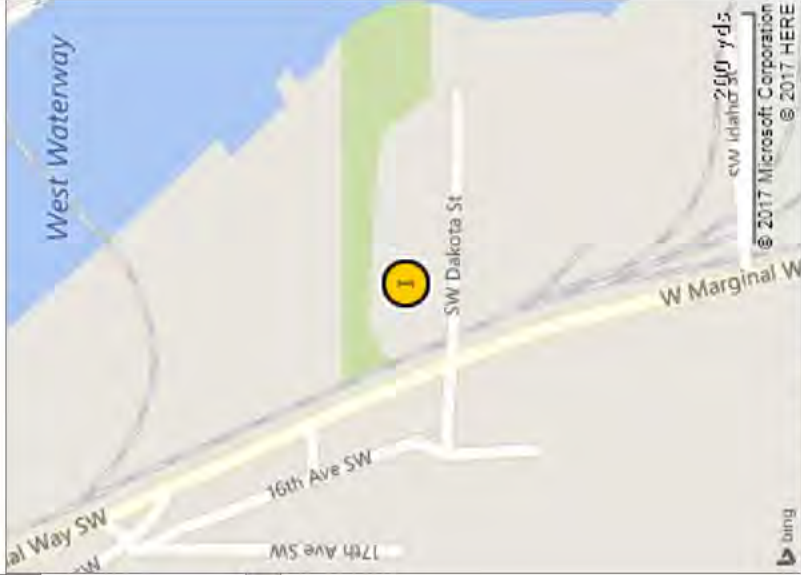
Sale Price: \$4,100,000  
 Price/SF: \$145.61  
 Cap Rate: -  
 Sale Status: Active  
 Sale Conditions: -  
 Sale Type: Investment OR Owner/User  
 Days On Market: 349

## Investment Notes

30,030 SF total with 1,827 SF of office  
 1.58 acre lot  
 15 grade-level doors  
 Truck scale  
 Up to 39' clear height  
 Well located free-standing building  
 Heavy power

## Building Information

Bldg Type: Manufacturing	RBA: 28,157 SF
Bldg Status: Built 2000	% Leased: -
Rent/SF/Yr: For Sale	Zoning: IG1 U85
Bldg Vacant: 0 SF	Owner Type: -
Warehouse Avail: 28,157 SF	Owner Occupied: No
Office Avail: 0 SF	Tenancy: Single Tenant
Max Config: 28,157 SF	Lot Dimensions: -
Ceiling Height: -	Crane: -
Column Spacing: -	Loading Docks: -
Const Mat: -	Drive Ins: -
Rail Spots: None	Rail Line: None
Parcel Number: 766670-3464	



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In the case that IPS will lease a religious facility, we will adhere to the following guidance of the Washington State Charter School Commission.

The United States Constitution and the Washington State Constitution both place constraints on the interactions between public entities, such as charter schools, and religious or sectarian organizations. In the context of lease or rental of charter school facilities from a religious or sectarian organization, charter schools need to ensure that they avoid even an appearance that the school is affiliated with or influenced or controlled by a religious or sectarian organization. There are many factors that could lead to such an appearance, and it is impossible to anticipate and address all of those factors in a FAQ. However, there are a number of steps that a charter school can take in an effort to minimize the appearance of support, affiliation, or control:

- Any lease or rental agreement should be the result of an arm's length negotiation, with the amount paid under the agreement being as close to fair market value as possible. Payment significantly above or below fair market value it can create the appearance of support, affiliation, or control;
- The physical space being leased or rented by the school should be under the sole control of the charter school, for the school's exclusive use;
- There should be no religious symbols, pamphlets, icons, messages, books or other paraphernalia on display at the entrance to the charter school, in entries or hallways leading to the leased or rented space, or inside the leased or rented space itself;
- There should be complete separation between the charter school administration and the sectarian organization and contact between the two should be limited to interaction as a landlord tenant or, ideally, through a property management organization;
- The religious or sectarian organization should have no control over the charter school and its operations;
- Students should have no contact with representatives or members of the religious or sectarian organization, or religious or sectarian activities;
- The building should not have the external appearance of a religious or sectarian organization, it should not have signs or religious symbols on the outside of the building and, ideally, would not be on property that is adjacent to, or near, buildings that are occupied by the religious or sectarian organization;
- Extracurricular activities cannot involve religious affiliation or interaction with a religious or sectarian organization;
- The charter school board should not be affiliated with the religious or sectarian organization from whom they are leasing property and no church or sectarian leader should serve in any capacity with the charter school;
- The lease or rental agreement must be non-sectarian in all provisions and should avoid provisions that give even an appearance of religious or sectarian influence;
- The lease or rental agreement must clearly vest control and decisions relating to the charter school with charter school board;
- The charter school should develop policies that contain safeguards that ensure that each of these steps are adhered to and ensure that there is not an appearance of endorsement or support of the sectarian organization.<sup>1</sup>

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<sup>1</sup> Washington State Charter School Commission. Feb 2015.



March 21, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for the Impact Public Schools charter application for their first K-5 school – Impact: Seattle - in south Seattle/Tukwila. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, who has a relentless commitment to closing the opportunity gap and a proven track record that shows it can be done.

As the Regional Director of Washington Charter School Development (WCSD), I first met Mrs. Wickens at Summit Public Schools, where she led the strong launch of Summit's first out-of-state expansion. We worked together on the successful facility design, development, and delivery of Summit Sierra, Summit Olympus and Summit Atlas (set to open in August 2017).

Our team is committed to supporting Impact Public Schools in identifying a facility for Impact: Seattle. We reviewed the first offer submitted for the Tukwila facility, provided guidance on financing, and will tour the facility this week to recommend next steps. We will continue to provide support until the team secures a facility for the August 2018 opening.

Based on previous work history, I am very confident that Mrs. Wickens and her team will achieve their mission at Impact Public Schools and offer families across Washington a world class education.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Heugas', is written over a large, light-colored oval shape.

James Heugas  
Regional Director  
Washington Charter School Development (WCSD)



March 14, 2017

VIA ELECTRONIC MAIL

To Whom It May Concern:

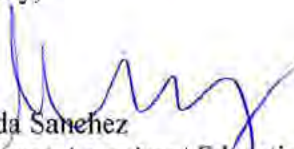
On behalf of the Raza Development Fund, Inc. ("RDF"), a non-profit community development financial institution that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Impact Public Schools, an aspiring charter management organization that intends to open its first school in Seattle, Washington in the 2018/2019 school year.

RDF is a proud member of an educational thought leadership and community action coalition of stakeholders working together to specifically improve educational outcomes in Washington State. Our coalition partners include the National Alliance of Charter School Authorizers, Center for Education Reform, National Alliance for Public Charter Schools, Washington State Charter School Association, Bill & Melinda Gates Foundation, Walton Family Foundation, and the U.S. Department of Education.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. The fund has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state's first, high-quality charter schools including Excel Public Charter School and Summit Public School Atlas.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options like Impact Public Schools throughout Washington State. Should you or any other parties involved with Impact Public Schools or the charter school movement in Washington State, have questions about how we can work together to develop a healthy, a charter school infrastructure and ecosystem, please feel free to contact Amanda Sanchez at (602) 417-1410 or via email at [asanchez@razafund.org](mailto:asanchez@razafund.org).

Sincerely,

  
Amanda Sanchez  
Investment Associate | Education Finance

  
David G. Clower  
Chief Investment Officer

INVESTMENT • SOLUTIONS • COMMUNITY • FAMILY

1 East Washington St. Suite 2250 • Phoenix, Arizona 85004 • 602.417.1400 • 602.417.1430 • [www.razafund.org](http://www.razafund.org)



[Date]

[Landlord Addressee]

**RE: Lease Proposal – [Premises Address]**

Dear Sir or Madam:

I am pleased to present a Proposal to Lease approximately [ ] square feet at [ ] in Seattle, Washington.

1. **Tenant:** [Impact Public Schools]
2. **Use:** Public Charter High School for up to [ ] students
3. **Landlord:** [ ]
4. **Premises:** [ ]  
Seattle, Washington
5. **Square Footage:** Approximately x square feet of existing office.
6. **Lease Commencement:** [ ], with early occupancy for tenant improvements on [ ].

**Due Diligence Investigations:**

Tenant shall have [ ] ([ ]) days following execution of the Lease to conduct such investigations of the Premises as it deems necessary to satisfy itself that the Premises may be used or are suitable for its intended use as a public charter school. Such investigations to include but not be limited to the condition of title, environmental assessments, and governmental approvals.

7. **Tenant Improvements:** Landlord shall provide a tenant improvement allowance of \$[ ] or \$[ ]/sf to be used by the tenant for improvements specific for the leased premises
8. **Parking:** Tenant shall be allowed a minimum of [ ] ([ ]) parking stalls for the term of the lease. Location of the stalls to be mutually agreed upon.
9. **Access:** Tenant shall access the [ ] entrance and have one dedicated elevator and stair case for the use of students and faculty, except for emergency purposes.
10. **Monthly Rent:** The yearly rental schedule for the term of the deal shall follow the below schedule.

[ ]

11. **Lease Term:** [ ] months, with [ ] ([ ]) [ ]-year option.
12. **Free Rent:** [ ] ([ ]) months
13. **Rental Increases:** [ ] percent per year ([ ]%)
14. **Additional Expenses/ (NNN):** [Tenant shall be responsible for all maintenance of the Premises, all applicable taxes, insurance costs, and utilities.]
15. **Mechanical and Operating Systems:** Landlord shall deliver the premises with the lighting, mechanical, roof, structure and operating systems in good condition and up to code. The mechanical and operating systems shall include, but not limited to, HVAC, electrical, plumbing, sprinkler, doors and lighting within the subject space. Landlord will warrant all operation and mechanical for 6 months.
16. **Signage:** Compliant with City of Walla Walla.
17. **Security Deposit:** Amount equal to last month of rent.
18. **Agency Disclosure:** Landlord shall pay all commissions relating to the lease agreement.



All parties acknowledge receipt of “The Law of Real Estate Agency” pamphlet. Double click on icon to view and print.

This letter shall not constitute a formal and binding agreement. This Proposal reflects the basic terms and conditions of the Lease Agreement. Landlord and Tenant expect that the definitive Lease Agreement, when prepared, will be generally consistent with this proposal.

This proposal does not create any legal rights or obligations between Landlord and Tenant, nor does this proposal attempt to be comprehensive on those issues which are addressed. It is intended that all legal rights and obligations of Landlord and Tenant shall only be those which are set forth in the definitive Lease Agreement which is approved and executed by Landlord and Tenant. Please provide us a written response to our proposal by [ ].

Sincerely,



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 25 - Start-up Plan

Contents:

- Start-up Plan









# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 26 - Insurance Coverage

#### Contents:

- Insurance Coverage

## Attachment 26: Insurance Coverage

IPS will maintain adequate insurance necessary for the operation of Impact: Seattle, including but not limited to indemnity, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below.

- Comprehensive general liability: \$3,000,000
- Worker's Comp (L&I) and Unemployment insurance are both mandatory and run through the state. IPS has budgeted for those as a % of salaries in the Benefits section of the budget. Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of the school's contract.
- Officers, directors and employees errors and omissions: \$50,000
- Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- Data Breach Insurance: \$1,000,000
- Property insurance: As required by landlord or lender
- Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- Bonding:
  - The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.
    - Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be for the amount of each year's allocation based on projected enrollment.
    - The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.



The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

The estimated cost built into the financial workbook were provided by Edtec.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 27 - Financial Plan Workbook

Contents:

- Financial Plan Workbook

**Impact Public Schools: Seattle**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

<b>SUMMARY</b>									
Total Revenue	1,144,669	19,044	19,044	29,044	1,600	1,600	1,600	1,215,000	
Total Expenses	163,327	19,044	19,044	16,544	1,600	1,600	1,600	221,158	
Net Income	981,342	-	-	12,500	-	-	-	993,842	
<b>Cash Flow Adjustments</b>									
Beginning Cash Balance	-	981,342	981,342	981,342	993,842	993,842	993,842	-	
Ending Cash Balance	981,342	981,342	981,342	993,842	993,842	993,842	993,842	993,842	

March	April	May	June	July	August	TOTAL
-------	-------	-----	------	------	--------	-------

<b>REVENUE</b>									
<b>1000 - LOCAL TAXES</b>									
1100 - Local Property Tax	-	-	-	-	-	-	-	-	-
1900 - Other Local Taxes	-	-	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-	-	-
<b>TOTAL LOCAL TAXES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>2000 - LOCAL SUPPORT - NON-TAX</b>									
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	-	-	-	-
2500 - Gifts, Grants, and Donations (Local)	-	-	-	-	-	-	-	-	-
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>									
3100 - Apportionment	-	-	-	-	-	-	-	-	-
3121 - Special Education - General Apportionment	-	-	-	-	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>									
4121 - Special Education - State	-	-	-	-	-	-	-	-	-
4155 - Learning Assistance	-	-	-	-	-	-	-	-	-
4165 - Transitional Bilingual	-	-	-	-	-	-	-	-	-
4174 - Highly Capable	-	-	-	-	-	-	-	-	-
4199 - Transportation - Operations	-	-	-	-	-	-	-	-	-
4198 - School Food Services	-	-	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>									
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-	-	-
6151 - Title I	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-
6124 - IDEA Funding	-	-	-	-	-	-	-	-	-
5920 - CSP	142,169	19,044	19,044	16,544	1,600	1,600	1,600	200,000	
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	\$ 142,169	\$ 19,044	\$ 19,044	\$ 16,544	\$ 1,600	\$ 1,600	\$ 1,600	\$ 200,000	

<b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>									
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-	-	-
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	\$ 142,169	\$ 19,044	\$ 19,044	\$ 16,544	\$ 1,600	\$ 1,600	\$ 1,600	\$ 200,000	

<b>6100 - SPECIAL PURPOSE - OSPI Unassigned</b>									
6198 - School Food Services	-	-	-	-	-	-	-	-	-
Free Breakfast Reimbursement	-	-	-	-	-	-	-	-	-
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-	-	-
Paid Breakfast Reimbursement	-	-	-	-	-	-	-	-	-
Free Lunch Reimbursement	-	-	-	-	-	-	-	-	-
Reduced Lunch Reimbursement	-	-	-	-	-	-	-	-	-
Paid Lunch Reimbursement	-	-	-	-	-	-	-	-	-
Snack Reimbursement	-	-	-	-	-	-	-	-	-
<b>TOTAL 6198 - School Food Services</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>7000 - OTHER SCHOOL DISTRICTS</b>									
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-	-	-
<b>TOTAL OTHER SCHOOL DISTRICTS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>8000 - OTHER ENTITIES</b>									
8100 - Governmental Entities	-	-	-	-	-	-	-	-	-
<b>TOTAL OTHER ENTITIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Reimbursement based for staff salaries and startup expenses

**Impact Public Schools: Seattle**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

<b>SUMMARY</b>										
Total Revenue	1,144,669	19,044	19,044	29,044	1,600	1,600	1,600	1,215,000		
Total Expenses	163,327	19,044	19,044	16,544	1,600	1,600	1,600	221,158		
Net Income	981,342	-	-	12,500	-	-	-	993,842		
<b>Cash Flow Adjustments</b>										
Beginning Cash Balance	-	981,342	981,342	981,342	993,842	993,842	993,842	-		
Ending Cash Balance	981,342	981,342	981,342	993,842	993,842	993,842	993,842	993,842		

	March	April	May	June	July	August	TOTAL
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YO NSVF 515000, Charter School Growth Fund  
250000, Gates/WA Charters 200000, School  
Foundry Incubator-50000, Y1, Charter School  
Growth Fund 200000, School Foundry Incubator  
25000

8200 - Private Foundations	1,002,500	-	-	12,500	-	-	-	1,015,000		
8500 - Educational Service Districts	-	-	-	-	-	-	-	-		
Custom, OTHER ENTITIES	-	-	-	-	-	-	-	-		
<b>TOTAL OTHER ENTITIES</b>	<b>\$ 1,002,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,015,000</b>		

9000 - OTHER FINANCING SOURCES  
9500 - Long-Term Financing  
9900 - Transfers  
Custom, OTHER FINANCING SOURCES

9000 - OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-		
9500 - Long-Term Financing	-	-	-	-	-	-	-	-		
9900 - Transfers	-	-	-	-	-	-	-	-		
Custom, OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-		
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>TOTAL REVENUE</b>	<b>\$ 1,144,669</b>	<b>\$ 19,044</b>	<b>\$ 19,044</b>	<b>\$ 29,044</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,215,000</b>		

**Impact Public Schools: Seattle**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY	CHECK vs. Budget (Must Be Zero)					Description of Assumptions	
	March	April	May	June	July		August
Total Revenue	1,144,669	19,044	19,044	29,044	1,600	1,600	1,215,000
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Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	981,342	981,342	981,342	993,842	993,842	-
Ending Cash Balance	981,342	981,342	981,342	993,842	993,842	993,842	993,842

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	-	-	-	-	-	-
Instructional Management	69,750	7,750	7,750	7,750	-	-	93,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	10,000	3,333	3,333	3,333	-	-	20,000
Administrative Staff	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 79,750</b>	<b>\$ 11,083</b>	<b>\$ 11,083</b>	<b>\$ 11,083</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 113,000</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**TOTAL PERSONNEL EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security	4,945	687	687	687	-	-	7,006
Medicare	1,156	161	161	161	-	-	1,639
State Unemployment	1,994	277	277	277	-	-	2,825
Worker's Compensation Insurance	480	67	67	67	-	-	680
Custom Other Tax #1	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	6,669	927	927	927	-	-	9,450
Dental Insurance	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-
Retirement Contribution	11,736	1,631	1,631	1,631	-	-	16,629
FUTA, EAF	798	111	111	111	-	-	1,130
Custom Fringe #2	2,777	3,860	3,860	3,860	-	-	39,358
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 107,527</b>	<b>\$ 14,944</b>	<b>\$ 14,944</b>	<b>\$ 14,944</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 152,358</b>

**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-	-	-
Legal	5,000	2,500	2,500	-	-	-	10,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlitem Services (i.e. Title I)	19,200	1,600	1,600	1,600	1,600	1,600	27,200
Business Services	-	-	-	-	-	-	-
Dues and Memberships	-	-	-	-	-	-	-
Technology Services	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 24,200</b>	<b>\$ 4,100</b>	<b>\$ 4,100</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 37,200</b>





**Impact Public Schools: Seattle  
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

CHECK vs. Budget  
(Must be zero)

	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
<b>Total Revenue</b>	449,610	194,725	142,916	217,266	204,264	202,256	202,256	203,260	143,414	149,669	186,879	185,330	-	2,481,842
<b>Total Expenses</b>	524,336	206,589	218,765	221,983	213,610	210,531	210,531	212,070	211,925	183,984	24,072	23,072	-	2,461,469
<b>Net Income</b>	(74,727)	(11,864)	(75,849)	(4,718)	(9,346)	(8,275)	(8,275)	(8,811)	(68,511)	(34,315)	162,807	162,258	-	20,373
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	(104,443)	(154,408)	-	(258,544)
<b>Beginning Cash Balance</b>	993,842	919,115	907,252	831,402	836,685	817,339	809,063	800,788	791,977	723,466	689,151	747,817	755,672	993,842
<b>Ending Cash Balance</b>	919,115	907,252	831,402	826,685	817,339	809,063	800,788	791,977	723,466	689,151	747,817	755,672	755,672	755,672

4  
6  
(2)  
Description of Assumptions  
Prepaid expenses for next fiscal year

8200 - Private Foundations

8500 - Educational Service Districts  
Custom OTHER ENTITIES

**TOTAL OTHER ENTITIES**

9000 - OTHER FINANCING SOURCES

9500 - Long-Term Financing  
9900 - Transfers  
Custom OTHER FINANCING SOURCES

**TOTAL OTHER FINANCING SOURCES**

**TOTAL REVENUE**

	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
8200 - Private Foundations	212,500	-	-	12,500	-	-	-	-	-	-	-	-	-	225,000
8500 - Educational Service Districts Custom OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9000 - OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9500 - Long-Term Financing 9900 - Transfers Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	\$ 449,610	\$ 194,725	\$ 142,916	\$ 217,266	\$ 204,264	\$ 202,256	\$ 202,256	\$ 203,260	\$ 143,414	\$ 149,669	\$ 186,879	\$ 185,330	\$ -	\$ 2,481,842





**Impact Public Schools: Seattle**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

499,510	194,725	142,916	217,266	204,264	202,256	203,260	143,414	149,669	186,879	185,330	-	2,481,842
524,336	206,589	218,765	221,983	213,610	210,531	212,070	211,925	183,984	24,072	23,072	-	2,461,469
(74,727)	(11,864)	(4,718)	(9,346)	(8,275)	(8,275)	(8,811)	(68,511)	(34,315)	162,807	(154,408)	-	(20,373)
992,842	919,115	907,252	831,402	826,685	817,339	809,063	800,788	791,977	723,466	689,151	747,817	755,672
919,115	907,252	831,402	826,685	817,339	809,063	800,788	791,977	723,466	689,151	747,817	755,672	755,672

CHECK vs. Budget  
(Must be zero)

4  
6  
(2)  
Prepaid expenses for next fiscal year

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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**SCHOOL OPERATIONS**

250	83	83	83	83	83	83	83	83	83	83	-	-	1,000
8,187	8,187	8,187	8,187	-	-	-	-	-	-	-	-	-	32,748
448	448	448	448	448	448	448	448	448	448	448	-	-	22,400
490	490	490	490	490	490	490	490	490	490	490	-	-	5,880
1,250	1,250	1,250	1,250	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	51,000
473	158	158	158	158	158	158	158	158	158	158	-	-	1,891
39,360	960	960	960	960	960	960	960	960	960	960	-	-	48,000
588	588	588	588	588	588	588	588	588	588	588	-	-	5,880
490	490	490	490	490	490	490	490	490	490	490	-	-	4,900
14,460	14,460	14,460	14,460	14,460	14,460	14,460	14,460	14,460	14,460	14,460	-	-	144,605
4,176	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	-	-	26,760
500	500	500	500	500	500	500	500	500	500	500	-	-	5,000
667	667	667	667	667	667	667	667	667	667	667	-	-	8,000
1,290	417	417	417	417	417	417	417	417	417	417	-	-	5,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
24,108	588	588	588	588	588	588	588	588	588	588	-	-	29,400
7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	-	-	77,000
237	237	237	237	237	237	237	237	237	237	237	-	-	2,372
<b>\$ 162,534</b>	<b>\$ 39,732</b>	<b>\$ 39,732</b>	<b>\$ 39,732</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 31,295</b>	<b>\$ 1,667</b>	<b>\$ 667</b>	<b>\$ 471,836</b>

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	-	-	15,680
2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	-	-	24,640
74,375	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	-	-	223,125
4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	-	-	40,336
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	10,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,762	1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	1,587	-	-	19,046
1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	-	-	10,132
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>\$ 89,215</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 30,260</b>	<b>\$ 11,666</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 342,959</b>

**RESERVES / CONTINGENCY**

-	-	-	-	-	-	-	-	-	-	-	-	-	-
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**TOTAL EXPENSES**

524,336	206,589	218,765	221,983	213,610	210,531	212,070	211,925	183,984	24,072	23,072	-	-	2,461,469
(74,727)	(11,864)	(4,718)	(9,346)	(8,275)	(8,275)	(8,811)	(68,511)	(34,315)	162,807	(162,258)	-	-	20,373

**DEPRECIATION & AMORTIZATION**

(74,727)	(11,864)	(75,849)	(4,718)	(9,346)	(8,275)	(8,811)	(68,511)	(34,315)	162,807	(162,258)	-	-	20,373
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**NET OPERATING INCOME (including Depreciation)**

524,336	206,589	218,765	221,983	213,610	210,531	212,070	211,925	183,984	24,072	23,072	-	-	2,461,469
(74,727)	(11,864)	(4,718)	(9,346)	(8,275)	(8,275)	(8,811)	(68,511)	(34,315)	162,807	(162,258)	-	-	20,373

Rent is assumed to be paid 1 mo. Early, with July and August rent counting as prepaid expenses.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

Attachment 28 - Budget Narrative

#### Contents:

- Budget Narrative
- Letter of Support from EdTec

## Budget Narrative

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The attached budget and cash flow projections reflect estimates of actual revenues and costs to implement Impact: Seattle as described in the application. The projections and the narrative below reflect the budget for Impact: Seattle only, not the budget for the Charter Management Organization (CMO). Impact: Seattle engaged EdTec to advise and consult in the development of accurately projected revenues, expenses, and cash flow.

EdTec is a social venture founded in 2001 to develop, support, and advance quality charter schools. EdTec has built an excellent reputation with charter schools and their authorizers for providing the highest quality business services and operations support. EdTec's team provides expertise and support to over 350 charter schools across a comprehensive range of service. EdTec has supported multiple charter schools in Washington State through the startup and planning period, through the first year of operations and the transition to ALE schools, and through the transition back to charter schools in the second year of operations.

This narrative describes the assumptions on which the budget and cash flow are based. The budget reflects a positive operating income across the five-year period and a strong fund balance, exceeding 30% of expenses across all years. Month-end cash is projected to remain positive throughout the five-year period. Impact: Seattle is sustainable on the public dollar in its second year of operation.

## Demographics

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Impact: Seattle will open in the 2018-19 school year with 196 students in grades K-5. In Year 1, grades K-1 will be fully enrolled at 56 students each. Grades 2-5 will begin with 84 students total. In Year 2, Impact: Seattle grows to a total of 280 students. Grades K-3 will be fully enrolled, with 56 students each, and Grades 4-5 will have 56 students total. In Year 3, the Charter School becomes fully scaled, with 336 total students.

The Charter School is assumed to have the following demographics:

- 96% Average Daily Membership
- 95% Average Daily Attendance
- 12% Special Education Students
- 12% English Language Learners and Transitional Bilingual (TBIP)
- 50% Free Lunch Qualifying
- 10% Reduced Lunch Qualifying
- 60% Learning Assistance Program (LAP)
- 5% Highly Capable (HiCap)
- 50% Participation in transportation program

## Revenues

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### Grants and Donations

Impact: Seattle has included grants from foundations that have expressed interest in funding the Charter School and have begun due diligence. The planning period reflects revenue from the following funders:

- \$515,000 from New School Venture Fund
  - o \$215,000 in April 2017
  - o \$300,000 in March 2018
- \$250,000 from Charter School Growth Fund in May 2017
- \$200,000 from Washington Charter Association in August 2017
- \$50,000 from the SchoolFoundry Incubator Grant
  - o \$12,500 in September 2017
  - o \$12,500 in December 2017
  - o \$12,500 in March 2018
  - o \$12,500 in June 2018

In addition, this budget reflects \$225,000 in private funding in Year 1. This includes:

- \$200,000 from Charter School Growth Fund in August 2018
- \$25,000 from the SchoolFoundry Incubator Grant
  - o \$12,500 in September 2018
  - o \$12,500 in December 2018

Of the funders mentioned above, New School Venture Fund is firmly committed to funding Impact: Seattle, and the grant letter is included in this application (see Attachment 29). The Charter School Growth Fund grant is considered highly likely given the track record of funding comparable schools in the past and initial conversations. The Washington Charter Association money is also considered highly likely. In fact, this funding is likely to include an additional \$200,000 in the first operating year that is not included in the budget (see Attachment 29). The SchoolFoundry grant is also already committed, with the letter of support attached in this application (see Attachment 29). Impact: Seattle is evaluating other grant opportunities, none of which are currently included in the budget.

In addition, Impact: Seattle has included grant revenue from the Charter Schools Program (CSP) grant, administered by state. The budget includes \$200,000 in the startup period, \$305,000 in the first operating year, and \$280,000 in the second operating year, for a grant total of \$785,000. The timing of this revenue is aligned with the associated expenditures (see Section 30).

### State Apportionment

The Washington State Charter School Commission published an Estimated Per Pupil Allocation Worksheet for 2017-18. The worksheet suggests a Basic Ed Allocation of \$6,830 per student in 2017-18 dollars. The budget assumes this per student allocation as a base and applies a 5% annual increase, which is slightly below the 6% annual average increase in Basic Ed Allocation over the last four years, per the State 1191 report.

The budget uses the other categorical per pupil allocations published by the Charter School Commission, applying a 2% annual increase. The published per pupil rates are \$6,358 per Special Education student, \$492 per LAP-eligible student, \$1,110 per TBIP student \$447 per HiCap student, and \$1,000 per student using transportation (or \$500 per rider).

## Other Revenues

### Food Service

EdTec utilized a proprietary food service program model to project revenues and expenses associated with the food service program. The cost to the school and price for paid lunch students for lunch, breakfast, and milk are based on current Washington Charter School contracts with food service providers plus 2% inflation. Of the meals that are prepared and paid for, projections assume that 5% of meals are wasted, or go unconsumed and, therefore, generate no revenue. Projections assume that 90% of students eligible for free and reduced price lunch (FRL students) receive lunch, 75% of FRL students receive breakfast, 25% of non-FRL students receive lunch, and 10% of non-FRL students receive breakfast. Reimbursement Rates for the National School Lunch Program (NSLP), the Student Breakfast Program (SBP), and the State Match and Support Rates are based on the published 2016-17 rates plus 2% inflation. With a projected FRL student population of 60%, Impact: Seattle would be right on the threshold of eligibility for the reimbursement rates for schools with 60% or more FRL students. This budget assumes that the Charter School would not be eligible for these increased rates, but it does assume the Performance Based Reimbursement of \$0.06.

The assumptions described above result in \$4,679 of state funding for school food services, \$18,593 of local revenue from the non-FRL students who pay for lunch and breakfast, and \$89,987 of federal NSLP and SBP revenue. These per student rates are assumed to increase annually at 2% in future years.

### Federal Funding

EdTec reviewed charter schools and districts with similar enrollments and SPED student percentages to project federal IDEA funding. Based on this benchmarking, Impact: Seattle is projected to receive \$50,376 in Year 1, \$52,204 in Year 2, and \$54,625 in Year 3, increasing at 2% annually thereafter.

Based on benchmarking with other charter schools in Washington State, Impact: Seattle is projected to receive \$340 per FRL student in federal Title I funding in Year 1, increasing 2% annually thereafter.

## Expenses

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### Staffing and Benefits

All dollar amounts listed in this section are in 2018-19 dollars unless otherwise noted. Salaries increase annually at a 4% COLA.

#### Staff

Impact: Seattle will open with seven core teachers in Year 1, adding three teachers in Year 2, and two teachers in Year 3. The Charter School has 12 teachers at scale. The annual average teacher salary is \$55,767, based on the average salary for an elementary homeroom teacher in Seattle per the 16-17 F-195 report plus 4% annual COLA.

Impact: Seattle will also open with one Principal (\$93,000), one Learning Specialist (\$55,767), and one Social Emotional Learning Coach (\$45,000).

Impact: Seattle will open with two Teaching Fellows (\$45,000 each) and add a third in Year 2. In addition, the Charter School will open with one Operations Manager (\$40,000). These are non-certificated positions.

#### Benefits

Based on benchmarking insurance invoices with charter schools in Washington State, health insurance (including dental, vision, life, etc.) is budgeted at \$5,400 per full-time eligible employee, growing at 9% per year. Retirement assumptions reflect 15.02% of certificated payroll and 13.30% of classified payroll, based

on the state actuary projected employer contribution rates for TRS and SERS, published in December 2016. These rates change to 15.09% (TRS) and 12.97% (SERS) beginning in the 2019-20 fiscal year. All employees are presumed to pay into social security at 6.2% and Medicare at 1.45%. The budget also assumes state unemployment insurance at 2.5% per the first \$46,308 of pay per person, based on the 2017 taxable wage base with a 3% annual increase, based on historical annual wage base increases. Worker's Compensation, or Labor & Industries, is budgeted at \$0.2987 per hour worked, assuming 1300 hours annually for full-time employees. Lastly, less than 1% of payroll is budgeted to include other employer taxes such as Employment Administration Fund. Overall, benefits are roughly 36-37% of payroll.

## **Contracted Services**

Dollar amounts in this section are listed in 2018-19 dollars and assumed to increase at 2% annually unless otherwise noted.

### **Food Service**

As mentioned previously food service costs are based on a review of contracts with food service providers for current charter schools in Washington State. Costs total \$138,144 in Year 1. In addition, an extra \$5,000 is included in Year 1 for program set-up and equipment. In Year 1, the food service program is operating at a 26% loss. This decreases over time as the school scales to a 12% loss in Year 5.

### **Special Education**

Impact: Seattle has included a budget for Special Ed contractors in addition to the positions on payroll, including the Learning Specialist, who would focus primarily on IEP students, the SEL Coach, who would spend a portion of time working with IEP students, and the Principal, who would spend a smaller percentage of time overseeing the Special Ed Program. The estimated cost for these services is based on the Seneca Washington State staffing model for an elementary school. Based on this staffing model, an elementary school the size of Impact: Seattle would require 1 FTE SPED Teacher, 0.2 FTE School Psychologist, 0.10 FTE Occupational Therapist, 0.25 FTE Speech and Language Pathologist, 0.20 Mental Health Therapist, and 2 FTE Behavioral Intervention Specialist. The staffing requirements would increase as the school scales. The functions of the SPED Teacher, the Mental Health Therapist, and one of the Behavior Intervention Specialists are assumed to be provided with the staff in-house. The resulting cost of Special Ed services from Seneca is \$138,545 in Year 1, increasing to \$233,320 in Year 3. In addition, membership to the True Measure Collaborative is included in Dues and Memberships. Overall, the Special Ed program is projected to run at a 34% loss in Year 1, and a 14-18% loss in Years 2-5.

### **Other Services**

Impact: Seattle has budgeted to contract with a CPA firm for an audit and 990 filings. This expense is smaller in Year 1 at \$5,000 then increases in Year 2, when the first full-year audit will occur, to \$10,000. In Year 3, this expense is removed as it will fall under the umbrella of the CMO budget. In addition, Impact: Seattle has set aside \$10,000 annually for legal expenses.

The annual CMO fee is budgeted at 10% of government revenues, not including the CSP grant. Impact: Seattle has confirmed that this amount is sufficient to cover the operating expenses of the CMO.

Student health screenings and nurse services are budgeted at \$2,000 annually.

The budget assumes that Impact: Seattle contracts with EdTec in Year 1 before moving those functions to an organization-wide CMO position in Year 2. This cost is estimated at \$71,250 in Year 1. Payroll processing fees are estimated at \$1,400 in Year 1, increasing as staff is added to payroll.

The budget includes expenses for dues and memberships, including the Washington Charter Association membership fee and the Charter Commission authorizer fee at 4% of apportionment dollars, and \$171 per

student for Tech Support until this moves to an organization-wide position in Year 3.

## School Operations

Dollar amounts in this section are listed in 2018-19 dollars and assumed to increase at 2% annually unless otherwise noted. Many of the operating expenses and cost rates were estimated by EdTec based on its experience doing back office services for over 350 charter schools.

Based on EdTec proprietary benchmarking data, the budget assumes \$167 per student in classroom and teaching supplies and materials. In addition, \$114 per new student is included to cover leveled libraries and readers. For art, music, and PE supplies, the budget includes \$30 per student. Staff furniture will be donated, but the budget includes \$1,000 for any extra staff furniture needs. For classroom furniture and equipment, including projectors, speakers, tech, tables, and chairs, the budget includes \$7,143 for each new classroom. Once reaching scale, \$1,000 annually per classroom is included for any furniture or equipment replacement needs. For one to one touch Chromebooks, \$200 per student is budgeted. In addition, staff computers are budgeted at \$800 per full-time employee. The student software budget is \$150 per student, to cover instructional software such as ST Math. To cover Expedition contracts, \$10,000 per classroom is budgeted.

Student testing and assessment is budgeted at \$30 per student and field trips are budgeted at \$25 per student. For a student information system, prices are based on Illuminate at \$60 per student plus \$5,000 for staff training in Year 1. For substitutes, the budget includes \$1,000 per teacher, or enough to cover roughly 7 days for each teacher.

Based on a review of 15-16 EdTec client data for charters in Washington State, \$738 per student has been budgeted for transportation. This per student amount decreases as the school grows and benefits from economies of scale. Overall, the transportation program runs at a 45% loss in Year 1, decreasing to a 23% loss by Year 5.

A budget of \$10,000 annually is included for miscellaneous office expenses, and miscellaneous board expenses are budgeted at \$1,000 annually. Based on Rainier Prep, a charter school of similar size with a similar location, the budget includes \$10 per student in phone costs. The professional development budget is \$5,000 annually, with most of the professional development performed in-house by the leadership team. Student recruitment and marketing is \$8,000 in Year 1, decreasing to \$5,000 annually in Year 2+. The budget includes \$1,000 annually in banking fees and \$7 per student in postage and delivery.

## Facilities

Dollar amounts in this section are listed in 2018-19 dollars and assumed to increase at 2% annually unless otherwise noted.

To project a monthly rent cost, Impact: Seattle used an average of the rent paid at Rainier Prep and Summit Sierra, two charter schools near the target location for the Charter School. Total rent in Year 1 is \$223,125. Insurance is budgeted at \$80 per student, based on EdTec benchmarking data. Janitorial is budgeted at \$126 per student, based on Seattle-area charter schools of similar enrollment. Repairs and maintenance are budgeted at \$206 per student, benchmarked based on other Washington charter schools in their first year in a building. This amount decreases in the second year. The copier lease and printing fees are estimated at \$1,429 per teacher, or \$10,000 in Year 1. Utilities and internet/website are benchmarked at the per student rates of Rainier Prep, at \$97 per student and \$52 per student for utilities and internet, respectively.

## Start-Up Expenses

The Principal is assumed to start in July 2017, with 12 months on payroll before the start of the first operating year. The Operations Manager is assumed to start in January, with 6 months on payroll before the start of



the first operating year. Benefits are calculated based on the aforementioned rates.

To cover startup and planning year expenses and costs, the budget includes \$10,000 in office expenses, \$10,000 for translation headsets, \$1,600 for two staff laptops, \$10,000 for legal, \$27,200 for 17 months of EdTec pre-launch back office services, and \$10,000 for student recruitment and marketing.

## Cash Flow

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### Assumptions

The cash flow projects philanthropy according to the dates mentioned previously. All state revenue is modeled according to the OSPI payment schedule, with a predetermined percentage coming each month. Expenses have been allocated based on the experience of similar charter schools. Spending for books and supplies is heavier in July and August as the school purchases curriculum, technology, and furniture.

The Washington State fiscal year begins September 1, but the majority of expenditures in July and August, including supplies, salaries, and rent, will be related to the upcoming fiscal year. These expenses are booked as pre-pays. Because of this, the month of September is especially heavy on expenses and includes three months of staff salaries. In addition, the expenses related to the 2019-20 fiscal year are reflected in the Cash Flow Adjustments line item.

### Contingency for Year 1 and Beyond

A cash flow shortage would be a highly unlikely situation. A “break-even” point, where month-end cash drops to \$0 would be caused if the budget took a hit of \$689,151. This could occur through three mechanisms: a loss of private funding, a loss of public funding, or an unexpected increase in expenses.

On the private funding side, the budget includes \$1,015,000 of private philanthropy in the startup year and \$225,000 in the first operating year. Of the private philanthropy included in the budget, the \$515,000 from NewSchools Venture Fund and \$50,000 from SchoolFoundry is already secured. The remaining funding sources are highly likely to contribute. In fact, it is likely that Impact: Seattle receives an additional \$200,000 from the Washington Charter Association during the first operating year that is not currently included in the budget. However, in the unlikely event that one of these funders pulled out, that alone would not be sufficient enough to cause cash flow concerns. Other than the secured NewSchools Venture funding, the largest contributor is the Charter School Growth Fund with \$450,000. The loss of that particular funding source, while highly unlikely, would need to be combined with a loss of public revenue and/or an unexpected increase in expenses to cause cash flow concerns.

On the public revenue side, all sources of funding are highly likely, so any loss in public funding would likely be due to a loss in enrollment. Extreme enrollment loss would result in associated expense cuts. However, if each class was under-enrolled by 10 students, then you could imagine a situation with an enrollment of only 126 students and no staffing cuts. In this situation, the Basic Ed Allocation would decrease by \$502,005, using the Commission’s per pupil rate. However, assuming the current prototypical funding formula structure is still in place, this drop in enrollment would enable Impact: Seattle to benefit from class size compliance and small schools funding, making the impact of the enrollment loss less pronounced. Therefore, even in a scenario of extreme enrollment loss, IPS would expect the financial impact to be less than \$500,000, which is below the break-even threshold.

On the expense side, several unexpected expenses could potentially negatively impact the budget. Rent, for example, is benchmarked based on existing charter schools in the target area, but could potentially be higher than budgeted for. High-needs students can also cause unexpected increases to Special Ed expenses.

However, because our current expenses are on the conservative side, IPS anticipates sufficient cushion in the budget to absorb the impact of any unforeseen expenses. The Special Ed, Food Service, and Transportation programs are all operating at a net loss, as described in the Expense section of this narrative. The losses that these programs operate are conservative, based on EdTec's experience. A well-run food service or transportation program would result in savings. It can be difficult to anticipate Special Ed expenses or the ability to run a more efficient Special Ed program until the needs of the student population are assessed. However, the availability of Safety Net funding provides a backstop to fall back on in the event of high Special Ed expenses. Because of the cushion created by the conservative budget assumptions, IPS doesn't anticipate an increase in expenses to cause cash flow issues.

However, in the highly unlikely event that some combination of a decrease in private revenue, a decline in enrollment and public funding, and/or an increase in expenses results in cash flow issues, Impact: Seattle would consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising to cover any short-term gaps in cash flow. Impact: Seattle plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that the Charter School needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month. Short-term loans would be considered to the extent a board or local connection would offer such a transaction on favorable terms. In the break-even situation, the cash shortage does not occur until the end of June. The timing would provide enough time for Impact: Seattle to make it through the school year without having to hold payroll and provide the Charter School to prepare for potential action to mitigate cash flow concerns. However, based on the current funding projections, conservative expense assumptions, and the leadership team's track record in fundraising, cash flow issues are highly unlikely.

### **Contingency in Advance of Opening**

The first apportionment will arrive at the end of September. Because of this, Impact: Seattle will rely on private philanthropy for startup expenditures, the first month of operating expenditures, and any staff on payroll prior to the receipt of the first apportionment payment. The likelihood of receiving the various grants and philanthropic dollars was addressed in the previous section. In the unlikely event that one or more of these revenue streams does not come through, Impact: Seattle would hold off on expenditures until receipt of sufficient funding. Given the commitments from various organizations to funding in the startup year and the leadership team's track record in fundraising, cash flow issues are highly unlikely in advance of opening.



Business and Development Specialists  
For Charter Schools

EdTec, Inc.  
1410-A 62nd Street  
Emeryville, CA 94608

March 9, 2017

Impact Public Schools

Dear Washington State Charter School Commissioners,

EdTec provided petition budget development services to the team at Impact Public Schools. EdTec is a social venture founded in 2001 to develop, support, and advance quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, CMOs, and charter school support organizations across 11 states. We have supported various clients in Washington through the startup phase, budget development, and we are currently supporting three charter schools in their second year of operation.

In collaboration with Jen Wickens, our team built the budget and cash flow projections based on conservative estimates of the actual costs to implement the charter school's program as described in the charter application. As a back-office provider serving charter schools since 2001, we feel confident in the numbers and underlying assumptions presented with Impact Public Schools. In our experience working with over 400 schools, we have seen many schools successfully operate with plans similar to Impact Public Schools.

Should you have any questions or need for clarification, please contact me at [jamie.cotrone@edtec.com](mailto:jamie.cotrone@edtec.com).

Sincerely,

Jamie Cotrone  
Client Manager, EdTec



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 29 - Evidence of Philanthropic Funding Commitments Noted in Budget

##### Contents:

- NewSchools Venture fund Round 1 funding commitment
- Letter of Support from WA Charters demonstrating commitment to funding if charter is approved
- Due diligence plan currently underway with Charter School Growth Fund
- Letter of Support from Rich Billings, Partner at Charter School Growth Fund
- Letter of Support from Jeff Petty, Founder and Executive Director of School Foundry and the Puget Sound Consortium for School Innovation with funding commitment
- Letter of Support from Raza Development Fund

February 15, 2017

Grant Number: IMPACTS-0217

Jen Davis Wickens  
Impact Public Schools  
5108 NE 42nd St  
Seattle, WA 98105

Dear Jen:

We are delighted to inform you that NewSchools Venture Fund (NewSchools) will provide Impact Public Schools (IPS) with a grant of \$215,000, over the time period February 20, 2017 to April 20, 2018.

### Purpose of Grant

This grant has been provided to advance specific activities of IPS, which NewSchools has determined are consistent with its own charitable purposes. These specific activities are as follows:

- Planning for a successful launch of IPS, a PK-5<sup>th</sup> grade school in the Fall of 2018 located in Seattle, WA, offering a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. The school will serve approximately 350 students by 2019-2020. Planning efforts include, but are not limited to:
  - Working towards attaining charter/district approval;
  - Securing a facility;
  - Hiring a school leader and critical leadership team members;
  - Designing an instructional model that fully addresses the needs of the target student population and ensures that all students progress toward achieving an expanded definition of student success; and
  - Developing other critical operational components (e.g. student recruitment and community engagement plans, staff hiring and onboarding plans, financial model, governance model, an organizational approach to diversity, equity, and inclusion, etc.)

Specific emphasis for this planning period should include:

- Identifying a learning platform that will support the needs of the instructional program;
  - Recruiting and hiring someone to lead the organization's business operations; and
  - Identifying how the school will operationalize and infuse Diversity, Equity, and Inclusion into the instructional model.
- Participating in a community of practice of school leaders launching innovative schools

### **Working Relationship between IPS and NewSchools**

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

### **NewSchools Commitments**

The IPS team can expect the following as part of a relationship with NewSchools:

- We aspire to be an active thought partner with you. We strive to be supportive and constructive, which at times may mean that we challenge you as a means of pushing you to higher levels of impact.
- We help to build valuable relationships among our ventures. We will convene you alongside organizations at similar stages so that you can establish an authentic community of practice.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- As a part of our commitment to capturing knowledge and measuring impact, all of our ventures are required to participate in research and evaluation efforts. We will make every effort to minimize the burden on your team while also ensuring that it provides useful and timely feedback to you.
- We will tell you immediately if there is a problem in our relationship. We share the responsibility to provide hard feedback if it is necessary.

### **IPS Commitments**

NewSchools also will expect the following from IPS:

- Ask us for help whenever you believe we may be able to help you think through an issue, connect to a potential partner, customer, vendor, or resource, and execute a strategic project.
- Attend and actively participate in our annual Summit and community of practice convenings, and school visits.
- Share your victories with us so we can celebrate with you!
- In a proactive, open and timely manner, inform NewSchools and your Board of Directors about every significant issue, challenge, transaction and event that may affect the organization's outcomes and impact.
- Tell us right away if you have any concerns about our working relationship with you or our performance as a funder.

## Payment Provisions

NewSchools agrees to pay IPS \$215,000 in one payment, to be disbursed upon receipt of the following:

- This fully executed original Letter of Agreement,
- IRS Form W-9 with your entity status and taxpayer identification number (TIN); and
- If you are a tax exempt organization, or applying to be a tax exempt organization under section 501(c)(3) of the United States Internal Revenue Code, please provide one of the following documents to verify your tax exempt entity status:
  - A copy of your IRS determination letter
  - A copy of IRS Form 1023 (your application to the IRS to obtain 501(c)(3) status)

NewSchools is a public charity and is able to make grants to tax exempt organizations, organizations applying for tax exempt status, for-profit organizations, and governmental organizations.

A total of \$15,000 in additional funds have been added to this grant so that IPS can pay directly for hotel, flights and other personal costs associated with attending NewSchools-sponsored or NewSchools-recommended events. At NewSchools-sponsored event (e.g. Community of Practice Meetings and NewSchools Annual Summit), NewSchools will pay for meals and meeting space during the events.

No grant funds shall be used to purchase or finance capital expenses (e.g. purchase a building or property, renovate a building, purchase vehicles, etc.).

NewSchools makes grants using funds from a variety of foundations and individuals, and at its sole discretion has selected IPS to receive this grant. IPS may not make any statement, or otherwise imply to the media, the general public or any other donor or investor that IPS is supported by any donor other than NewSchools, unless your organization had directly received funds from that donor.

### Reporting Requirements

IPS will report on progress towards the grant goals according to the following schedule:

Expectation/ Deliverable	Purpose and Description	Timing/Notes
Attend Community of Practice Meetings	<p>Purpose: Used by NewSchools to provide management assistance and create cohort experiences for active ventures.</p> <p>Includes: Ventures must send two representatives (typically the organization leader and another senior leader) to attend mandatory in-person Community of Practice meetings during the grant period.)</p>	<p>Tentatively scheduled in the Summer and Fall</p> <p>A total of \$15,000 in additional funds have been added to this grant so that IPS can pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for meals and meeting space during the events.</p>



Expectation/ Deliverable	Purpose and Description	Timing/Notes
Attend NewSchools Summit	<p>Purpose: Used by NewSchools to provide management assistance and create cohort experiences for active ventures, while also surfacing key issues and ideas for a broader cross-section of education leaders.</p> <p>Includes: Ventures must send two representatives (typically the organization leader and another senior leader) to participate in two full days of programming: (1) Community of Practice event (the day prior to Summit) and (2) Summit itself.</p>	<p>May 15-17, 2017 May 7-9, 2018</p> <p>A total of \$15,000 in additional funds have been added to this grant so that IPS can pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for meals and meeting space during the events.</p>
Participate in Check-in Calls and In-Person Meetings	<p>Purpose: Used by NewSchools to monitor progress, surface key needs, and offer support to our ventures throughout the grant period.</p> <p>Includes: Calls with organizational leader and periodic in-person meetings / school visits</p>	<p>Check-In Calls: Monthly (or less frequent, as appropriate) during grant period.</p> <p>In-Person Meetings: Up to 2 in-person meeting during grant period.</p>

Expectation/ Deliverable	Purpose and Description	Timing/Notes
Provide All Requested Data for Annual Data Collection	<p>Purpose: Used by NewSchools to gather feedback on the support we provide our Portfolio ventures, evaluate the performance of our Portfolio, identify benchmarks, and inform our board, investment partners, and funders</p> <p>Includes: Board-approved strategy documents, key operating metrics (e.g. enrollment, demographics, retention), financial reports, data on family and staff satisfaction, race/ethnicity statistics on leadership team and board, etc. (using a template provided annually by NewSchools)</p>	Upon request, once annually

Expectation/ Deliverable	Purpose and Description	Timing/Notes
Submit an Application for Launch Grant or Final Report	<p>Purpose: Used by NewSchools to gauge progress toward launch; to inform our decision to provide a second round of funding at the end of the grant term OR for final grant closure.</p> <p>Launch Grant Application Includes: See Exhibit A and brief description below regarding application expectations and submission requirements. <i>If plans to launch are suspended, ventures must submit a Final Report for grant closure.</i></p> <p>Final Report Includes: Narrative account of what was accomplished due to the investment and a description of progress made towards achieving the goals of the grant.</p> <p>Note: We will provide a template to use at least two months prior to the deadline.</p>	<p><b>Launch Application:</b> Opens November 2017; Accepted on a rolling basis</p> <p><b>Final Report (if applicable):</b> Due by July 31, 2018</p>

Exhibit A includes a list of essential artifacts we believe that school teams must develop in advance of launching a new school. As such, we expect that you will be working toward completing each of the items on this list during the grant period. However, we will not necessarily ask you to submit every item on this list to us as a requirement of this grant or for consideration for future funding. Instead, we expect that your Launch Application (referenced in the Milestones/Deliverables section above) will summarize their contents and demonstrate your progress toward completing them. In some cases, we may ask for you to submit certain Exhibit A artifacts when we would like to have more information about your progress in one or more areas. We will release the Launch Application by November 2017.

Further specific provisions of this grant are described in the attached Terms and Conditions for NewSchools Venture Fund Grants. These Terms and Conditions are expressly incorporated by reference herein.

Please indicate agreement to this Grant and its terms by signing and returning this Agreement to NewSchools.

On behalf of NewSchools Venture Fund, we all look forward to a productive relationship. Together, we will transform public education so that all children – especially those underserved – graduate high school prepared and inspired to achieve their most ambitious dreams and plans.

Sincerely,

---

Scott Benson  
Managing Partner

Accepted by:

---

Grantee Authorized Representative – Signature

---

Name

---

Title

---

Date

Encl: Exhibit A – Essential Artifacts for Launching a School  
Terms and Conditions

## EXHIBIT A

### ESSENTIAL ARTIFACTS FOR LAUNCHING A SCHOOL

#### ORGANIZATIONAL INFORMATION

- Mission, vision, core values, long term theory of change
- Board-approved strategic plan
- 501(c)3 designation letter from IRS
- Articles of Incorporation

#### SCHOOL INSTRUCTIONAL MODEL

- Holistic instructional model that also articulates how it will effectively meet the needs of all students
- Curricular materials and assessments by grade level and content areas
- Student assessment calendar
- Student culture plan

#### STUDENT SUCCESS

- An expanded definition of student success that includes academic and non-academic components
- A plan for tracking student progress for each component of student success (academic and non-academic)
- Board approved academic and non-academic goals/targets (Years 1-3)

#### SCHOOL PERSONNEL STRATEGY

- School-level organization chart
- School leadership hiring and onboarding plan
- School leadership team development and support plan
- Job descriptions for all school-level staff positions
- School staff recruit, hiring, onboarding, development, and support plan
- School-level diversity plan
- Staff culture plan

#### SCHOOL OPERATIONS PLAN

- Launch project plan
- Approved charter petition or executed district MOU
- Calendar with key compliance milestones (state/local reporting, safety plan, NSLP approval, personnel files, etc.)
- Student recruitment plan
- Technology plan (bandwidth/connectivity, devices, support, software integration)
- Business systems implementation plan (SIS, HRIS, Accounting, etc.)

- Marketing and community outreach plan
- Financial management plan (procurement, fiscal policies, payroll etc.)
- Current year facility plan
- Long-term facility plan (if school is not yet in permanent facility)

#### DIVERSITY & INCLUSION

- Student demographic data
- Organizational leadership, school leadership, and school staff demographic data
- Actionable plan, including clear metrics and goals, outlining organization's commitment to diversity (e.g. how it is infused in organizational culture and human capital strategy)

#### CMO/NON-PROFIT ORGANIZATION OPERATIONS AND MANAGEMENT (if applicable)

- CMO/Org-level organization chart
- CMO/Org-level leadership team and staff job descriptions
- CMO/Org-level leadership team and staff recruitment and hiring plan
- CMO/Org-level codified performance management process
- CMO/Org-level staff culture plan
- Divided roles and responsibilities between the schools and CMO/Org
- Articulated non-negotiables to which that individual schools must adhere
- Articulated autonomies of school-level leadership

#### CHARTER/OPERATOR BOARD (if applicable)

- List of current board members (bios, demographic data, roles)
- Board recruitment plan with a specific focus on developing/maintaining diversity (race and ethnicity) of members, as appropriate
- Board onboarding, training, and development plan
- Board bylaws

#### FINANCE

- 8-year school-level financial model that shows positive cash flow in all years and achieves financial sustainability on public revenue by year 4
- 8-year CMO-level financial model that shows a path toward sustainability through school-level contributions
- Financial contingency plans
- Fundraising plan (fundraising goals, list of current and targeted donors)

#### COMMUNITY RELATIONS

- List and description of all active partnerships

## TERMS AND CONDITIONS FOR NEWSCHOOLS VENTURE FUND GRANTS

1. All grant funds must be used only for charitable, literary, scientific or educational purposes within the meaning of Internal Revenue Code Section 170(c)(2)(B) and, more specifically, for the purposes described in the attached grant agreement and substantially in accordance with the attached approved budget. The grant funds may not be expended for any other purpose without NewSchools' prior written approval. Any funds not expended for the purposes of the grant during the grant term must be immediately returned to NewSchools.
2. The grantee agrees that it owns or possesses sufficient legal rights to all patents, trademarks, service marks, trade names, copyrights, trade secrets, licenses, information and other proprietary rights and processes necessary for its business as now conducted and as presently proposed to be conducted, without any violation of any material license or infringement of the rights of others.
3. In addition to other reports required by federal, state or local law, the grantee will provide to NewSchools copies of any annual IRS filings, such as Form 990s and any schedules thereto, and state forms, such as California Franchise Tax Board Forms 109 or 199, that it completes, if the grantee is a nonprofit. If the grantee is a for-profit or governmental organization, the grantee will provide annual audited or compiled financial information. If any report is not received in a timely manner, NewSchools may withhold further grant payments until the report is received, and may terminate the grant if the report is not received within thirty (30) days following the date on which it is due.
4. NewSchools may conduct an evaluation of progress under this grant. The grantee agrees to be supportive of the process. This evaluation may include meetings with NewSchools staff and/or consultants to review the program with the grantee's personnel and constituents, and research evaluations connected with the activities financed by this grant. If the Proposal includes a plan for externally documenting and evaluating the outcomes of this grant, NewSchools expects to receive reports from the chosen evaluation team according to a schedule to be determined and appended to these grant terms.
5. The grantee should provide NewSchools with immediate notification of any changes in its organizational or tax exempt status as it occurs. If you are currently applying to be a tax exempt 501(c)(3) entity, you will provide a copy of your IRS determination to NewSchools immediately upon receiving it.
6. The grantee agrees to give NewSchools a reasonable opportunity to review and approve or disapprove any mention whatsoever of NewSchools in any publication proposed to be produced and/or disseminated by the grantee's organization prior to the production of such publication. In addition to this general publicity requirement, NewSchools will have the choice regarding whether and in what manner any publication produced or disseminated wholly or in part with the grant

funds acknowledges NewSchools' financial support. In any case in which NewSchools is mentioned in a publication, the publication must state that NewSchools does not take responsibility for any statements or views expressed. Two (2) copies of any publication that mentions NewSchools and/or that is produced or disseminated with grant funds must be furnished to NewSchools at least two (2) business days in advance of public dissemination.

7. The grantee acknowledges that NewSchools has not earmarked any of the grant funds for any organization or individual other than the grantee.
8. The foregoing conditions comply with obligations imposed on NewSchools by federal law to make reasonable efforts and establish adequate procedures to see the grant funds are spent solely for the purposes for which they were granted, and to obtain full and complete reports on how grant funds have been expended. Changes in federal law, or in regulations interpreting it, may require NewSchools to ask that more detailed reports be submitted or that other steps be taken. NewSchools will promptly inform the grantee of any such changes.
9. If the grantee makes payments to individuals or non-501(c)(3) organizations, the grantee may enter into direct contracts with them so long as the goods and services provided to the grantee by the individuals/organizations further the purpose of NewSchools' grant to the grantee. In these cases, the grantee organization must incorporate the individual's or non 501(c)(3) organization's accounting of expenditures within the grantee's accounting to NewSchools.
10. Any violation of the foregoing conditions will require refunding to NewSchools of any amounts subject to the violation. NewSchools may discontinue, modify or withhold any payments due under this grant award or to require a refund of any unexpended grant funds if, in its sole judgment, such action is necessary to comply with the requirements of any law of regulation affecting its responsibilities under this grant award.
11. By making this grant, NewSchools assumes no liability for any actions or omissions of the grantee's organization, including those of any officers, directors, employees or agents of the grantee's organization ("the grantee's actions or omissions"). The grantee agrees to indemnify, defend and hold harmless NewSchools from any and all damages or claims made against the grantee or NewSchools relating to any of the grantee's actions or omissions in connection with the grant.
12. In connection with this grant, the grantee's organization, including the grantee's officers, directors, employees, agents, affiliates and beneficiaries (collectively "the grantee's Organization Members") may have access to, receive, and be entrusted with confidential information, including but in no way limited to development, marketing, organizational, financial, management, administrative, production, distribution, information, data, specifications and processes presently owned by or at any time in the future developed by NewSchools or its agents, consultants or portfolio companies, or used presently or at any time in the future course of its business, personal information relating to any officer, director or employee of NewSchools that is not otherwise public knowledge or in the



public domain (collectively, “Confidential Material”). All such Confidential Material is considered secret and will be available to the grantee’s Organization Members in strict confidence. Except in carrying out the purposes for which the grant was made, the grantee’s Organization Members will not, directly or indirectly for any reason whatsoever, disclose or use any such Confidential Material, unless and until such Confidential Material ceases (through no fault whatsoever or the grantee’s Organization Members) to be confidential because it has become public knowledge or part of the public domain. All records, files, drawings, documents, equipment, and other tangible items, wherever located, relating in any way to the Confidential Material or otherwise to NewSchools’ business, that the grantee’s Organization Members prepare, use or encounter, will be and remain NewSchools’ sole and exclusive property and will be included as Confidential Material hereunder. Upon termination of this Agreement by any means, or whenever requested by NewSchools, the grantee’s organization will promptly deliver to NewSchools all of the Confidential Material, not previously delivered to NewSchools. Grantee, grantee’s employees and any independent contractors associated with the grantee’s Organization Members also agree that this confidentiality provision of this Agreement shall survive and continue after the termination of this Agreement for any reason whatsoever.

13. The grantee will participate in NewSchools’ activities related to gathering and sharing effective practices as public resources to benefit the improvement of the education sector. These activities may include data collection, surveys and meetings. As a result of these efforts, NewSchools may share anonymized, aggregated learnings and findings from across the grantees funded by NewSchools. NewSchools will notify the grantee in advance of such use. If NewSchools wishes to share specific information about the grantee, NewSchools and the grantee will work to mutually agree on the specific information to be released. NewSchools will not intentionally or knowingly directly impede the grantee’s ability to generate earned revenue from the program.
14. If the grantee is acquired by or merges with another entity, or sells all or substantially all of its assets to another entity, then at NewSchools’ option, the grant may be converted into a recoverable loan, without interest, to be paid back within thirty (30) days after such merger, acquisition, or asset sale. This clause expires one (1) year after the date of the grant disbursement.
15. This agreement constitutes the entire agreement between NewSchools and the grantee’s organization and supersedes all prior agreements, understandings and writings with respect to the subject matter hereof. This Agreement may be amended or modified only in writing, which writing must be signed by duly authorized representatives of each party. This Agreement is not intended to, and does not create a partnership/agent relationship or joint venture between the grantee’s organization and NewSchools. This Agreement will be interpreted in accordance with the laws of the State of California, without regard to choice of law principles. The parties agree to submit to the

jurisdiction of the State of California, County of Alameda for the resolution of any dispute that may arise hereunder.



February 28, 2017

Mr. Steve Sundquist, Chairperson  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Charter School Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to grow a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

To demonstrate our commitment to communities across the state, WA Charters has created a competitive grant program to support the startup of new “standalone” charter public schools. Since its inception in 2014, this grant program has funded the planning for and implementation of six different standalone startup charter public school models across 2014 and 2015 (with both Planning and Implementation Grants). These initial grants totaled \$3.6 million and will have created 2,000 high-quality charter school seats once these schools reach full enrollment. Each standalone charter public school that is authorized to operate in Washington state is eligible to apply for this funding, and historically, each authorized standalone school has received an award of at least \$600,000.

While grant funds cannot be guaranteed prior to approval, the Impact Public Schools leadership team, if authorized, will continue to receive intensive academic, organizational, and financial support over the course of their startup year (August 2017 – June 2018) in order to prepare for a successful school opening. The WA Charters Leadership Center is committed to continuing to work with Impact Public Schools, Jen Wickens, and other members of its design team and board of directors throughout the start-up phase and beyond.

Respectfully yours,

Thomas Franta  
CEO, WA Charters

CSGF TEAM		Contact Information	
Ian Connell	iconnell@chartergrowthfund.org		
<b>Resources</b>			
<b>Box Folder</b>	<a href="https://chartergrowthfund.box.com/s/v3ykmozkpe0w4dvl6b51iewmaywbz51">https://chartergrowthfund.box.com/s/v3ykmozkpe0w4dvl6b51iewmaywbz51</a>		
<b>Timeline</b>			
May 31st (or Earlier)	CSGF Go / No-go Decision		
<b>Diligence Stages</b>	<b>Diligence Details</b>	<b>Description</b>	<b>Timing</b>
1) Artifact Review	Completed Virtually	Focus on "gating" factors - review financial model and school launch analysis; prior academic success	April
2) Deep Dive	Onsite visit (TBD)	Deep dive conversations focusing on launch plan, team, central office	May
<b>1) Artifact Review</b>			
<b>Diligence Area</b>	<b>CSGF Goal</b>	<b>Artifact</b>	<b>Timeline</b>
<b>Financial Model</b>	Understand the total operating need, working capital/philanthropic need; Evaluate financial sustainability	IPS's detailed financial model including school-level & Central Office (if applicable)	Current
<b>Student Discipline Data</b>	Evaluate student discipline policies	Student/Parent Handbook	Current
<b>Academic Data</b>	Conduct diligence on previous academic result	NWEA MAP Data and/or State test data from prior organizations	FY12-FY15
<b>Academic Model</b>	Understand key innovation of the academic model	Academic Model/Theory of Change / Curriculum	Current
<b>Human Capital</b>	Understand Staffing Needs	Projected hiring needs and pipeline for next 24 months (Org chart now and future)	Current
<b>Launch Plan</b>	Understand greenlighting/school opening process, target market analysis, advocacy and parent engagement, central office functions, governance etc.	Business Plan (Will provide example via email)	Typically PPT or PDF
<b>Fundraising</b>	Understand fundraising progress	CSGF Fundraising Template (current and future projections)	Current
<b>Facilities/Ops</b>	Understand path to facilities ST/LT	Facilities Description and plans for current and future schools (i.e., are facilities temporary / permanent; leased vs. purchased; etc.)	Current
<b>Leadership / Board</b>	Understand Board makeup and what is reported/important to them	Bios of board members / Exec team	Current
<b>CEO Background</b>	Gather more context about prior experiences	Key Board Materials (i.e. strategic planning / budgeting / academic model updates)	Current
<b>Percent % Complete</b>		List of board committees and materials (if applicable)	Current
		Management Dashboards not in board materials	Current
		Three professional references (2 - Sr, 1 - Jr)	Current
			0%
<b>2) Deep Dive</b>			
<b>Diligence Area</b>	<b>IPS Role</b>	<b>CSGF Role</b>	
<b>Leadership Team</b>	Help schedule onsite visit with senior leadership team and key board members.	Meets with IPS senior leadership team / key board members.	
<b>Board Meeting</b>	Help to schedule CSGF board meeting observation	Observe board meeting and dynamics. Observe board committee meeting of risk areas	

March 30, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to personally express my strong support for the Impact Public School charter application. As a Partner at Charter School Growth Fund and a national supporter of high-performing charter schools, my job is to identify patterns in successful charter leaders, teams, and academic models. The most successful schools we support are created by seasoned educators with a combination of prior experience launching and running high-performing schools and senior leadership experience at other top-tier organizations. Leveraging her founding principal experience at Envision Schools and her regional leadership role at Summit Public Schools, Jen Davis Wickens has demonstrated the track record, passion and expertise necessary to launch a school that will offer outstanding educational opportunities for children.

I have known Mrs. Wickens in multiple contexts over the past 10 years and can personally attest to her passion, professionalism, determination and commitment to academic excellence. As a colleague of hers at Envision Schools during the startup of Impact Academy, I was consistently impressed with her ability to navigate the challenges of school startup and develop close, trusting relationships with parents, students, and the broader community in Hayward, CA. I again had the opportunity to collaborate with Jen and witness her relentlessness and passion while supporting Summit Public Schools' expansion to Washington in my role at the Charter School Growth Fund. Throughout these experiences, Mrs. Wickens has always put children and families first and built warm, collaborative and inclusive school environments. South Seattle/Tukwila has a great opportunity to bring her leadership, passion and vision to offer an innovative and unique education option for families in your community.

Thank you for supporting great schools and educational options for the children of Washington. Please contact me if you have any questions or if I can provide additional information.

Sincerely,

A handwritten signature in black ink that reads "Richard Billings". The signature is written in a cursive, flowing style.

Richard Billings  
Partner  
Charter School Growth Fund  
[rbillings@chartergrowthfund.org](mailto:rbillings@chartergrowthfund.org)



March 3, 2017

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for Impact Public Schools' () charter application for a K-5 school in south Seattle, Skyway or Tukwila. IPS is led by Jen Davis Wickens, an experienced local educator and leader with a proven track record of launching and supporting high quality schools in Washington through her work at Summit Public Schools. I have known and collaborated with Jen since her work with Envision Schools, and she is justifiably one of the most respected education innovators in our region. IPS will build on her success with Summit Public Schools and offer a much-needed choice to families in South King County.

I was the founding principal of Highline Big Picture School in 2005 and have since overseen the design and launch of five additional Big Picture network schools in Washington and Idaho, all either conversions or replacements of alternative schools serving students previously disengaged from school. Some years ago I also worked under Eric Premack at the Charter Schools development Center in California, specifically supporting charter schools and school districts to develop viable accountability agreements. Jen is the kind of leader who for me epitomizes the best intentions around which the first charter laws (and our Washington law) were conceived: she's thoroughly committed to addressing public school inequities, thinks outside the constraints of traditional structures, and sees charters as a means to drive public school innovation that benefits *all* students.

I have worked with Jen in "critical friends groups" with leaders from district-run public schools and also hosted visits of public school teachers and leaders to Summit Sierra, a school developed under her regional leadership. I have met many charter leaders who speak about their desire to partner with districts, but have observed none walking the talk as effectively as Jen.

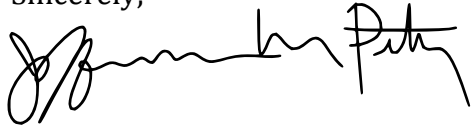
This year, in partnership with Gonzaga University and the ECMC Foundation, Big Picture Learning began *School Foundry*, a new school incubator and principal credentialing pathway for district and charter leaders. I selected Chrissie Wright, Impact Public Schools' co-founder, as one of School Foundry's initial cohort of five fellows. This incubator will bring together district and charter leaders to refine and launch equity-driven school

designs with coaching from nationally recognized school founders, including from Deeper Learning networks such as Big Picture Learning, High Tech High, and New Tech. Through School Foundry, Chrissie and IPS also will receive design consultation from the national Equity Fellows program, whose mentors include Pedro Noguera, Linda Darling-Hammond, Chris Emdin, and Jeff Duncan-Andrade, among others. A panel of non-education-based innovators curated by Impact Hub Seattle will provide further incubation support, and Chrissie will receive a financial stipend supporting approximately half of her salary.

While they are opening Impact: Seattle as a public charter school, I trust that IPS' leadership team, including the board, are deeply committed to working with district partners to support all public school students and families in the state. Through collaboration with School Foundry and by other means, they will provide not just an excellent school for their enrolled families but also a learning lab for equity-driven innovation in Washington's public elementary schools.

I would be happy to discuss IPS and its leaders at greater length if called upon to do so. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Petty". The signature is fluid and cursive, with a large initial "J" and "P".

Jeff Petty, Director  
Puget Sound Consortium for School Innovation  
*A Big Picture Learning initiative*

e: [jeff@pscsi.org](mailto:jeff@pscsi.org)  
c: 206.595.6133



March 14, 2017

VIA ELECTRONIC MAIL

To Whom It May Concern:

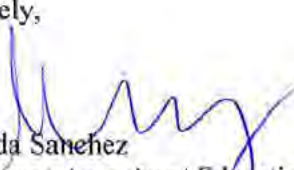
On behalf of the Raza Development Fund, Inc. ("RDF"), a non-profit community development financial institution that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Impact Public Schools, an aspiring charter management organization that intends to open its first school in Seattle, Washington in the 2018/2019 school year.

RDF is a proud member of an educational thought leadership and community action coalition of stakeholders working together to specifically improve educational outcomes in Washington State. Our coalition partners include the National Alliance of Charter School Authorizers, Center for Education Reform, National Alliance for Public Charter Schools, Washington State Charter School Association, Bill & Melinda Gates Foundation, Walton Family Foundation, and the U.S. Department of Education.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. The fund has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state's first, high-quality charter schools including Excel Public Charter School and Summit Public School Atlas.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options like Impact Public Schools throughout Washington State. Should you or any other parties involved with Impact Public Schools or the charter school movement in Washington State, have questions about how we can work together to develop a healthy, a charter school infrastructure and ecosystem, please feel free to contact Amanda Sanchez at (602) 417-1410 or via email at [asanchez@razafund.org](mailto:asanchez@razafund.org).

Sincerely,

  
Amanda Sanchez  
Investment Associate | Education Finance

  
David G. Clower  
Chief Investment Officer

INVESTMENT • SOLUTIONS • COMMUNITY • FAMILY

1 East Washington St. Suite 2250 • Phoenix, Arizona 85004 • 602.417.1400 • 602.417.1430 • [www.razafund.org](http://www.razafund.org)





# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 30 - Fundraising Plan

Contents:

- Fundraising Plan

## Attachment 30 - Fundraising Plan

Impact: Seattle will require start-up funding until year two when the school becomes sustainable on state and federal funding. Below is a four-pronged strategy that details the approach to securing these start-up funds. In addition to these strategies, IPS will continue to apply for national grants that support public charter schools, like the NewSchools Venture Fund and the Charter Schools Growth Fund.

### Fundraising Strategies

#### **Strategy 1: Local Foundations**

- Significant “asks” to local foundations
- Timeline: Start now, dependent on availability and when meetings are set up.
- Follow up would be maintenance of grants and relationships with funders.
- Annual - Until start-up costs are covered and Impact: Seattle becomes sustainable on state/local funding.

Funding ask:

Help Impact: Seattle with startup costs for year 1. *“Let’s set up Impact: Seattle for success to impact XX students in our community.”*

IPS will create a “menu” with different funding opportunities which can be tied to naming rights for funders. Some funding options are:

- Launch an Impact: Seattle classroom:
  - Furniture, technology, books
- Fund a learning space
  - Messaging around how culture is created here in these spaces
- Fund a teacher
  - Training, computer, fixed instructional material
  - Messaging around the impact teachers in the network have on kids.
- Fund front office space
- Fund literacy library

#### **Strategy 2: Community Crowd Funding**

- Online media marketing campaign
- Timeline: Post charter approval - December 2017
- Annual

This strategy will assist us in continuing to engage the local community by also reaching a larger audience in the community. This crowdfunding approach must have a clear and compelling landing page with Facebook pages and ads to drive people to the IPS donation page.

#### **Strategy 3: Individual Giving Event**

- House party: High net-worth and connected individuals
- Timeline: December 2017 - Launch
- Annual

This strategy will result in an individual donor cultivation event, where IPS hosts a house party and faculty in leadership positions and Board members commit to inviting guests that are willing to donate. This is an opportunity to engage current and prospective Board members as well as WA leadership team members to highlight IPS' work with their networks.

Logistics:

- Board and faculty agree to bring 5 guests each
  - Target guests are individuals that can give \$50 or more
- A leader, student and parent present at the event.
- Clear and attainable pitch given by IPS Leadership Team

#### **Strategy 4: Annual Fundraising Event**

- Breakfast and Final Student Celebration of Learning
- Timeline: Spring or end of first year - June 2019
- Annual

#### **Leadership**

Jen Davis Wickens, IPS's CEO, will take the lead on fundraising for Impact: Seattle with the support of the IPS Leadership Team and the IPS Board. Jen has an extensive background in fundraising and donor cultivation. In addition, all IPS board members have successful fundraising experience.

#### **Board Involvement**

The IPS Board will approve the annual fundraising goals, strategy, and plan for the upcoming school year at the June board meeting each year. At each subsequent board meeting, the CEO will report on progress made toward that goal on the org-wide dashboard. Ultimately, the CEO's ability to reach the fundraising goals will be factored into his/her annual evaluation.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 31 - Recent Internal Financial Statements

#### Contents:

Not Applicable: IPS is a new Washington non-profit organization founded in 2017 to manage a public charter school as outlined in this application. IPS filed for federal tax-exempt status on October 4, 2016, received tax exempt status on Jan 24, 2017, and has no prior financial history.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 32 - Independent Financial Audit Reports & Management Letters

#### Contents:

Not Applicable: IPS is a new Washington non-profit organization founded in 2017 to manage a public charter school as outlined in this application. IPS filed for federal tax-exempt status on October 4, 2016, received tax exempt status on Jan 24, 2017, and has no prior financial history.



# IMPACT

## PUBLIC SCHOOLS

### Impact: Seattle

#### Attachment 33 - Portfolio Summary Template

Contents:

Not Applicable: Impact Public Schools does not operate one or more schools and is not proposing to contract with an ESP.



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

### Attachment 34 - Goals & Objectives

Contents:

- CSP Goals & Objectives for Planning & Design Grant

## CSP Grant Goals & Objectives

### Background

Grant funds must be used for:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes National staff Development standards.
- C. Initial implementation of the charter school including:
  - a. Informing the community about the school,
  - b. Acquiring necessary equipment and educational materials and supplies,
  - c. Acquiring, developing or aligning curriculum, and
  - d. Other initial operational costs.

### IPS CSP Goals & Objectives

Below is a list of specific CSP sub-grant goals and objectives for the \$200,000 Year 1 Planning and Design Grant. All goals are specific, measurable, action oriented, realistic, relevant, and time-bound.

#### Year 1 - Planning Grant Goals

- **Goal #1: IPS will design Impact: Seattle's full K-5 curriculum by May 2018, including the development of course maps for each course taught K-5, project plans for all projects taught K-5, all assessments given K-5, and all corresponding rubrics..**
  - Measure of Assessment:
    - Completed K-5 course maps for science, math, literacy and social studies.
    - 6-8 project plans for each grade level, K-5.
    - Complete set of assessments for each grade level, K-5.
    - All corresponding rubrics, K-5.
  - Objectives:
    - Develop a detailed project plan by May 1, 2017 for accomplishing the fully developed curriculum.
    - Research Learning Management tools from January 2017 - June 2017 to support full curriculum.
    - Curate high quality resources to modify for Impact: Seattle from January 2017 - August 2017.
    - Develop education design team to vet curriculum drafts by September 2017.
    - Test/pilot curriculum with students in the spring/summer of 2018.
- **Goal #2: IPS will increase the Impact: Seattle principal's capacity in observation and coaching through visits to high performing charter schools and active**



**participation in Relay's Graduate School of Education research-based and proven professional development in May of 2018.**

- Measure of Assessment: Self-assessment on Educator Skills Rubric before and after school visits and Relay's Graduate School of Education professional development.
- Objectives:
  - Complete analysis of high performing charter schools with similar personalized learning models and determine site visits by August 2017.
  - Schedule site visits and coordinate deep-dive, meaningful learning experiences with the school leader by October 2017.
  - Register for Relay training by July 2017.
  - Complete initial self-assessment prior to attending visits and completing Relay training.
  - Complete final self-assessment after attending visits and completing Relay training.
  - Craft observation and supervision schedule for Impact: Seattle's first year by July 2018.
- **Goal #3: IPS will fully enroll Impact: Seattle in its founding year with 197 students by June 2017.**
  - Measure of Assessment: 197 students enrolled in Impact: Seattle in June 2017.
  - Objectives:
    - Develop a detailed work plan by May 2017 for outreach and recruitment in target community.
    - Develop corresponding marketing materials to inform community of Information Sessions and enrollment events.
    - Visit all feeder schools, faith based organizations, and education related non-profits to provide information about the school.
    - Drop first mailer, flyer 3 mile perimeter of school and complete first round of door-to-door canvassing in October 2017 to inform the community.
    - Drop second mailer, complete second round of door-to-door canvassing in January 2018 to inform the community.
    - Complete third round of door-to-door canvassing in March 2018.



# IMPACT

PUBLIC SCHOOLS

## Impact: Seattle

Attachment 35 - OSPI Budget Form & Narrative

Contents:

- OSPI Budget Form; and
- Budget narrative with line item detail of proposed expenditures



State of Washington  
 OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 OLD CAPITOL BUILDING  
 PO BOX 47200, OLYMPIA WA 98504-7200

# STATE AND FEDERAL PROJECT EXPENDITURE REPORT

CFDA \_\_\_\_\_ Program No. \_\_\_\_\_ Revenue Acct. \_\_\_\_\_  
 Fiscal Year \_\_\_\_\_ Sub. Program No. \_\_\_\_\_

DISTRICT NAME: Impact Public Schools PROJECT TYPE/NAME: Impact: Seattle  
 CONTACT PERSON: Jen Davis Wickens TELEPHONE NUMBER: 206-747-0599

ACTIVITY	TOTAL	DEBIT TRANSFER 0	CREDIT TRANSFER 1	SALARIES CERTIFICATED 2	SALARIES CLASSIFIED 3	BENEFITS AND PAYROLL TAXES 4	SUPPL INSTRUCT RESOURCES AND NONCAPITAL 5	PURCHASED SERVICES 7	TRAVEL 8	CAPITAL OUTLAY 9	EXPENDITURE PERIOD	
											Beginning	Ending
15 Public Relations	103,500.00		XXX		73,000.00	25,000.00	5,500.00					
21 Supervision-Instruction	0.00		XXX									
22 Learning Resources	0.00		XXX									
23 Principal's Office	0.00		XXX									
24 Guidance and Counseling	0.00		XXX									
25 Pupil Mgt. and Safety	0.00		XXX									
26 Health/related Serv.	0.00		XXX									
27 Teaching	0.00		XXX									
28 Extracurricular	0.00		XXX									
29 Payments to School Districts	0.00	XXX		XXX	XXX	XXX	XXX		XXX	XXX		
31 Instructional Professional Dev	3,500.00		XXX									
32 Instructional Technology	0.00		XXX									
33 Curriculum	93,000.00		XXX		93,000.00							
41 Supervision-Nutrition	0.00		XXX		XXX							
42 Food	0.00		XXX		XXX							
44 Operations-Nutrition	0.00		XXX		XXX							
49 Transfer-Nutrition	0.00	XXX			XXX							
62 Grounds Maint.	0.00		XXX		XXX							
63 Operation of Building	0.00		XXX		XXX							
64 Maintenance	0.00		XXX		XXX							
65 Utilities	0.00		XXX		XXX							
68 Insurance - Except Trans.	0.00		XXX		XXX							
91 Public Activities	0.00		XXX		XXX							
Direct Expenditures to Date Subtotal	200,000.00	0.00	0.00	93,000.00	73,000.00	25,000.00	5,500.00	1,500.00	2,000.00	0.00		
Indirect Expenditures to Date	0.00											
TOTAL EXPENDITURES TO DATE	200,000.00											
LESS: Cash Received to Date	0.00											
BALANCE/<DEFICIT>	-200,000.00											

I, the undersigned, hereby certify that the amount listed for materials furnished, services rendered, expenditures incurred, or items of indebtedness as changed is true and correct, that the claim is just and due, and that I am authorized to sign for the payee.

Name: Jen D Wickens Date: 3/20/17  
 Title: CEO

## CSP Budget Narrative

The budget was created to ensure IPS meets the following three goals during the 2017-2018 planning year with the allotted \$200,000 CSP planning and design funds. Additional goals, objectives and resources will be identified for future grant rounds.

1. Goal #1: IPS will design Impact: Seattle's full K-5 curriculum by May 2018, including the development of course maps for each course taught K-5, project plans for all projects taught K-5, all assessments given K-5, and all corresponding rubrics.

\$93,000 will be allocated to the development of the IPS curriculum to ensure it is fully built and scalable by the time Impact: Seattle opens in August 2018. \$93,000 will support the founding principal's salary, as she/he will be charged with determining the best path forward for the development or build out of the learning management system and its full curriculum, including course maps, project plans and all assessment materials. The majority of her/his time during the planning year will be spent on the design and development of these critical materials.

IPS views this goal and these resources as critical to achieving the mission because the curriculum is the foundation for which the school is built. Without a strong curriculum and learning management system, students will not be able to see a full learning progression, which is a key element to achieving a successful student-driven learning environment.

2. Goal #2: IPS will increase the Impact: Seattle principal's capacity in observation and coaching through visits to high performing charter schools and active participation in Relay's Graduate School of Education research-based and proven professional development in May of 2018.

\$3,500 will be allocated to instructional professional development, including a \$1,500 registration fee for the highly regarded Relay Graduate School of Education course on supervision and instruction in the Bay Area. The training is extremely interactive and engaging. In addition, tools and resources are provided that leaders can immediately implement in their schools.

In addition, \$2,000 will be spent on travel costs (airfare, hotel and ground transportation) to visit high performing elementary school models with similar philosophies to IPS. A few of these school visits include Roots, Valor, Lodestar, High Tech High elementary and Growth Public Schools. During the school visits, the Impact: Seattle principal will observe and gather best practices in observation and coaching with the goal of developing a cohesive plan for IPS before Impact:Seattle launches in August 2018.

IPS views this goal and these resources as critical to achieving the mission because effective observation and coaching is critical to ensuring all teachers grow to their potential and meet the needs of each student.

3. Goal #3: IPS will fully enroll Impact: Seattle in its founding year with 197 students by June 2017.

\$103,500 will be allocated to public relations to ensure that every family in the south Seattle and Tukwila communities know that Impact: Seattle is an option for them. \$73k will be spent on the Director of Operations and Engagement's salary and \$25k on her benefits. The Director of Operations and Engagement will present at community meetings, meet with families 1:1, set up events and opportunities to promote the school, develop community connections, and ensure the application, lottery and enrollment process runs smoothly. In addition, \$5,500 will be spent on marketing and print materials including translation services in key languages. The marketing materials will be used to hand out during community events and during door-to-door canvassing and for two large mailers.

IPS views this goal and these resources as critical because of the commitment to serving a heterogeneous student population that accurately represents the neighboring district schools. In an effort to reach every single family in the community, the IPS team will need to work diligently each day during the planning year to share the mission and vision, collect input, and build lasting partnerships.