

Washington State Charter School Commission

2016 CHARTER SCHOOL CONTRACT

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**CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF RAINIER PREP**

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

RAINIER PREP

UBI NUMBER: 603-342-221;

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PARTIES

This agreement is executed on this 1st day of June, 2016 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 Rainier Prep (“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 charter public schools in the state of Washington.

WHEREAS, on November 22, 2013, Rainier Prep non-profit corporation submitted an application to open and operate a charter school referred to as Rainier Prep Charter School; and

WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution #14-11A; and

WHEREAS, on February 5, 2014, 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.

WHEREAS, on April 24, 2014 Rainier Prep and the Commission entered into a contract that was subsequently rendered invalid by Supreme Court ruling.

WHEREAS, the parties are acting within the sixty day timeframe for executing a contract with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015.

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 Rainier Prep Charter School, (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 August 18, 2016, and will remain in full force and effect through August 18, 2021, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Re-Opening Conditions (Attachment 1: Re-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 Re-Opening Conditions identified in Attachment 1: Re-Opening Process and Conditions by the dates specified. Satisfaction of all Re-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Re-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, 2016.

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 24.03 RCW.

“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: Re-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: Charter Public 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.

“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 the School is as follows: To prepare all students to excel at four year colleges and to become leaders in their communities.

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 2: Governance Documents, (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 attached to this agreement as Attachment 5: Conflict of Interest Policy and shall at all times comply with its provisions. Any amendment to Attachment 2: Governance Documents, must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with 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 1st and April 15th 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, common 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, Attachment 12: Public Charter School Application, pages 81-82.

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

[Intentionally Omitted]

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 216 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. Be 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, 2015. 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 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, and board members 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: \$500,0000
- 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 1st 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.

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 withdrawn, reduced, or limited in any way 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 Commission to continue this Contract in any future period, Commission may terminate this Contract by seven (7) calendar days or other appropriate time period written notice to.

No penalty shall accrue to the Commission in the event 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 and supersedes all previous agreements. 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 Solicitation 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 Request for Proposal (RFP). The RFP is attached as Attachment 11: Request for Proposals to this Contract and the School's application submitted in response to the RFP 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:

Maggie O'Sullivan
Rainier Prep
10211 12th Ave S
Seattle, WA 98168
(206) 725-1174

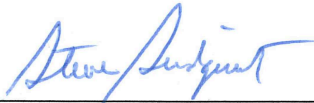
Joshua Halsey
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996
Joshua.Halsey@charterschool.wa.gov
(360) 725-5511

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.

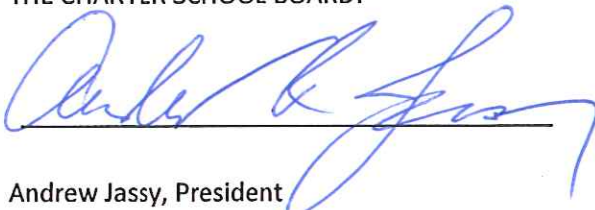
IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 18, 2016.

APPROVED BY A QUORUM OF THE COMMISSION ON May 19, 2016:

 6/11/16

Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:



Andrew Jassy, President
Rainier Prep Charter School

Updated: May 25, 2016

APPENDICES

Attachment 1: Re-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: Charter Public School Application

Attachment 1: Re-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant:			
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.	4/30	Previously verified, documents on file with Commission	Yes
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.	4/30	Previously verified, documents on file with Commission	Yes
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.	4/30	Previously verified, documents on file with Commission	Yes
The school possesses all permits and licenses required to legally operate in the School Facility (including but not limited to a certificate of occupancy). Copies of all permits and licenses are on file with the Commission.	8/1	Previously verified, documents on file with Commission	Yes
The School facilities have met all applicable health, safety and fire code requirements. Evidence that facilities have met all health, safety and fire code requirements are on file with the Commission.	8/1	Previously verified, documents on file with Commission	Yes
Provide proof that the school has passed all inspections necessary for building occupancy.	8/1	Previously verified, documents on file with Commission	Yes
School Operations:			
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.	6/15		

<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>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</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, pay rates and/or salary scale(s), 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>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</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>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</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 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.</p>	<p>6/30</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>Previously verified, documents on file with Commission</p>	<p>Yes</p>
<p>The School has established special education policies and procedures have been approved by OSPI and are on file with the Commission.</p>	<p>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</p>

The School has created a Safe School Plan consistent with federal and state law. The plan is on filed with the Commission.	7/1	Previously verified, documents on file with Commission	Yes
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.	7/1		
PRE-OPENING SITE VISIT	7/15		
Copies of fingerprint and background 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 for employees, contractors, and board members who will have unsupervised access to children.	8/1		
The school has policy and procedures for requesting, maintaining, securing and forwarding student records. Evidence that school has requested student records from students last school attended.	8/1	Previously verified, documents on file with Commission	Yes
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).	8/1	Previously verified, documents on file with Commission	Yes
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)	8/1		

Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.			
State assessment test schedule submitted to, and accepted by, OSPI. State assessment schedule on file with the Commission.	8/15		
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
School Governance:			
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.	2 weeks from 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.	7/1		
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).	7/1		
Resume of each board member.	7/1		
Board Disclosure forms are complete and on file with the Commission.	7/1		
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	Previously verified, documents on file with Commission	Yes
Submit emergency contact information for the Chief Executive Officer (CEO) and other members	7/1		

of the management team.			
Annually, the school and Commission must set performance targets designed to help the school meet its mission specific educational and organizational goals, federal, state, and Commission expectations. Performance Targets must be agreed upon by July 1 st of each year, including the School's planning year. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.	8/1/2015		
Budget:			
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	Exempt	
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	Exempt	
Submit the names of 1) individual(s) authorized to expend School funds and issue checks; and 2) individual(s) responsible for review and monitoring of monthly budget reports.	7/1	Previously verified, documents on file with Commission	Yes
A copy of the annual budget (using the Commission budget form) adopted by the School Board is on file with the Commission.	7/10		
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.	8/15	Exempt	
Provide proof of insurance as set forth in the Contract.	8/1		

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Chair	Andrew Jassy	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	ajassy@rainierprep.org	Nov 2013	June 2016
Vice Chair	Max Silverman	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	msilverman@rainierprep.org	Nov 2013	June 2016
Secretary	Lynn Engel	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	lengel@rainierprep.org	July 2015	June 2016
Treasurer	Joan Hsiao	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	jhsiao@rainierprep.org	Nov 2013	June 2016
	Sarah Smith	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	ssmith@rainierprep.org	Nov 2014	June 2017
	Bob Kimball	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	bkimball@rainierprep.org	July 2015	June 2018
	Ed Taylor	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	etaylor@rainierprep.org	July 2015	June 2017
	Peter Orser	10211 S 12 th Ave Seattle, WA 98168	206-494-5979	porser@rainierprep.org	June 2015	June 2017

**Charter Public School
Board Member Disclosure Form**

Note: The purpose of this document is to provide disclosure. The Charter Public School (“the School”) Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

Background

1. Full legal name:

2. I affirm that I am at least 18 years of age by the date of appointment to the Charter Public School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled “no contest” of one or more of the following:

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

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 of any such persons.
 - Yes
-

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School’s board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
 - Yes. If yes, please provide additional information.
-

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
 - Yes
-
-

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
 - Yes
-
-

2. 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.

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

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Washington Charter School Commission in regard to my application to serve as a member of the board of directors of the XX Charter Public School is true and correct in every respect.

Signature

Date

Attachment 4: Educational Program Terms and Design Elements

School Name:	Rainier Prep Charter School
Mission:	To prepare all students to excel at four year colleges and to become leaders in their communities.
Objectives:	<p>1. Students will have more time to learn the skills and concepts to meet the challenging college prep curriculum of both our foundations and our inquiry classes. (Students will have at least 1200 hours of school time annually compared to the minimum requirement of 1000 hours)</p> <p>2. Teachers will have significantly more time to collaborate and they will get high quality job-embedded professional development at least weekly. (10 days of teacher professional development prior to start of school. At least 3 hours of teacher professional development weekly)</p>
Goals:	Rainier Prep's goal is to enroll every graduating 8th grader into a college prep high school program, to prepare every scholar to excel at a four-year college, and, ultimately, to ensure that every scholar is ready to serve as a leader in their community.
Education Program Term #1:	Rainier Prep provides a longer school day to ensure that students have more time to learn.
Education Program Term #2:	Rainier Prep provides a daily advisory program.
Education Program Term #3:	Rainier Prep focuses on increasing achievement in STEM.
Geographic Area Served:	Highline School District
Location:	10211 S 12th Ave Seattle WA 98168
Grades Served 2016-2017:	5 th , 6 th and 7 th
Grades Served at Capacity:	5 th through 8 th
Projected Enrollment 2016-2017:	243
Projected Enrollment at Capacity:	324
Virtual Program or Online Provider:	N/A
Educational Service Provider:	N/A

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

RAINIER PREP CONFLICT OF INTEREST POLICY

ARTICLE 1. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Rainier Prep when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Rainier Prep 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 2. 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:

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

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. Under Article 3, 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 3 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, and after any discussion with the interested person, he or 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.

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 or 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 chair 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 Rainier Prep 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. The governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Rainier Prep'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 Conflict of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflict 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 4. RECORDS OF PROCEEDINGS

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

- a. The names of the 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 5. COMPENSATION

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

ARTICLE 6. PERIODIC STATEMENTS

Each director and officer shall periodically sign a statement that affirms such person:

- a. Has received the conflict of the interest policy,
- b. Has read and understands the policy,

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- c. Has agreed to comply with the policy, and
- d. Understands that Rainier Prep is a charitable organization 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.

**RAINIER PREP
CONFLICT OF INTEREST POLICY CERTIFICATION**

The undersigned hereby acknowledges that the undersigned:

- (a) Has received a copy of the conflict of interest policy,
- (b) Has read and understands the conflict of interest policy,
- (c) Has agreed to comply with the conflict of interest policy, and
- (d) Understands that in order for Rainier Prep to maintain its federal tax exemption as a charitable organization, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Please check one of the following boxes:

- I have no conflicts or potential conflicts to disclose.
- I have the following conflicts or potential conflicts to disclose (please describe):

Dated:

Print Name:

Title:

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 1.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.

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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 Plan Description

1. The address and a description of the site and physical plant (the “Site”) of Rainier Prep charter school (the “School”) is as follows:

Address: 10211 S 12th Ave Seattle WA 98168

Description: 2 Story Brick Building – Built in 1959 as a school

Configuration of Grade Levels: 5th – 8th

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 – 2 story brick building
 - b. Size of building 21,000 square ft
 - c. Scaled floor plan – See Below
 - d. Copy of executed lease or purchase agreement – See Below
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

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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.

Attachment 8: Statement of Assurances

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: Rainier Prep 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 noncertificated 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;
39. 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

DATE

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

Enrollment and Lottery Policies and Procedures

Rainier Prep is a public, common school open to all children free of charge.¹ Pursuant to Washington state law, Rainier Prep may not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases. Rainier Prep is open to any student regardless of his or her location of residence.²

Rainier Prep's recruitment plan and enrollment policies support our mission and goals of ensuring that all of our students are prepared to excel in college and become leaders in their communities. We will actively recruit the students who are most at need and ensure that all students can apply and be enrolled in Rainier Prep in a fair and equitable manner.

Enrollment Timelines

Rainier Prep will begin to accept enrollment forms starting October 1, 2014 and will end at 5pm on April 15, 2015. This deadline aligns with the current Highline School District enrollment deadline. The goal is to work together with the school district to ensure that all families understand their options. Student recruitment will involve extensive community outreach and will be culturally sensitive and linguistically appropriate. Translation will be provided whenever possible in the dominant languages.

All enrollment forms must be received in hand by 5:00pm on April 15, 2015. Any forms received after this time and date will be placed at the end of the waitlist.

If capacity is not reached, a second enrollment deadline will be established for 5:00 pm on May 25, 2015.

Receipt and processing of enrollment forms – All enrollment forms must be delivered in person to guarantee a placement into the lottery. All enrollment forms received in person will receive a receipt. Families are welcome to mail or email their enrollment form to (address to be determined). An acknowledgement will be sent upon receipt of the mail or email enrollment form, but if a family does not receive or keep this receipt Rainier Prep is not responsible for claims that an enrollment form was sent by mail by not received by the deadline. (We will track all receipts as well and it is highly unlikely we will lose the record, but we cannot take responsibility if the family does not keep their record in the rare case that an enrollment form cannot be located.)

Lottery – If capacity is insufficient to enroll all students who apply to Rainier Prep, then Rainier Prep will select students through a lottery to ensure fairness. As required by Washington state law, Rainier Prep will give an enrollment preference to siblings of already enrolled students.³

This is the only preference as stated in the law.

If there are more enrollment forms than seats available in a grade level, then the school will have a lottery. Per Washington law, the lottery will have the following preferences:

- 1) Siblings of scholars currently enrolled at Rainier Prep

- 2) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school, assuming space is available in that sibling's grade level.

Families will be mailed the official results on the Monday following the Saturday lottery (late April).

Families will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, Rainier Prep will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at Rainier Prep. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept enrollment forms on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled.

Waitlist, dis-enrollment, and re-enrollment policies – Below are the policies on these important issues.

Waitlist: The waitlist will start one week after Acceptance Day (day noted in letters from Lottery that families must officially accept their seat) and last until June 1 of the following school year. If a space becomes available, then the next student on the waitlist will be contacted to inform them of the opportunity to enroll.

Dis-enroll and Re-enrollment: If a scholar dis-enrolls during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled student may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan).

1 RCW 28A.710.020(1)
2 RCW 28A.710.050(1)
3 RCW 28A.710.050(4)

Attachment 11: Request for Proposals

WASHINGTON STATE CHARTER SCHOOL COMMISSION: REQUEST FOR PROPOSALS

Issue Date: September 22, 2013

Due Date: November 22, 2013 5:00PM PST

2013 WSCSC CHARTER SCHOOL APPLICATION

Cover Sheet & Enrollment Projection

Name of non-profit applicant entity: Rainier Prep

Primary contact person: Maggie O'Sullivan

Mailing address:

Street/PO Box: 210 S. Hudson St.

City: Seattle State WA Zip 98134

Phone Number: day 206-725-1174 evening 206-725-1174

Fax Number: _____ Email: mosullivan@rainierprep.org

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

Full Name	Current Job Title and Employer	Position with Proposed School
Maggie O'Sullivan	Senior Fellow, Washington State Charter Schools Association	School Leader
Ed Taylor	Dean and Vice Provost, University of Washington	Board Member
Andrew Jassy	Senior Vice President Web Services, Amazon	Board Member
Joan Hsiao	Teacher In Residence and Community Volunteer	Board Member
Max Silverman	Associate Director, University of Washington Center for Educational Leadership	Board Member
Adam Porsch	Senior Program Officer, Bill and Melinda Gates Foundation	Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools scheduled to open elsewhere in the United States in the 2014-15 school year? Yes No

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

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools approved but scheduled to open in years beyond 2014-15?

Yes No

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

Authorizer	# of Schools	City	State	Opening Years

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity
Rainier Prep	2015	Highline/South King County	5,6	5-8

Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the district in which the school is located.

Does the school intend to contract or partner with a non-profit education service provider (ESP) or other organization to provide school management services? Yes No

If yes, identify the ESP: _____

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the CMO/Partner: _____

Proposed Principal/Head of School Information:

Provide the following information, if known

Name of proposed principal candidate: Maggie O’Sullivan
 Current employment: Senior Fellow, Washington State Charter Schools Association
 Phone Number: Day 206-725-1174 Evening 206-725-1174
 Email: mosullivan@rainierprep.org

School Enrollment Projections

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)	216	216	5,6
Year 2	316	316	5,6,7
Year 3	416	416	5,6,7,8
Year 4	408	408	5,6,7,8
Year 5	400	400	5,6,7,8
At Capacity (specify year)	400	400	2017/18

Proposal Narrative Template

Specifications

- Observe all page limits. Attachments are not included in the page limits, and should not be included in this document, but rather uploaded individually as directed in the online application submission portal.
- Add the full name of your school to the footer of this document so that it appears on all pages.
- This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.
- Each major section (Executive Summary, Educational Program Design and Capacity, etc.) **must** begin on a separate page.
- If a particular question does not apply to your team or proposal, respond “Not Applicable,” **and briefly explain why the question is not applicable to your team or proposal.**
- **Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.**
- When you have completed your response and verified that all formatting requirements are met, save your document as a PDF file. **Name your file according to this convention: OPERATORNAME.Narrative.pdf.** Upload your PDF file to the online application submission portal.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator.

Executive Summary

(2 pages)

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

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

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

The mission and vision statements, taken together, should:

- Identify the scholars and community to be served;
- Articulate the goals for the school;
- Illustrate what success will look like; and
- Align with the purposes of the Washington charter school law and the Commission’s stated priorities for new schools.

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

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

4. Community Engagement. Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Mission and Vision

Rainier Prep is a rigorous, college preparatory, public 5th-8th grade school located in South King County. We value diversity and challenge scholars’ thinking through deep authentic learning, and we personalize learning in math and literacy to accelerate student learning. Our mission is to enroll every graduating 8th grader into a college prep high school program, to prepare every scholar to excel at a four-year college, and, ultimately, to ensure that every scholar is ready to serve as a leader in their community.

Rainier Prep is committed to creating an outstanding public charter school that achieves

radically different outcomes for diverse scholars, many of whom come from families in poverty, and to being a collaborative partner in creating outstanding public schools for the success of all children in Washington State.

Values and Beliefs

The core values that drive Rainier Prep’s educational program are urgency, curiosity, collaboration, initiative, and grit. We believe in partnering closely with families and communities to foster a growth mindset of continuous improvement in all scholars.

Educational Need and Anticipated Student Population

Washington State ranks 46th out of 50 states in the percent of high school graduates who enroll in college, and its college graduation rates are even lower.¹ In South King County, four of every ten black, Latino, and low-income scholars are dropping out of high school, further diminishing the likelihood of a college education.² Rainier Prep’s target geography will be the Cascade/Chinook/Showalter Middle School feeder pattern, located within the Highline/Tukwila³ school districts. Reduced and free lunch rates in this area vary from 70-86%,⁴ with many resident students who will be the first in their families to graduate from college.

The table below shows the rich diversity of our target population. 15-38 percent of middle school scholars qualify for ELL services. The percentage of students who qualify for ELL services is significantly higher at feeder elementary schools, indicating many middle school students have likely transitioned out of ELL services, though they speak another language at home. Mobility rates among families are high due to poverty, poor housing conditions, changes in work, and recent arrival to the country with temporary support from a sponsor. Other nonacademic challenges in this area are unstable housing, immigration status, language skills, acculturation, trauma, substance abuse, and violence.

Student Demographics for Target Population and Geographic Area⁵

School Name	Student Count	% Black	% Asian and PI	% Latino	% White	% Low income	% ELL	% Sped
Cascade Middle	580	12%	23%	36%	15%	86%	16%	18%
Showalter Middle	619	19%	29%	26%	12%	76%	26%	9%

¹ “State College-Going: Sinking, Not Treading Water,” Tacoma News Tribune, September 24, 2012.

² OSPI Report Card, October 2013.

³ While Rainier Prep hopes to locate in Highline Public Schools boundaries, some of the facilities under consideration are close to the Tukwila and Seattle School District boundary line. Showalter Middle is located in Tukwila School District, which borders the Highline Public School District and is a likely feeder to our school.

⁴ OSPI Report Card, September 2013.

⁵ OSPI Report Card, September 2013.

Chinook Middle	535	15%	15%	39%	15%	83%	15%	23%
Highline S.D.	18,281	11%	18%	36%	25%	70%	22%	15%
Tukwila S.D.	2,967	19%	31%	26%	15%	77%	38%	9%

The chart below shows the current student performance in the Highline/Tukwila geographic area. This low-income population embodies the definition of “at risk” as prioritized by the charter law. Addressing the high dropout rate and other inequitable outcomes for these scholars is at the core of our mission.

Percent of Scholars Passing the M.S.P. Exam and Graduation Rates, 2012-2013⁶

School Name	6 th Grade Reading	6 th Grade Math	7 th Grade Reading	7 th Grade Math	8 th Grade Reading	8 th Grade Math	High School Graduation Rate
Cascade Middle	--	--	55%	51%	48%	44%	--
Chinook Middle	--	--	55%	53%	49%	61%	--
Showalter Middle	63%	41%	45%	38%	48%	29%	--
Highline S.D.	61%	58%	51%	57%	58%	47%	68%
Tukwila S.D.	63%	41%	45%	38%	48%	29%	70%

Adjusted 5-Year Cohort Graduation Rate⁷

District	All	Black	Asian / Pac Isl.	Hispanic / Latino	White	Low Income	Limited English	Special Education
Highline	68.5%	59.9%	73.6%	55.7%	77.9%	64.8%	47.9%	52.0%
Tukwila	70.0%	67.3%	80.4%	54.5%	81.4%	68.8%	62.5%	53.3%

Approximately four in ten children in our targeted population do not graduate from high school, with even lower graduation rates for certain subgroups. Achievement decreases over scholars’ middle school careers, and by the 8th grade, with the exception of math at Chinook Middle School, less than half of all scholars have reached academic proficiency in math or reading. Rainier Prep’s goal is for 100% of our scholars to leave middle school prepared to excel

⁶ OPSI Report Card, September 2013.

⁷ OPSI Report Card, October 2013.

in and graduate from high school and to then attend and graduate from a four-year college.

Educational Plan Overview / School Design

Rainier Prep will follow a four-year middle school model, which will provide the time to build skills and relationships to prepare scholars for enrollment in a college track in high school. The school structure and budget were designed to meet the specific needs of our targeted population that draws on best practices from around the country.⁸

Our education model was created to engage all scholars in a rigorous college preparatory curriculum. Attachment 5, the weekly schedule may help the reader to get a snapshot of the day. A student's day will be divided into three main parts:

1. Foundational Skills (Literacy and Math)
2. Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)
3. Enrichment (Arts, World Languages, Physical Activities)

Foundational Skills: Foundational literacy and math skills will be taught at each scholar's skill level, using technology to personalize daily online learning for scholars and guided small group instruction from highly qualified teachers. This approach will allow scholars to build a solid foundation in these core areas, regardless of entry level. Scholars who arrive below grade level will be offered intervention to ensure learning is accelerated in order to meet standards.

Inquiry: Heterogeneous groups of scholars will collaborate on integrated projects called "challenges" that generate critical thinking and promote authentic learning. Through in-depth exploration of topics, scholars will simultaneously nurture a love of learning and develop the skills that will prepare them for global citizenship in the 21st century. The development of these skills will be the key to preparing scholars to be leaders within the community.

Enrichment: As one way to build the leadership skills of curiosity, collaboration, initiative, urgency, and grit, scholars will engage in an enrichment period every day. Scholars will choose physical activities such as soccer, dance, and basketball; they will learn a world language, and/or they will participate in theater, visual arts, or music activities each afternoon. They will be exposed to a wide variety of activities to help them discover their passion. Enrichment builds on the core values and seeks to develop the whole child, beyond foundational academic skills. It is a time of day for play and exploration.

Community Engagement

Rainier Prep is excited about the level of community and family support that has been generated for the proposed school in the last three months. Since August 2013, Rainier Prep's school leader has met 1:1 with numerous individuals and families in the Highline/South King County community, and we have held six public meetings in the last two months with families and communities to get feedback on our model. Below is a description of the group community outreach events conducted prior to the submission of the charter. Interest from community

⁸ Mission, vision, and start up plan based on study of and visits to high performing charters such as Denver School of Science and Technology (DSST), KIPP, Uncommon Schools, and Summit Public Schools.

based organizations, families, and scholars is growing. See Attachment 9 for letters of support and evidence of community engagement. Rainier Prep sees these efforts as the start of a broader community outreach strategy, which is outlined in the family and community involvement section.

Community Engagement Events

Date	Audience	Location	City
October 10	Families	Valley View Library	SeaTac
October 17	Community Based Leaders	Greenbridge	Seattle
October 26	Families	Tukwila Library	Tukwila
November 2	Families	Burien Library	Burien
November 14	Greenbridge Residents	Greenbridge	Seattle
November 16	Families and Community	Burien Community Center	Burien

5. Leadership and Governance. List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). A complete application requires the Applicant to submit a signed Certification and Authorization Form for A Criminal History Background Check (Criminal History Authorization Form) for each of the school’s proposed leadership team and governing board. The Criminal History Authorization Form, which is incorporated by reference, is located at the Commission’s website and on the Review Room portal. Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Current Job Title and Employer	Position with Proposed School	Full Name
Senior Fellow, WA State Charter Schools Association	School Leader	Maggie O’Sullivan
Dean and Vice Provost, University of Washington	Board Member	Ed Taylor
Senior Vice President Web Services, Amazon	Board Member	Andy Jassy
Historian in Residence, Community Volunteer	Board Member	Joan Hsiao
Associate Director, UW Center for Educational Leadership; Former Highline Executive Director High Schools	Board Member	Max Silverman
Senior Program Officer, Bill and Melinda Gates Foundation	Board Member	Adam Porsch

6. Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of scholars must include the minimum and maximum planned enrollment per grade per year.

Enrollment Plan

Grade Level	Number of Students					
	Year 1 2015	Year 2	Year 3	Year 4	Year 5	At Capacity 2017
5	108	100	100	100	100	100
6	108	108	100	100	100	100
7		108	108	100	100	100
8			108	108	100	100

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

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep will open with 5th and 6th grade cohorts and add a grade level each year until reaching capacity. Each year thereafter, Rainier Prep will accept a new class of 5th graders and scholars in any grade where there is space. Rainier Prep studied schools of different sizes and concluded that four sections of scholars provides diversity, flexibility, and opportunities for teacher collaboration, and ensures each child’s needs are known by his/her teachers. We are starting with two grades to make sure that we are a financially viable and will grow one year at a time per recommendations by experienced, successful charter operations such as Denver School of Science and Technology (DSST), Summit Public Schools, and KIPP. We will start with slightly more students per grade level in Year 1 to ensure a responsible budget and will move to a model of 100 students per grade level.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK

Section 1. Educational Program Design and Capacity

(25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep’s Founder Maggie O’Sullivan, along with design team members, studied high poverty, high performing schools that are beating the odds and achieving excellent student outcomes.⁹ Rainier Prep created a model that takes known best practices and applies them to our unique Northwest context to create a next generation, high performing school that meets the needs of the school’s diverse population.

The education program has three main components: **Foundations, Inquiry, and Leadership**. All areas of the program support one of these three components:

Foundations are two core content classes of Math and English Language Arts (ELA/ reading and writing). Scholars will attend foundation classes with content expert teachers for at least 90 minutes per day for both ELA and Math. These classes will focus on accelerating all scholars in their foundational skills so they are prepared for accelerated classes such as honors, AP, or IB in high school. Foundations classes will use a variety of instructional strategies with an emphasis on direct instruction, a small group rotational blended model, and workshops. Rainier Prep will use curriculum developed by content experts for Foundations classes.

Inquiry times will address the content areas of science, social studies, technology, and media arts. Scholars will learn the content through project-based, real world learning through a series of “challenges.” Units of study and aligned challenges will be developed by Rainier Prep teachers prior to launch based on Common Core State Standards, Next Generation Science Standards, and the skills, such as collaboration and innovation, that employers report are most important for success in today’s workplace.¹⁰

Leadership will be built in throughout the entire day. Staff will teach specific leadership skill development through scholar retreats, advisory, and enrichment classes. Rainier Prep will prepare our scholars for success by developing curiosity, collaboration, urgency, initiative, and grit. Given the rich diversity of the community that Rainier Prep will serve, the leadership component is layered with a social justice emphasis. Scholars will learn about concepts like institutional versus internal racism, code switching, classism, homophobia, and stereotype threat. Scholars will gain a deeper understanding of their own identity and how issues of race,

⁹ Successful educational programs studied include DSST (Denver School of Science and Technology, Summit Public Schools, and the Preuss School.)

¹⁰ Wagner, Tony, “Educating the Next Steve Jobs,” Wall Street Journal, April 12, 2012.

class, and power play out on a college campus and in the workforce.

Throughout all three components, Rainier Prep will focus on personalizing learning. A tailored approach to scholars' skills and interests makes the learning process more engaging and helps accelerate scholar growth. Personalization also gives the flexibility to serve all scholars, no matter the skill level, through daily advisory, a personalized learning plan with specific goals, small group work, and the use of technology to allow scholars to work at their level.

Curriculum and Instructional Design

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

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school will serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted scholars.
5. If the curriculum is not already developed, provide, as **Attachment 3**, 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.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all scholars.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Basic Learning Environment

The school day will be from 8:30 am - 5:00 pm to provide extended learning time for our scholars. It may help the reader to see Attachment 5 with the weekly schedule to picture how the school day unfolds. Each grade level will have four sections with approximately 25 scholars in each class. Within each grade level, the group will be divided in half with two teachers sharing responsibility for 50 scholars. The two teachers of each cohort will have the flexibility to adjust scholars from section to section based on scholar need. Scholars will begin the day with advisory, which will be a time for scholars to set goals, work on social-emotional development, and learn about leadership. Scholars will end their day in Learning Lab, which provides a chance to check in on goals met, organize homework, and reflect on the day. Advisory and Learning Lab will bookend each day and provide additional, personalized support for all scholars.

Curriculum

Each subject area will have a scope and sequence, a course map, unit plans, and lesson plans organized around essential questions and priority standards. Rainier Prep will implement both

vertical alignment of subject areas from one grade to the next and horizontal, cross content alignment from subject area to subject area within each grade level. Foundations Classes will use curriculum that has been developed by outside experts. Inquiry Classes and the Leadership Component curriculum will be developed by founding teachers and curriculum experts prior to the start of school. The standards and Rainier Prep’s mission of college completion and leadership development guide all work, so curricular choices will be regularly evaluated and revised as better curriculum and resources emerge.

Foundations Curriculum

Math Courses

Math is considered by many to be the gate-keeper to higher education.¹¹ As a result, we focus attention on ensuring acceleration in math for all scholars. Rainier Prep will use the eight Mathematical Practices from the Common Core State Standards (CCSS) as the guide for all math courses. The Mathematical Practices develop scholars’ mathematical thinking and ensure that scholars are able to apply math knowledge, not just plug numbers into a formula or recite facts. Rainier Prep plans to use the scope and sequences, the curriculum map and the units (modules) from Engage New York.¹² Staff will use the New York sequence with the understanding that the plan is to accelerate scholars in 5th-7th grades so all scholars complete Algebra by the end of 8th grade. In addition to Engage NY, staff may use resources like Glencoe Mathematics or My Math to support core instruction.

In addition to the core curriculum, Rainier Prep will strategically use software to develop and reinforce scholars’ math skills. During math class, Rainier Prep will use the rotational model of blended learning with some scholars working on computers while others are working with the teacher in a small group. Rainier Prep is planning to use DreamBox, STMath, or a similar program based on studies of blended learning models serving a similar scholar population.¹³ These programs will provide skill-building options which are not language-based, ideal for English Language learners. For the scholars, who are advancing quickly with their math skills, they will access resources like i-ready, Summit Public Schools open source playlists, Khan Academy, etc.

ELA: English Language Arts Courses will focus on teaching the foundations of reading and writing. Rainier Prep will base instruction on high quality, culturally diverse texts with a balance of both fiction and nonfiction. Rainier Prep will use a Readers and Writers Workshop model developed by Teacher’s College.¹⁴ The Readers and Writers Workshop will be modified to ensure that ELL scholars and scholars who are significantly behind get the direct instruction they need to be successful as well as the vocabulary development. This will be accomplished in part through small, guided reading groups that teach specific skills and strategies.¹⁵ All scholars will be expected to read from a minimum of two texts throughout a given day. Scholars will

¹¹ Moses, Bob and Cobb, Charles, Radical Equations, 2002.

¹² <http://www.engageny.org/mathematics>

¹³ <https://www.edsurge.com/st-math>; Study of Rocketship Public Schools and Summit Public Schools

¹⁴ Modified Readers and Writers Workshop as evidenced by Mercer Middle School in Seattle.

¹⁵ Fountas and Pinnell, Guided Reading: Good First Teaching for All Scholars, Heinemann, 1996.

have an independent “choice” book at all times, and they will track their completed books in a personal book log. They will also have at least one teacher-assigned text which will unite the group instruction times and build important skills. Fluency and decoding components will be added for scholars who need that reading skill development.

In addition to the traditional workshop model, scholars will have a blended learning component using the rotational model, rotating to a computer station to work on reading or writing to support their literacy development. This might include using software like i-ready, an adaptive software that personalizes instruction to each scholar’s reading level, using a teacher-directed fluency development activity for repeated reading practice. This personalized computer time will provide some of the skill acceleration needed since the computer can adapt and fill gaps in phonics or basic literacy that some of the scholars will need as well as reinforce scholars’ technology skills.

Inquiry Curriculum (science, social studies, media arts, technology)

The Inquiry Class is where scholars learn about science, social studies, media arts, technology, and ELA in an integrated course. We plan to use the Buck Institute’s planning tools to create our course maps and unit plans.¹⁶ Each unit focuses on an essential question and has priority standards and a culminating product or a performance opportunity, which we have named as a “challenge.”

Inquiry classes will be organized around these challenges, which may be individual, partner or group in nature. They will require scholars to create a tangible product or present their learning to an audience. All challenges will be based on the standards and designed to demonstrate deeper learning about academic content and 21st century leadership skills. Challenges will largely focus on science and social studies content but will be integrated across all curriculum areas.¹⁷

Students, especially in middle school, need to see the connection between the learning inside the classroom and the real world. This connection increases motivation to learn the content.¹⁸ Staff at Rainier Prep will plan lessons with this in mind and will be explicit with scholars about the connectedness of the learning by presenting real world situations, problems, and projects. For example, scholars will learn by applying the scientific method to hands-on experiments, by creating a video on an issue in the community, by communicating with e-mentors in a field of interest to the child, and by teaching topics to younger scholars. All major challenges will be developed prior to the course beginning. Each challenge will have a rubric, model projects, check points for success and direct instruction lessons to support deep authentic learning. As scholars increase their skill level, teachers will use the gradual release method to provide increased independence for scholars as they show readiness.

¹⁶ Buck Institute, <http://www.bie.org/tools/freebies>, October 27, 2013.

¹⁷ “21st Century Skills in the Workplace,” Microsoft Partners in Learning and Pearson Foundation by Gallup, May 28, 2013.

¹⁸ Meta-Analysis of PBL Outcomes, <http://www.bie.org/research/study/meta>

Leadership Curriculum

The curriculum for leadership development will be used throughout all non-academic time. Scholars will develop leadership skills and college readiness skills centered on our core values of curiosity, collaboration, initiative, grit and urgency. Staff will use the research of Carol Dweck and Angela Duckworth to inform instructional decisions. All design team members will read Paul Tough's How Children Succeed. In addition to the non-cognitive skills, there will be explicit instruction on organizational and study skills necessary for college and rigorous high school program success such as the International Baccalaureate program. Staff will teach planning, note taking, and materials organization similar to AVID through Advisory and Learning Lab and then this will be reinforced in all other classes.

Rainier Prep believes in a balanced approach to curriculum and has created an educational program that uses the best curriculum and methods available to date. Since Rainier Prep is an outcomes-focused school, curricular modification will occur as new research on what works best emerges. Curriculum will be selected that shows outstanding results on state and college readiness assessments. Rainier Prep seeks to develop critical thinking and analysis skills which will authentically prepare scholars to be college ready and to become leaders in their communities

Rainier Prep approaches curricular and instructional choices with an outcomes-driven lens and will adjust our curriculum and strategies if they are not getting results for scholars. Rainier Prep knows that one size does not fit all, so staff will need to build in ways for scholars to access, process and show information differently in order to build each of their skills.

As outlined above, much of the Foundations math, reading and writing curriculum is already developed. Phase II of our Design Team will create the Inquiry and Leadership Curriculum as well as supplemental materials for the Foundations classes, between February 2014 – May 2015. (See Attachment 3 for more detail.) Rainier Prep will select Design Team Phase II members, which will be a combination of volunteers and paid teachers and curriculum experts. Rainier Prep has set aside \$40,000 in the budget for this curriculum development. The School Leader will be responsible for the coordination and leadership of this work. The School Design Team Phase II will do the work. Rainier Prep believes that a balanced combination of whole group, small group and 1:1 instruction is the most effective way to meet the needs of every child.

Instructional Methods

Whole Group

The two main whole group methods to be used are Direct Instruction and Socratic Method.

Direct Instruction

Certain skills and concepts are taught most efficiently through direct whole group instruction. With direct whole group instruction, the goal is to provide an intense focus on the most important skills. We accelerate scholars' learning by carefully controlling the features of curriculum design and instructional delivery. Much of the success of direct instruction results from careful intentional planning which instructors at Rainier Prep focus on no matter which

instructional method they are using. Teachers will use the methods described in Doug Lemov's *Teach Like a Champion* (2010) in order to have a consistent, quality approach to direct instruction. In the last 10 years we have gotten significantly better at teaching teachers to use direct whole group instruction with kids in poverty through the work of schools like Uncommon Schools and KIPP. In 2010, Guido Schwerdt and Amelie Wupperman, of the University of Munich, in an empirical study, found that 8th grade scholars learned 3.6% of a standard deviation more in math and science if the teacher spent 10% more time on direct instruction.¹⁹

Socratic Seminars: Socratic Method will be used to develop student oral communications, reading, and critical thinking skills. "The Socratic method of teaching is a student-centered approach that challenges learners to develop their critical thinking skills and engage in analytic discussion."²⁰ In order to prepare scholars for the rigors of college and leadership, staff will teach them how to read a complex text closely and how to discuss the text using evidence to create a convincing argument. Scholars will learn to ask thoughtful questions, listen closely to their fellow scholars and build on others ideas citing evidence from the text to support their reasoning. The Socratic method will be used in both Inquiry and ELA Foundations.

Small Group

Small group work is subdivided into two categories. One is "*group work*," which is based on a project or concept where the scholars must work together to learn a skill or accomplish a task. The other small group work is "*flexible teacher-guided small group instruction*," which is specifically designed based on scholars' need for personalized skill development.

Group Work

Rainier Prep instructors will be trained in Complex Instruction (C.I.), to guide the work of scholars on challenges within the inquiry classes. Complex Instruction is a specific form of group work that evolved from over 20 years of research at the Stanford School of Education. The goal of C.I. is to provide academic access and success for all scholars in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions. Generally there are four scholars in each group. In most cases the scholars are in mixed skill level groups. Tasks are designed so that all scholars in the group will have multiple access points. Group members are also assigned specific roles within the group like facilitator, recorder, materials manager, and timekeeper. All scholars are responsible for an individual summative assignment or product to demonstrate their own learning. The advantages for Complex Instruction for scholars include learning how to work well in teams, how to communicate their ideas to others, how to help others understand ideas, and how to better understand complex processes. All of these are critical 21st century workplace and leadership skills. Group work tasks will also highlight different scholars' skills so that each scholar will have an opportunity to contribute in a meaningful way.²¹

Guided Small Group Instructional/Rotational Blended Model

¹⁹ http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-15_Schwerdt_Wuppermann.pdf

²⁰ Coffey, Heather The Socratic Method, Learn NC, <http://www.learnnc.org/lp/pages/4994>, Oct 20, 2013.

²¹ Goodlad, John and Elizabeth Cohen, *Designing Groupwork: Strategies for the Heterogeneous Classroom*, Teachers College Press, 1994.

During Foundations classes of ELA and Math, teachers will use guided small group instruction during part of their lesson. This instructional method is actually the combination of two different methods that complement each other well. It takes the known best practice of guided reading²² and innovation of the blended learning rotational model to create a classroom environment where scholars are getting personalized instruction both from the computer and from the teacher.

Scholars will be divided into flexible rotational groups which will change based on scholars' needs. For example, scholars might be separated into two groups for one period during the day. Group 1 will spend the first half of class with the teacher, who will provide a structured, direct instruction lesson on solving multi-step problems involving ratio and percentages. Group 2 will spend this time on their laptops working on specific problems and/or reading/listening to explanations of standards that they have not yet mastered. Mid-way through the groups will switch activities. Group 2, who has already mastered the standard for ratio and percentages, might work with the teacher on properties of square roots and their uses in equations. The rotational model can also work well with 3 groups including one teacher station, one computer station, and one group work or independent station. This allows greater personalization of skill building during the time with the teacher because the teacher has a smaller group that can be targeted to the scholars' needs.

One-on-One

One-on-One Goal Setting and Conferencing

Scholars are motivated when the learning is personalized and relevant and when they know that they will be held accountable for learning by people who know and love them. Staff will work together with scholars to establish goals and then review goals and progress regularly. Teachers will design their lessons so that there is some time each day to do individual check-ins, even if this is just one individual goal check during a class period. Scholars will also get extensive goal setting instruction and monitoring through advisory. Rainier Prep plans use of AmeriCorps volunteers to support scholars one-on-one in goal areas, which would provide the individual attention our scholars crave and is essential to their intellectual and character development.

Culturally Aware Instruction and Anti-bias Methods

Beyond whole group, small group, and 1:1 methods, it is critical that all instruction be culturally aware and actively anti-bias given our student population. This method is not a separate concept, but rather it runs through all of the other methods described.

No matter which instructional method is being used, all instructors will be grounded in culturally responsive instruction. A review of the research in "Culturally Responsive Pedagogy: An Overview on Student Outcomes" by Irvine and Hawley shows that there are six inter-related pedagogical practices that influence student learning outcomes:²³

²² Fountas & Pinnell, Guided Reading: Good First Teaching for All Children, Heinemann, 1996.

²³ Irvine and Hawley, "Culturally Responsive Pedagogy: An Overview on Student Outcomes," Southern Poverty Law Center,

- Developing caring relationships with students while maintaining high expectations
- Engaging and motivating students
- Assessing student performance
- Grouping students for instruction
- Selecting and effectively using learning resources
- Promoting and learning from family and community engagement

Rainier Prep staff understands that scholars bring their culture with them and it influences how they learn, just as teachers bring their culture with them and it influences how they teach and communicate. Rainier Prep sees cultural differences as assets to be understood, shared and celebrated. Staff will also teach scholars about racism, sexism, homophobia, discrimination and stereotype threat among other topics, so that they may be better prepared to navigate challenges that they may encounter in different settings.

Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with state standards.

1. Describe the student performance standards for the school as a whole.
2. Provide the school’s plan for using internal and external assessments to measure and report student progress.
3. If the applicant 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 how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting scholars from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and scholars.
5. Provide, as **Attachment 4** the school’s exit standards for graduating scholars. These should clearly set forth what scholars in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student Performance Standards

Rainier Prep will use the Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards for Science, and the C3 Framework for Social Studies State Standards. In addition to the core academic standards we will use the college readiness work by Conley and the non-cognitive work of Duckworth and Tough with the goal that all scholars get to and through college and become leaders in their communities. For information about specific targets, see Performance Management in Section 2.

Internal and External Assessments

Rainier Prep believes in a growth mindset of continuous improvement and a balanced approach to assessment. We use student data to drive our learning and instruction.²⁴ The assessment process looks like this:

December 2011.

²⁴Stiggins and Chappius “Classroom Assessment for Learning” Educational Leadership, September 2002.

- Screening/Diagnostic: after enrollment, before first 2 weeks of school
- Formative and Summative: throughout school year in each class
- Interim Assessments: 4 times a year (internally developed or externally provided, e.g., The Achievement Network)

To align the staff in terms of assessment understanding, Rainier Prep will conduct school-wide professional development meetings before the start of each school year, so that all staff understand the purpose of the different types of assessments, including calibration on internal rubrics. Rainier Prep will have scheduled regular weekly and quarterly times for teachers to analyze student data and progress. Interim Assessments will allow us to see where are compared to other students in the state and country and they will highlight what teachers need to work on next with specific classes and individual scholars.

Rainier Prep will collect universal baseline/screening data on student performance standards. After scholars enroll and before their first day of class, all scholars will take baseline/screening assessments in reading, math, writing, and 21st century leadership skills. This data will help identify which scholars will need the most support and any areas of significant concern or strength. Using the baseline/screening information and the data provided by the family and/ or the previous school (including state exam scores), the Director of Academics along with the Dean of Culture will create a list of scholars who need a more thorough diagnostic assessment in reading, math, and behavior support.

Teacher-Led Cycles of Inquiry and Interim Assessments

Teachers will lead cycles of inquiry using data to better understand what a student knows and what the teacher needs to do next for that student. Every Friday teachers will meet to analyze their formative assessment data and plan their next steps for instruction. These sessions will follow a protocol like those used in Driven by Data by Paul Bambrick-Santoyo.²⁵

Four times a year there will be a larger, structured full day professional development session about student progress using our internal interim assessment system (“Data Days”). Data Days will occur within a week of each quarterly interim assessment in reading, math, and science. During this time, teachers will analyze interim assessments using a school wide protocol for data analysis based on the work of Paul Bambrick-Santoyo from Uncommon Schools. Data Days will use student assessment data to help teachers collaboratively identify student achievement gaps and success, encourage curricular and instructional adjustments, and give teachers an opportunity to reflect on their instruction.

Formative and Summative Assessments

Rainier Prep will engage in regularly scheduled assessments to track student growth and progress on an annual basis. Fall screening and diagnostic assessments will provide critical data that inform teachers’ planning and instruction. One way that progress will be measured is through our interim assessment system as described above. This will allow staff to track

²⁵ Bambrick-Santoyo, Driven by Data, Jossey-Bass, April 2010.

scholars' progress, adjust instruction, compare our summative results with comparable schools, and share real-time information with parents and community.

We want to be able to compare our performance with district schools, so we hope to use many of the same measures as the district. Below is a draft assessment calendar.

Date	Event	Who?	Skills Assessed
Summer	Home visits/Family Interview	All new scholars	Strengths and Weaknesses
August/ September	Language diagnostic	New ELL scholars	Vocabulary, Reading, Writing skills
August	MAP (baseline and screening assessment)	All scholars	Math, Reading
August	21 st Century Leadership Skills Personal Inventory	All scholars	21 st Century skills
October/ November	Interim Assessment #1	All scholars	Math, Reading, Science
	Teacher Data Day # 1		
January	MAP	All scholars	Math, Reading
February	Interim Assessment #2	All scholars	Math, Reading, Science
	Teacher Data Day #2		
April	Interim Assessment #3	All scholars	Math, Reading, Science
	Teacher Data Day #3		
April	Smarter Balanced	All scholars	Math, Reading, Writing
May	EPAS/ Aspire	8 th Graders	ELA, Math, Science
June	Interim Assessment #4	All scholars	Math, Reading, Science
	Teacher Data Day #4		
June	MAP	All scholars	Math, Reading
June	21 st Century Leadership Skills Personal Inventory	All scholars	21 st Century skills
May/ June	Portfolio Defenses	8 th grade scholars	See Attachment 4

Rainier Prep believes in a balanced approach of using traditional and college-ready standards. In addition to common core state assessments, Rainier Prep will use a combination of challenges, portfolio, and portfolio defense for graduation from 8th grade.

Connection to Interventions

Using the Response to Intervention (RTI) Model staff will use data to identify a “hot list” for scholars of academic concern at Tier II and Tier III. These scholars will be provided additional interventions and their progress will be monitored more closely to maximize acceleration. These systems and supports are described in depth in Special Populations and At-Risk Scholars. Scholars may be progress monitored in Tier II or Tier III for either behavior and/or academic concerns. Teachers will meet in grade-level teams every Monday afternoon to discuss scholars of concern.

Reporting Student Progress to Families

Families will receive a report after scholars take summative assessments such as the MAP. Through our family outreach and parent orientation sessions, staff will explain the approach to data and why it matters for their scholars. Staff will share information about what levels of college readiness look like and how to read the common reports that are sent home. Families will also get an official report card three times per year and attend a student-led conference twice per year. The advisory program and student-led conferences are a critical way of bringing all families in and having the scholars own their data and their progress. If a student is more than one year behind in reading or math, the family will be notified and immediately a plan for support will be implemented with the advisor. Regular communication will occur between the family and staff, usually the advisor, about the role that the family can play in the child's path toward being college-ready. If at all possible, Rainier Prep will provide interpreters or written translation to ensure two-way communications between home and school.

Portfolios and Defense

Eighth grade scholars will create a portfolio of written work that shows proficiency in four core competencies that are emphasized in the Common Core State Standards and in college. These competencies are narrative writing, argumentative writing, scientific inquiry and social studies research/explanatory writing. Scholars will write a detailed reflection on each piece that articulates the leadership skills that they demonstrated in the process of creating the written work. Scholars will defend their portfolio and their college-readiness to a panel of staff, scholars and community members using a multimedia presentation to share their learning and readiness to be promoted to high school. The scholar's advisor will serve as the primary support for the student during this portfolio creation and defense process.²⁶

Additional Academic Standards

Rainier Prep does not plan to adopt any additional academic standards at this time.

Policies and Standards for Promotion

In order to move from one grade to the next, scholars will need to earn a grade of a C (70%) or higher in both their math and ELA classes. In order to graduate from 8th grade, scholars must pass their 8th grade math and ELA classes with a C (70%), meet grade level or growth measures on Smarter Balanced and/or MAP, and meet challenge and portfolio requirements. (See Attachment 4 for more info.) Scholars who do not meet these requirements by the end of the academic year will be enrolled in summer school unless they opt for another year in the same grade. Given the research on high school dropout rates for retained scholars, Rainier Prep will make every effort to advance kids while maintaining our standards.²⁷

These promotion requirements will be communicated clearly to families at multiple times and in multiple venues in multiple languages. They will be reviewed at general community meetings

²⁶ Modified from Envision Public Schools Portfolio and Defense Systems.

²⁷ Jimerson and Associates, "Exploring the Relationship between Grade Retention and Dropout Rates," University of California Santa Barbara, 2002.

prior to and during the enrollment period, and they will be discussed one-on-one with new families prior to the start of the school year. Because they are integral to our school's mission, they will be part of start-of-year assemblies and individual student goal-setting, with advisors following up as needed. Staff will be made aware of these requirements during the hiring and process and summer professional development, and they will be intimately involved as advisors and teachers in ensuring each Rainier Prep student is prepared to exceed them.

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet the state graduation standards.

1. Describe how the school will meet these requirements. Explain how scholars 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 scholars at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable. We are not planning to open a high school at this time.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 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 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The Annual Academic Calendar is shown in Attachment 5. There will be 188 school days in the traditional year and a 19-day Summer Session program in June and July for scholars who have not met grade level expectations. There will be at least ten additional staff development days to make sure that all teachers have the training and preparation necessary to be successful. The rationale is that our scholars need more instructional time to make the aggressive gains described in our plan, and teachers need more professional development time to be best prepared to make this happen.

Rainier Prep will have an extended school day. Scholars will arrive at 8:30am and depart at 5:00pm. The later start time reflects research showing that adolescents learn better if they have more sleep, which they are more likely to get with a later start time.²⁸ The school day will

²⁸National Sleep Foundation Study, <http://www.sleepfoundation.org/article/hot-topics/background-earlier-school>

also end later and be more in line with the schedule of many modern working families. After the core academic portion of the day, scholars will participate in enrichment and have the chance to explore physical, artistic, and other endeavors beyond the academic time.

On a daily basis, scholars will have at least 90 minutes of instruction in ELA and at least 90 minutes of instruction in math which totals 450 minutes per week each in ELA and math. Inquiry class will be between 110-145 minutes per day for a total of 690 minutes per week. In addition to core instruction on typical days, scholars will receive additional education through advisory, enrichment and learning lab. The minimum number of instructional hours per day is 6 hours and 57 minutes and per week is 33 hours and 41 minutes including enrichment. Without enrichment, the academic instruction time is 5 hours and 27 minutes per day and 25 hours and 41 minutes per week. Scholars will be in school for 1448 hours, which far exceeds the 1000 hours required by the state.

The schedule provides increased instructional time and prioritizes relationships between teachers and scholars. Each teacher will have contact with approximately 50 scholars on a daily basis, whereas a traditional middle or high school teacher usually has contact with 100-150 scholars. This configuration will enable teachers to know each child and their family well in order to personalize learning and develop an understanding of how to best serve that scholar.

Rainier Prep's schedule allows for each teacher to teach one class in their area of expertise twice a day. This specialization provides for better teacher preparation and instruction. Additionally, cohort groups are flexible within the week or day so that teachers have a partner in lesson design and in working with specific kids and families. Scholars may be moved to a different group for a day or a unit in order to help them get what they need. Another significant benefit of the schedule is that teachers have a planning partner for all courses. By supporting each other in the intentional planning of lessons, teachers are able to plan lessons that better accelerate learning for scholars. Teachers also feel less isolated when they have planning in common, which strengthens the staff's sense of working together for a common goal.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for scholars, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating scholars who enter the school mid-year.
3. Explain how the school culture will take account of and serve scholars with special needs, including scholars receiving special education services, English Language learners, and any scholars 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 your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep believes that to truly have high expectations in an inclusive setting means to also have high levels of support and structure, so that all scholars can meet those expectations. The mission is for all scholars to be prepared to excel at a four-year college and become leaders in their community, so Rainier Prep must provide high levels of support so that all kids can meet the challenge.

High Expectations + High Support = Excellent Student Outcomes

The goal is to build up the scholars' skills so they become self-sufficient and possess the skills required to navigate a complex and sometimes unfriendly world. In order to do this, staff use a gradual release of responsibility approach with behavior, just as they do with academics. We explicitly teach all skills and expectations. These include coming prepared to class, following directions the first time, controlling impulsivity, asking for help when they don't understand, time management, organization skills, hallway procedures, etc. Over time as scholars demonstrate proficiency then we gradually reduce support and structure to prepare them for the future environments where there will not be such high levels of support. In the beginning, some may find our environment to be over-structured but this philosophy is based on countless examples showing that the establishment of strong school culture begins with high structure and clearly established procedures that support learning.²⁹

The culture is built on our core values of urgency, curiosity, collaboration, initiative, and grit. A healthy school culture is nurtured intentionally and it starts with the adults. Every adult who works with scholars must be in complete alignment with the mission, vision, values, goals and expectations of Rainier Prep. This school culture is different than what exists in many traditional schools in which teachers have historically been left alone to do their work. School Leadership will focus on creating a unified, mission-aligned culture with the staff. When all adults focus on outcomes for scholars, excellent results and outcomes are produced.

A mission-aligned culture begins with our hiring process. Rainier Prep will specifically recruit staff members who live the core values. School Leadership will build staff skills, expectations, and pedagogical alignment prior to the start of the school year and will re-visit them on a regular basis. Similar to other high-performing schools, Rainier Prep thinks of staff alignment around expectations as a continual "reorientation process" that is thoughtfully planned.³⁰

Rainier Prep will intentionally build a college-going, inclusive, reflective culture of high expectations from the time that we introduce the school to families through the moment when the scholars graduate and become alumni. It begins before the school year starts when all enrolled scholars receive a home visit/family interview. This is a time for school staff to explain how Rainier Prep is unique, and for families to explain how their child is different and what they hope the school will do to meet their needs. It is a time for school staff and family together to establish a common vision for the student's educational journey. This visit will reinforce the culture of high expectations and high support. The home visit is the first in a series of systemized events and structures throughout the year and a typical school day which will build and reinforce a healthy, positive school culture. Below is a sample list of events that help to

²⁹ Matthews, Jay, "Kipp criticizes its college graduation rates," Washington Post, April 29, 2011.

³⁰ Marcovitz, Ben, Culture Training, Sci Academy, New Orleans, September, 2013.

deliberately build our culture.

- Family Information Events
- Home Visit/ Family Meeting
- Back to School Retreat – Staff
- Back to School Retreat – Scholars at College Campus
- New Student – Orientation Half Days
- Daily Advisory Program
- Weekly Community Meetings
- Student-Led Conferences
- Family Events and Parent Workshops
- Portfolio Defense

Rainier Prep is intentionally a small school, because we believe in knowing all scholars well so that staff can personalize learning. Rainier Prep cultivates this personalization through daily rituals like advisory period in which scholars check in with an adult each morning and practice the 21st century leadership skills required to be successful in college and life.

At our core, staff believe that thoughtful questions and good feedback are what make us better at what we do. Rainier Prep wants parents, scholars, and staff to be engaged in the continuous improvement process, so Rainier Prep sees the culture and the discipline policy evolving to fit the needs of the population that we serve. Rainier Prep sets goals for scholars that are difficult to reach and the presence of a positive peer culture is essential for success. To this end, Rainier Prep will use the practices of Positive Behavior Intervention Support (PBIS) to ensure a vibrant, healthy school environment.

PBIS is a research based practices.³¹ Below is an explanation of the foundations of PBIS that we will adopt and follow as listed on its national website. This model for behavior is intended to be similar to the RtI (Response to Intervention) model for academics.

“School-wide Positive Behavior Support”

School-wide Positive Behavior Support (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none">● Behavioral Expectations Defined● Behavioral Expectations Taught● Reward system for appropriate behavior● Continuum of consequences for problem behavior

³¹ Cohn, Andrea, “Positive Behavior Supports: Information for Educators,” NASP Resource, http://www.nasponline.org/resources/factsheets/pbs_fs.aspx, October, 2013.

	<ul style="list-style-type: none"> • Continuous collection and use of data for decision-making
Secondary	<ul style="list-style-type: none"> • Universal screening • Progress monitoring for at risk scholars • System for increasing structure and predictability • System for increasing contingent adult feedback • System for linking academic and behavioral performance • System for increasing home/school communication • Collection and use of data for decision-making
Tertiary	<ul style="list-style-type: none"> • Functional Behavioral Assessment • Team-based comprehensive assessment • Linking of academic and behavior supports • Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. • Collection and use of data for decision-making

The core elements of PBIS are integrated within organizational systems in which teacher teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements.”³²

Tier 1 (Primary – All scholars)

- **Behavioral Expectations Defined** – Staff will define school-wide behavioral expectations prior to the first day of school and share these with scholars during orientation and the first two weeks of school. Staff will be expected to continually refine these expectations based on student behavior and performance data. School-wide expected behaviors will include arrival, hallway behavior, lunch, exit, community meetings, and common classroom expectations (passing out papers, sharpening pencils, do now procedures, homework, etc.).
- **Behavioral Expectations Taught** – Staff will explicitly teach the behavioral expectations during orientation and the first two weeks of school. They will review these expectations with scholars as needed and after any school break longer than four days.

³² PBIS Website, <http://www.pbis.org/research/default.aspx>, September 22, 2013.

- **Reward system for appropriate behavior** – Scholars will receive “Scholar Dollars” for “making good choices.” This will consist of a weekly paycheck system that will reward scholars for doing the right thing. Scholar Dollars can be used to purchase items at the student store such as pens, pencils, erasers, school swag, and college gear. There may also be special events that scholars can spend their dollars to attend such as Friday Fun and Field Trips. After establishing initial buy-in through these extrinsic reward systems, we will move to higher-level skill development of building intrinsic motivational tools which reflect a student’s commitment to and investment in their own educational goals.
- **Celebrations of academic successes** –To create a culture of joy, we will actively celebrate scholars for the academic gains they make. Scholars will be celebrated through advisory shout outs, community meeting academic celebrations, and recognition in the school newsletter and website. One example of how academic success could be celebrated is ...
 - Scholars whose reading levels progress the equivalent of more than a year in a given time frame, or who have mastered our math fluency expectations will be honored at a Community Meeting.
- **Continuum of consequences for problem behavior** – Problem behaviors will be defined from least severe to most severe with consequences on an easy to read grid which will be provided to staff, scholars, and families and reviewed throughout the school year. (See Attachment 7.)
- **Continuous collection and use of data for decision-making** – Data will be collected on a classroom and school level so that we can analyze and support staff and scholars to improve outcomes for all scholars. This will be kept in an Excel spreadsheet and managed by the office. Scholars making poor choices may result in “lunch bunch” or afternoon detention for support.

Tier 2 (Scholars who need more support)

- **Universal screening:** As with screenings for reading and math, all scholars will get a socio-emotional health screener at the start of the year. This will allow us to identify scholars who may need additional behavioral support. Grade-level teams, along with a family outreach worker and/or Dean of Culture, will study the data and determine who may need additional support.
- **Progress monitoring for at risk scholars:** Scholars who are determined to need Tier 2 supports will have an additional daily “check and connect” with their advisor. This will provide the student, the parent, and the advisory additional information about how the student is performing both academically and behaviorally. The student, family and advisor will identify goals, the student will track progress on these goals from class to class via a form, and the student and advisor will check in at the end of the day to review progress. This information will be shared with families through regular advisory check-ins as well. This program increases structure and adult feedback and increases home/school communication.

Collection and use of data for decision-making – The paycheck system (Scholar Dollars), discipline referral system, attendance, grades, and check and connect all generate important

data that will be collected and analyze to help each student succeed. Grade-level teams will study data during weekly grade level meetings and Friday professional development time so that staff may adjust courses to better meet the needs of scholars. A team comprised of the School Leader, the Dean of Culture, the Family Outreach Worker and the Office Support staff member will meet monthly to review the school-wide behavior and attendance data. Administration will then provide needed training for staff as evidenced by the data. The goal is to use the data to understand why a student is sometimes able to demonstrate positive academic behaviors and other times is not. We look underneath the behavior at the triggers including but not limited to adult words and action, physical space and lighting, peer verbal and nonverbal communication, types of academic tasks, etc. We continually analyze the plan as a team to figure out what is helping this student to be successful and what is blocking the student.

Tier 3 (Extreme behavior for high intensity scholars who are having difficulty staying in the classroom setting)

- **Functional Behavioral Assessment** – For scholars with reoccurring and non-progressing behaviors, a behavior plan will be written with a team that includes the student’s parent, advisor, and a learning specialist. This process begins with a team-based comprehensive assessment. The plan will link academic and behavior supports. For example, a student’s day might be broken into manageable chunks with check-ins and they might be provided more immediate rewards closer together. Communication to home will also be more frequent at this stage. We will set up specific times of day where the student is getting individualized instruction in the areas of greatest need, so that they can build their skills with the goal of moving to Tier 2 supports. This individualized instruction will likely occur with the learning specialist and/ or during advisory.
- **Individualized interventions** – These will be based on assessment information and focus on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.

Reward and Recognition System for Staff

- Stand Up Staff Meetings will occur daily for orientation and the first two weeks of school every day at 8AM and after that weekly on Wednesday mornings and as needed. It is a quick stand up meeting and will end with props tied to core values. The goal is to authentically notice good work among staff, name it and tie it to a core value.
- Scholar Slips: Staff and scholars will write scholar slips for staff who they notice exemplifying the core values of our school. They can slip these into a staff member’s mailbox or make a community meeting announcement.
- Monthly Awards: Each month scholars along with the School Leader will choose one staff member to honor for his or her commitment to the core values. This is meant to recognize outstanding commitment to the core values that can be explained to the staff and scholars to re-enforce the core values.

Reward and Recognition System for Families

Rainier Prep will set a goal with families of giving 10 hours of service at the school per year. Families who meet their goal of 10 hours of service at school will receive public recognition from scholars at a Community Meeting.

Orienting parents and scholars midyear

Rainier Prep will work in a community with high mobility, so the plan for a mid-year entry is critical and will no doubt become further developed with time and understanding of community and family need. The orientation of new families provides an opportunity for student leadership and re-commitment to our culture. Scholars and families entering mid-year will begin with a family orientation given by the Family Outreach Worker or designated staff. They will get a tour of the campus with a trained student leader who has earned the privilege of helping new scholars and families understand Rainier Prep including the core values, behavioral procedures and expectations of hard work (grit). A priority will be given to student leaders who speak the same language as the incoming family. Staff will do a home visit with the new family within two weeks of enrollment. Scholars will receive all of the same diagnostic assessments as those who enrolled in the spring unless the scholar already has that information from a previous school. The Director of Academics will be responsible to make sure that the academic testing, non-cognitive testing, and the family visit occur within two weeks of enrollment. The first day of school the scholar will be paired with a trained buddy who will help the new schoolmate throughout the day. ELL scholars will be placed with a trained buddy who speaks the same language. After day one, the office manager will check in with the family to inquire how the day went and open the lines of communication in case of simple challenges like bathrooms, schedules, buses and it will also provide the family the chance to let staff know if there is anything else that may be important for the school to know. The advisor will call/text on Friday of the first and second weeks to check in and see how things are going from the family perspective. Translation services will be available for all of these points of contact.

Serving scholars with special needs, English Language Learners, and at-risk populations

Rainier Prep will be an inclusive community that supports all scholars. This means that scholars with Individualized Education Plans (IEP) and English Language Learner (ELL) services will be taught in mainstream classrooms. Our culture program dovetails with our intervention program so that scholars who are behind in either area feel consistent and predictable supports. Our culture program relies upon intense team-building activities to build inclusivity among scholars each year during our retreats and orientations. Advisories will build a team mindset through activities like goal setting, learning 21st century leadership skills, and collaborative projects. Additionally, our project based approach will allow scholars different entry points into learning, so that all scholars have the chance to shine and show what they are best at. Through our core curriculum, advisory, and community meetings we will build scholars' understanding of the diverse cultures to which we belong. We will take advantage of the diversity among us to learn about different languages, cultures, and religions. Please refer to *Special Populations and At Risk Scholars* for information.

A Day in the Life of a 6th Grade Student

I wake up, get dressed, gather my school stuff and head for the bus. On the bus I see a friend and we talk about the book that our ELA teacher is having us read called [A Northern Light](#). We wonder what will happen to Mattie as she heads away from her familiar world. As we get off

the bus, our driver, Gus, tells us to be curious today. I am greeted by a staff member who knows my name and inquires if my little brother is feeling better.

Our group goes to breakfast. I pick up breakfast and go straight to advisory. During advisory I eat my breakfast and listen to Mr. C. He is my favorite teacher, so I am thankful that I have advisory with him. I started with a different advisor who I didn't connect well with and when I told the Dean of Culture, she helped me to switch to a different advisor. During advisory today, we are learning about initiative. To break it down, some people wait for things to come to them. We are learning how to create opportunities for ourselves and not just wait for them to come to us. We watch a short video about a teenager who challenged the beliefs of her community and brought better food to the school cafeteria, no easy task. As an advisory we each review our personal goals and we tell our partners one concrete thing that we are going to do today to accomplish our goals. Mr. C calls it "make a commitment." Out loud every day we "make commitments." Mr. C checks our homework and briefly checks in with each of us. We finish with a circle up, shout out for the core value of the day, which is initiative.

I head to first period, math. I love my math teacher but I still don't believe her when she says that we are all going to be on the advanced track. Math has always been hard for me, so I don't see how this is possible. She is unfazed by my past record and has helped me academically more than anyone at this school. She knows what I know and what I don't know, and she saves the really tough questions for when we are working in small groups or 1:1 because she knows that my math brain freezes sometimes in front of the whole class. I actually like math now. It helps that we have computer time which is fun during each math class. I am not exactly sure what the other kids work on during this time, but I am focused on learning the stuff that I know that I am already supposed to know. I know that it is a repeat of the math that I didn't quite learn right the first time. She gives me super hard math problems too, but they are different and we can usually work with a partner or group to figure it out because even the farthest ahead kids don't usually know the answer to these "challenge" problems. I feel like I have grown about 1 year in math in just 3 months, but maybe that's just because I actually don't dread math time any more.

Next I head to English Language Arts which has always been my favorite subject. I am happy because my teacher loves this subject too. He is always going off the deep end about how much he loves this book or that or how he read a "fascinating" article. I kinda think that it is weird but I love it because it makes me feel cool to love reading. He has introduced me to several new authors that he thought that I would like. I am currently reading The Miraculous Journey of Edward Tulane because he recommended it. After our Do Now, we know that it is Socratic Seminar day, so half of the class starts with discussion while the other half works on the narrative writing project on the computers. This school is obsessed with "asking thoughtful questions." You hear about it almost every period. Our homework for ELA was to read 2 chapters, sticky note 3 interesting passages and have 3 thoughtful questions at the ready. They have to be beyond the text questions and we are supposed to talk to each other, not just the teacher, during the discussion. We begin by silently re-reading our 3 passages and our 3 questions. For some reason, re-reading and citing evidence is big in this school. Anyway the teacher gets us started and he says that if we are doing well that he will ask one of us to be the

discussion leader and then he will do one-on-one conferences with the writers. I also forgot to mention that we are videotaping the discussion so that we can analyze how we did. The teacher will have us watch short sections where we are pushing the envelope and doing a Socratic dialogue well. It is a lively short discussion, then we break into pairs, review our personal vocabulary list, set goals for our independent reading, and just plain read which is relaxing for me. Finally it is time to switch to writing. I forgot to mention, when some of the kids are working on writing, some kids are still working on reading because that is a little hard for them. They are practicing hearing the books on the computer or working with our learning specialist in small groups. She is pretty cool, and she pulls different people depending on the day, not exactly sure why but everyone likes her so it does not really matter. I work on my personal essay about who I am – identity is our theme this year. We are trying to understand ourselves better and of course since we are teenagers, we are changing by the day. I was ready for the peer-editing phase and so was Juan, so we gave each other feedback through track changes and chatted online so we didn't disturb others. I might point out that Juan and I just earned the chat privilege last week. It is pretty hard to earn, as you can imagine teenagers can go wrong with chat but I do love it. We finish up by reviewing the homework and turning in what they call an exit ticket.

It is time for lunch so we make our way to the cafeteria and we all sit down. This is the time that Ms. O'Sullivan gives us a talk about something. It is usually short but feels long since we are hungry, but we are always good so she does not go on longer which is what she will do if we are not meeting expectations. Today she talks about initiative and she says that we are going to be starting some new enrichment activities. The staff is taking student input on what physical activities that the kids would like best. That is the crazy thing about this school. The teachers are super strict, but then they are always asking us our opinion and give us time to give feedback on the school, oh yeah they are super into feedback too. We get and give a lot of feedback. Lunch is ok. They are into healthy food and sometimes I like it and sometimes I just don't. We have assigned tables at lunch and I wish that I could sit with Esmeralda but in the end I had a good time talking to the other kids. The teachers are always trying to get us to include everyone or get to know all of the scholars. Sometimes it feels forced but also can see the point since there are way less cliques here than at my elementary school. After we finish lunch we get playtime which is basically 10 minutes of free time, not much but it is still cool.

Next I head to Inquiry. At first I didn't even know what this class was about. I was like is this science or what, and the teacher explained that this is learning for life not for the test. Ok whatever, but I really like this class and it sets this school apart. We are often doing wacky stuff that is interesting and you go out in the world and you totally see what the teacher was talking about. Like yesterday, two people came dressed as FBI agents (some of the kids thought it was real but I was like "are you kidding me?"). They acted all CSI and said that we have a clone on campus. There are two people on campus with the exact same DNA and it is our job through looking at the DNA samples to determine who it is. Before I came here I wasn't that into science but now I am realizing that science is bigger than I thought it was. After our Do Now which was mostly vocab reminders, we get to the science. We are working in groups with these slides to see if they have matching DNA. When I tell other people that I am doing genetics in 6th grade, they think that I am lying but I don't care because we really are. To do this work, you

have to be super precise, which is not my thing. Luckily after I think that I am done, one of the people in my group checks my work. She finds a lot of mistakes. The cool part is she doesn't make me feel bad or do my work for me, she actually helps me figure out how to get it right....probably because we spent about a million hours on "effective groups" and how to be a good group member. Well she learned those lessons and helped me a lot. Our exit ticket today is to write two thoughtful questions for the next class period.

Next is enrichment which is everybody's favorite time. It is run by staff that are super energetic and fun. Mostly it is activities like sports, yoga, dance, drama, chess, languages and music. Today I go to dance which is kind of embarrassing because I am a pretty bad dancer. I tell everyone that I hate it, but I actually like it because the music is good, I enjoy learning the dances and the instructor is fun. It also reminds me of my grandma because she likes to play music that is similar to some of the music that they play.

We finish the day back in our advisory group in Learning Lab. We check planners, review what we have for homework, get our questions answered, start our homework if there is time and do some check-in on our goals. We finish with shout outs or a corny cheer and then we head out for the day. This school is exhausting, but I feel like my brain is growing right in front of my eyes.

A Day in the Life Teacher

I arrive at school at 7:45AM because we start with a short meeting every day at 8. Today the meeting is my co-planning Inquiry with Sarai. We are focused on having the genetics materials prepped for the lesson. We count the magnifying glasses and check the slide lights to make sure that they are working. While we are prepping materials we talk about yesterday's lesson and each of us shares a behavior or "routines" challenge and a student misconception. It is a part of a protocol that we learned for morning planning. Sarai says that she noticed several scholars who were sure that the DNA they were looking at was identical, but it wasn't. They were seeing the parts that were flipped as the same. We brainstormed whether it was a whole group challenge or just for those few scholars. Based on the exit tickets and formative assessment during class, we decided that she needed to do a mini-lesson to correct the misconception for those scholars and to reinforce the concept for the rest who were still shaky on the main points. At Rainier Prep the goal is no more than two preps per teacher and to always give you a partner. My teaching partners are critical to my success, as we share the load in preparing and getting the most interesting material in front of our scholars.

At 8:30, I head to advisory where I am responsible for 15 scholars. We are like a home base for each other. I have visited the home of every student in my advisory except my new guy Vlad, whose house I will go to on Friday. Knowing where they come from helps me guide them. Advisory is about the non-cognitive development of each student and is an essential aspect of how we develop our school culture. We work on core values every day; we check homework, call kids who aren't there yet, eat breakfast and look out for each other. As a school we are trying to decide if we keep advisory by grade level or make it multi-age. I see advantages to each and just want to make sure that advisory continues to be a place where our community gets built and where students feel very known and recognized for who they are and what they

need. After working through a core value lesson and discussing a few school topics, I hit play on the projection system and we all do 5 minutes of morning stretches, a mini workout. The music is awesome and I always feel better right after we do it. The kids love it and it seems to help them be mentally ready for the challenges of the day.

At 8:57 we transition, so I stand at the door and give each student a little encouragement on the way out. Period 1 is language arts for me – I teach this class twice in a row for 6th graders. Over the course of the day I work directly with about 50 scholars, which really works for me as a teacher. I appreciate that I am able to personalize and have meaningful instructional relationships with all of my scholars in a way that I could not when I had 150 scholars per day in my old school. We start with a quick write for every student. I encourage scholars to continue a piece that they have been working on or write from their own prompt, but in the beginning, I also provide a possible prompt that connects with the day's learning. Every student sits right down, gets out their physical notebook or laptop and their hand is in position with pencil or with key strokes. I work the room to do attendance and one-on-one conferences with a student who does better if I check in with him about his goals before we start the main lesson.

When we start the main writing mini-lesson, it focuses on the hook. We have all just started reading Wonder and it has a great hook. I give the scholars five example hooks from books that we have read. I am constantly trying to help them see the connection between reading and writing. I have all of the scholars practice writing a hook, then they trade papers/collaborate online to rewrite their partners a little differently. Finally we break into groups. I lead a guided reading group using the LLI (Level Literacy Intervention from Fountas and Pinnell) materials for five of my scholars who are significantly below grade level. Eleven scholars are reading independently with guiding questions working on gathering evidence as they read to build an argument. We take notes as we read in our "notebooks." (note: from here forward when I say notebook I mean it interchangeably between paper pencil and laptop/tablet.) A group of three scholars are listening to a book on the computer as they follow along with the words. I use this strategy for at least two kinds of learners. It works well for kids who are distracted easily and for scholars who need work on fluency. Hearing the text read correctly can help them make growth. For these scholars, I also ask them to do multiple readings of the same passage, which is usually part of this station. I make it a game and a competition and the scholars surprise themselves at how quickly they progress. I only use the fluency competition with the scholars who need it based on our set threshold (fewer than 90 words-per-minute on grade level text). A fourth group is on computers today, reading information and watching short videos to prepare them for their next Challenge. It is building toward a well-known group 6th grade Challenge that involves figuring out a crime scene.

As you can imagine this system took a while to get into place. At first, I couldn't have a group. My role was to monitor and make sure that all of the groups knew what to do and could take the next step. Now they are rolling along and even have designated leaders. We generally go by the rule "three and then me," which means that you must try three different people before going to the teacher with a question. We are trying to build a culture where scholars rely on each other, not just the teacher, for knowledge. We rotate through the groups today and I work directly in small group with three-quarters of scholars during the 90 minutes. Before I know it, time has run out and we are ready for another transition. I stand with one foot inside the

classroom and one foot inside the hallway and I mostly keep my eyes up to monitor while trying to make a small personal gesture or word of encouragement as they head to their next class. I welcome my next period of ELA at the door and prepare them for the “Do Now.” I appreciate how I can refine my lesson to better meet the scholars’ needs when I teach it twice. The next class period is similar in structure but with different characters given how unique each student at Rainier Prep is and our efforts to personalize to exactly what each needs. In this class the learning specialist works closely with me and usually spends about 50 of the 90 minutes working with small groups, while I work with different scholars in small groups and 1:1.

At lunch I take a moment to connect with colleagues. One day a week, I do lunch duty and today is not my day. Instead, I am able to sit down and chat with a friend, hear how her weekend was and think about something other than school for 20 minutes.

Inquiry comes after lunch and it is the most challenging and amazing class that I have ever taught. We are pushing our own and the kids’ limits. Did you think that 6th graders could do genetics? At Rainier Prep, we make sure the kids always know “the why.” Before or during the teaching of a concept we make sure that the scholars can see the real life application of the learning. Scholars must be able to see how this would apply in their world. Scholars begin class by watching a 3 minute video about DNA being used in crime cases. I take attendance and check homework. The scholars have a graphic organizer in their electronic notebook and they fill it out during and complete it once the video is over. At 6 minutes in, I begin with an introductory analysis question. Scholars offer both questions and responses for the next 6 minutes. I intervene only when scholars state misconceptions or need to be pushed to clarify their questions or answers. Then I give a 9 minute mini-lesson on “genetic coding” which will help the scholars both understand the general content better and prepare them to understand what they are looking at under the microscope. I give 3 minutes of instructions for the group work. I have one group model what it will look like when they are doing this group work correctly. Finally I release the group for “the meat” of the class. I circulate around the room asking questions, clarifying, and using my tablet formative assessment system to note who knows or doesn’t know certain concepts. I complete a one-on one-conference with Jill because I know based on yesterday’s exit ticket data that she will need a little more instruction on this concept to understand what we are doing. As class is about to wrap up, I have scholars put away materials, complete their agenda and complete an exit ticket by computer so that I know what may need re-teaching tomorrow.

The scholars head to enrichment while I head to a grade level meeting. In grade level meeting, we actually meet with our cohort team of teachers who share the same scholars. We focus on scholars who are struggling with behavior or academics. Since this could be many of our scholars, we follow a strict protocol. To get a student on the agenda, you have to email the lead teacher by Friday at 10AM. This enables the student’s advisor to come prepared with all of the data and people can be ready to discuss the case. I am happy that we are focusing on Carmen today because I have noticed that she seems checked out over the last week or two, and normally she is very focused. We wrap up our meeting at 4:10, so I do 40 minutes of planning and then I head to Learning Lab. I like how Learning Lab helps to bring closure to the day and sets my group up for success by being able to follow up 1:1 with scholars. I have a little

more planning to do before the morning so I work until 5:30, then head out to the gym and eventually home. I am exhausted, but also inspired as I am most days after working with a group of colleagues and scholars who are all committed to the same mission: college preparation and the cultivation of a group of leaders for this next generation. Nothing of significance in this world was ever gained without tremendous work and sacrifice, and as long as everyone else at Rainier Prep stays focused on this, I can too. I ask my scholars to work so hard and so I owe it to them to do the same.

Supplemental Programming

1. If after-school or summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of scholars and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

After-School and Summer School

We will offer after school “enrichment” and “learning lab” classes for every student every day. Enrichment will last for 1-2 hours per day and encompasses a variety of activities. Learning lab will be organized by advisory and serve as a final check for the day. Scholars will check in on goals set, give shout outs to their peers, and leave prepared to complete homework. We are working on a partnership with AmeriCorps for Corps volunteers to be on campus supporting scholars in reading and math during the academic day and then leading the enrichment and learning lab activities in the afternoon with support from parents and community members. The Enrichment Coordinator will organize, support and evaluate all of these volunteers. Activities, such as soccer, breakdance, choral music, Spanish conversation, chess, and basketball, will be offered in 8 week segments. During each 8 week segment scholars will have two different enrichment classes (A, B), one of which must be physical in nature. Student interest and staff expertise will drive the addition of new enrichment activities. Funding for these AmeriCorps members is reflected in Attachment 23 with the budget.

Our summer program will focus on scholars who have not yet demonstrated readiness to progress to the next grade level, as determined by promotion requirements. The summer program will last for 19 days, with scholars attending a morning of intensive instruction in the needed subject area(s). Scholars will be expected to meet the promotion by the end of summer program to progress on to the next grade level. The Director of Academics will facilitate summer school staff training, curriculum guides, and oversight. Technology will be used to increase efficiency and effectiveness so that scholars can access what they need when they need it and then demonstrate proficiency.

Extra- and Co-Curricular Activities

The school will focus on the core mission of getting all kids prepared to excel at a 4-year college

and become a leader in their community. Co-curricular programming outside of the enrichment period will occur based on student, parent and staff interest in coordinating and volunteering. Given our mission and the budget, additional co-curricular programming is not the focus of Rainier Prep.

Student Mental, Emotional and Social Help and Development

Rainier Prep believes that mental, emotional and social development of each and every child is paramount to our job and that without our attending to these needs, scholars will not make the academic gains that we intend to see. Staff will do specific skill-building in this area and consider it part of our mission to address the whole child. One way that Rainier Prep will do this is through the development of 21st century leadership skills. These skills help scholars persevere in difficult circumstances and to process their emotions. Rainier Prep is currently researching 21st century leadership curriculum, which would be taught through advisory, community meetings, learning labs and lunch conversations. In addition to direct teaching, Rainier Prep also believes that a strong connection with the student’s advisor and family can help each child develop well in all areas

Many of our scholars may need mental health services, so we are working to develop a core partner who would offer on campus mental health services both 1:1 and group (with parental approval). Social services will be coordinated through our Social Worker/ Family Outreach Worker who will act as a case manager. In many cases the learning specialist will also be a key link in the mental health of the child in terms of tracking data, direct teaching, and provision of support and guidance.

Special Populations and At-Risk Scholars

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer scholars 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 scholars with special needs, including but not limited to scholars with Individualized Education Programs or Section 504 plans; English Language learners; scholars identified as intellectually gifted; and scholars at risk of academic failure or dropping out. The plan should address how the school will meet scholars’ needs in the least restrictive environment.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Education and At-Risk Scholars

Overall Plan to Serve Scholars with Special Needs

Rainier Prep’s multi-tiered approach to supporting the diverse and comprehensive needs of all scholars has been designed based on the successful Summit Prep model, and in consultation with innovative leaders in the field, including from the Seneca Family of Agencies and Robin Lake from the Center on Reinventing Public Education.³³ The design team has worked to tailor

³³ Lake, Robin, Unique Schools Serving Unique Students: Charter Schools and Children with Special Needs, CRPE,

these ideas and strategies to create a model that addresses the unique culture, needs, and aspirations of the greater Highline community.

The most important systems for best supporting special populations and serving them in the least restrictive environment are 1) identification, and 2) Response to Intervention (RtI). Struggling scholars must be identified quickly and accurately, and effective responses to their struggles must be determined, delivered, and monitored with equal timeliness and accuracy.

Rainier Prep's proposed RtI model aims to promote a positive school-wide climate inclusive of all learners, as well as to develop systems focused on early identification and intervention for scholars whose needs are not being addressed by baseline services and instruction.

Interventions are developed and implemented within a progressive, tiered framework. Tier one (universal) represents systems that support the entire population of scholars, including school-wide programs that foster safe and engaging learning environments. Tier two (targeted) represents systems that support scholars who face specific challenges, in order to prevent risk factors from progressing. Tier three (intensive) serves individuals who are identified as having the most severe, chronic, or pervasive concerns. Interventions at this level are highly individualized, comprehensive, and collaborative, focusing on reducing risk factors and increasing protective factors in order to decrease the intensity and duration of symptoms.

This intervention framework is supported by data-informed processes that effectively identifies scholars in need of additional supports, as well as monitor their progress within identified academic, behavioral, and social-emotional interventions. Scholars are identified through (a) teacher referrals based on academic assessment data, or concerns about behavioral and/or social-emotional wellbeing; and (b) regular analysis (quarterly) of school-wide academic assessment data, attendance rates, and office discipline referrals carried out by the School Leader with support from the Lead Learning Specialist. Grade Level Meetings (GLMs) and Student Interventions Meetings (SIMs) will be utilized to collaboratively address the needs of struggling scholars and monitor their progress within identified academic, behavioral and social-emotional interventions. In addition to meeting about individual students' needs, learning specialists and general education teacher have planning time together weekly to collaboratively plan. By creating a strong infrastructure for a tiered approach to intervention that is driven by data-informed referrals and progress monitoring, Rainier Prep will be positioned to seamlessly integrate culturally relevant, evidence-based practices that meet the specific needs of our student population.

English Language Learners

Rainier Prep will develop, implement and maintain policies and procedures for the provision of services to English Language Learner (ELL) scholars in accordance with guidance published in the Office of Civil Rights of the U.S. Department of Education and regulations presented in WAC 392-160.

Identification. In accordance with WAC 392-160-015, Rainier Prep will employ a home

language survey to all families registering new scholars. The survey will ask two questions: (1) Is a language other than English spoken in your home? and (2) Is your child's first language a language other than English? If the answer to question #2 is yes, the student must be tested for eligibility for the transitional bilingual instructional program (TBIP). Scholars will complete the Washington English Language Proficiency Assessment (WELPA) Placement Test in order to determine their eligibility for TBIP services. Rainier Prep will notify all parents of its responsibility for implementing the WELPA and of WELPA test results within 30 days of receiving them from the publisher.

Programs, Practices, and Strategies. Rainier Prep will serve ELLs through a sheltered English immersion program. Under this program, an ELL participates in the general education classroom and receives differentiated instruction that supports their English language development. Teachers will receive professional development and support in implementing best practices in ELL methods in their classroom. Teachers will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. During independent and small group time, teachers will be able to differentiate tasks, readings, and assignments for ELLs. Scholars will be taught vocabulary through formal instruction, as well as through authentic use in language-rich settings in and out of the classroom. Scholars, who need extra support in literacy, including ELLs, may access the Learning Center, Extended Day or Summer Session to receive more individual, intensive support. In addition, Rainier Prep will provide ELL Newcomer Support, where scholars will be matched with on other student or staff member who speaks the same language, in order to help adjust to and build their sense of belonging and engagement with the school community.

Monitoring and Exiting from Services. Rainier Prep will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible scholars on an annual basis. This evaluation will include completion of the WELPA Annual Test. Reclassification procedures utilize multiple criteria in determining whether to classify a student as English Proficient and include: (a) results from the annual WELPA; (b) teachers' assessment of student's curriculum mastery, and; (d) parental opinion.

2. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. 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 scholars.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Populations that Rainier Prep Expects to Serve

The student population enrolled at Rainier Prep will be representative of the community in South King County. In general, residents in this area reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student

population within Highline Public School District, where there are substantial populations of Hispanic (36.5%), Islander (18.7%), Asian (14.7%), and Black (11.0%) scholars.³⁴ Approximately 23.6% of Highline area residents were foreign born, and 36.9% of residents speak a language other than English at home.³⁵ Within the school district, 22.3% of scholars participate in the Transitional Bilingual program, significantly higher than the state average of 9.0%.³⁶ According to the Highline Public Schools' website, scholars in this district speak over 100 languages.

The majority of scholars in the school district come from low-income households, with 69% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by scholars on average in Washington (46.1%). Within the district, 15.1% of scholars are classified with a disability, slightly higher than the state average of 13.0%

In regard to academic performance, 2012-2013 Measurement of Student Progress (MSP) data reveal that fewer Highline School District scholars meet reading and math standards than Washington State scholars on average. It is clear that schools serving scholars in the Highline area must be prepared to meet the needs and value the strengths of an incredibly diverse population of scholars and families

How the program will meet or be adjusted for the diverse needs of scholars. Rainier Prep will provide extensive support to all scholars in Tiers 1, 2, and 3. It is a philosophical belief that all scholars benefit most from being part of the general learning environment whenever possible.³⁷ We believe that the strongest services for special populations must begin with world-class supports for all scholars. For example, Rainier Prep courses will be highly personalized with data-driven learning plans, and a highly differentiated classroom approach that includes the use of blended learning, small groups, and individualized project-based work. Scholars identified to participate in tier two and tier three level supports need more personalized, specialized services provided or monitored by highly qualified special education or language staff. The Rtl model adds the following layers of support for these scholars.

- a) Learning Center Access
- b) Extended Day
- c) Summer Session
- d) Positive Behavioral Supports
- e) Mental Health Intervention and Case Management

3. Explain more specifically how you will identify and meet the learning needs of scholars with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying scholars with special education needs (and avoiding misidentification);

³⁴ Washington State Report Card, OPSI, September, 2013.

³⁵ Data based on average 2010 US Census data for the following cities: Boulevard Park, Burien, Des Moines, Normandy Park, SeaTac, Tukwila, and White Center

³⁶ Washington State Report Card, OSPI, September, 2013.

³⁷ Hehir & Associates, "Review of Special Education in the Commonwealth of Massachusetts," April, 2012.

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure scholars' access to the general education curriculum; and ensure academic success for scholars with special education needs;
- c. Plans for monitoring and evaluating the progress and success of special education scholars with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
- d. Plans for promoting graduation for scholars with special education needs (high school only); and
- e. Plans for qualified staffing adequate for the anticipated special needs population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Scholars with Disabilities

Rainier Prep will comply with all applicable federal and state laws in serving scholars classified with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). It is understood and agreed that all children will have access to the school and no student will be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or need for, special education services. The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Rainier Prep. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

Identification. Rainier Prep is committed to serving scholars with Individualized Education Programs (IEPs) immediately upon entering the school. When scholars are admitted to the school, we will use the information on the application regarding IEP identification as the first mode of identifying scholars joining us who may need additional support. For all newly enrolled scholars, the Learning Specialists will also review the student's record from the previous school year to determine whether the student has previously been evaluated or classified as a student with special needs. For scholars who enroll from another school with a current IEP, the school will conduct a transitional IEP meeting within 30 days. Prior to such meeting and pending agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed between the school and the parent.

Throughout the school year, Rainier Prep's frequent internal assessment program provides an efficient means to identify scholars who are struggling academically in compliance with the Child Find requirements of IDEA. If a student is not making sufficient academic progress, the Grade Level Team will develop a pre-referral (tier two) strategy that may include academic intervention and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks by the Grade Level Team. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

If tier two strategies are unsuccessful, then a Student Intervention Meeting(SIM) will be scheduled with the parent, the student, the School Leader, the Learning Specialist, the scholar's Advisor, and as relevant, teachers, the Social Worker, and/or agency providers. If the scholar has not progressed academically, and classroom teachers or the Learning Specialist believe a disability may exist, the student will be referred, in writing, to the Lead Learning Specialist for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Rainier Prep. A copy of such referral along with the procedural safeguards notice described in WAC 392 172A-03000 will be sent to the student's parents. The Learning Specialist and the School Leader or designee will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the School Leader or designee, the Learning Specialist, the student's Advisor, and other appropriate staff. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 172A-03005, evaluations and decision about eligibility will be 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 will be formed that includes members outlined in WAC 392 172A-03095, and an IEP for that student will be developed within 30 days.

Parents may also request an assessment for special education at any point throughout the school year. This request must be in writing. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the student. If the decision is made to assess the student, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above.

Section 504

Rainier Prep will efficiently identify any scholars protected under Section 504 including any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such impairment; or (3) be regarded as having such impairment. For any such student, Rainier Prep will comply with regulations outlined in the Section 504 regulatory provision at 34 C.F.R. 104.35(b) in individually evaluating a student before classifying the scholars as having a disability. Rainier Prep will adhere to regulations outlined in Section 504 by securing the proper parental consents before carrying out any evaluation of the student. A multi-disciplinary committee including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options will determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. In compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(c), the committee will draw from a variety of sources in the evaluation. Once a student has been classified to receive 504 services, the team will determine what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). The 504 plan will be made available to team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors. As required by Section 504, periodic re-evaluation of student's 504 plans

will occur at least every three years, but no more than once a year, unless the parent and school agree otherwise.

Programs, Practices, and Strategies. Our special education program will be spearheaded by a special education certified teacher (“Lead Learning Specialist”), directly responsible for ensuring that Rainier Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers (Learning Specialists) will be employed to ensure that the unique needs and learning styles of all scholars are being met. Whenever possible, we will educate all scholars within the general education classroom, unless the nature of the disability requires a student’s a different setting for appropriate educational progress.

Learning Specialists will coordinate the direct instruction and inclusion of Special Education scholars. Classroom teachers will be informed of their responsibilities for particular scholars, trained and guided by the Learning Specialists and/or the School Leader on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the scholars’ IEP. Tutoring, counseling, physical, occupational, speech and language therapy services will be provided, as required, (either by Rainier Prep certified staff or specially contracted expert professionals) for those with special needs.

Rainier Prep will attempt to keep scholars mainstreamed whenever possible. However, we will provide the Learning Center for scholars that may benefit from a different type of learning environment or who may need additional support and time to master the mainstream content. Scholars will be provided with outstanding, small group instruction with a Learning Specialist who will focus on the following objectives:

1. Provide content and skill support for mainstream classes
2. Provide remediation as needed to build towards access to mainstream classes
3. Provide behavior and life-skill coaching to build towards access to core classes

For academic interventions, the School Leader will work closely with the Lead Learning Specialist to identify evidence-based curricula that are relevant to the demographics of the school, which may include proven methods such as Wilson, Slingerland, Reading Assistant, FocusMath, and/or STMath.

It is well established that a “collaborative melding” of multi-tiered academic and behavioral/social-emotional supports holds great promise for addressing the needs of all students, including scholars with disabilities.³⁸ Rainier Prep will ensure that all of its scholars benefit from an integrated intervention approach that addresses all barriers to academic success. Rainier Prep’s multi-tiered spectrum of behavioral/social-emotional support is further articulated below.

³⁸ Sugai, G., & Horner, R. H. Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, p. 223-237, 2009.

Evaluating Progress. In accordance with federal and state regulations, all IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years. The IEP will be legally managed by the Lead Learning Specialist. Regular progress on IEP goals will be reported to parents, parallel to Rainier Prep’s general progress reporting schedule.

Staffing. All special education services at Rainier Prep will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and WAC. The vision is to have one special education certified teacher (Learning Specialist) for each grade level. This Learning Specialist will loop with their group of scholars until they graduate. One of the Learning Specialists will serve as the Lead Learning Specialist who will have the additional responsibility of coordinating with outside providers, collaborating with the Education Service District (ESD) or special education cooperative, and monitoring compliance with all laws, policies and regulations regarding special education services.

Rainier Prep intends to work with a special education co-op, ESD and/ or school district partner on securing itinerant staff and services for scholars with disabilities, including but not limited to, speech therapists, occupational therapists, behavioral therapists, psychologists, and transportation. As noted in the Budget Narrative, the Rainier Prep Board will always have a contingency plan ready in the case that the costs of an IEP student (or multiple IEP scholars) increases the expenses on the budget. We will work to build up a reserve of at least \$100,000 that is set aside in case of a large special education expenditure.

4. Explain how the school will meet the needs of English Language Learner (ELL) scholars, including the following:
 - a. Methods for identifying ELL scholars (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 scholars;
 - c. Plans for monitoring and evaluating the progress and success of ELL scholars, including exiting scholars from ELL services;
 - d. Means for providing qualified staffing for ELL scholars.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Means for providing qualified staffing for ELL scholars. Rainier Prep will actively seek out Learning Specialists and teachers with an endorsement in teaching English Language Learners, or ones who are willing to pursue such an endorsement. We will support teachers by providing professional development on structured immersion instruction such as SDAIE or GLAD strategies.

When scholars enroll, their families will fill out the home language survey and will let us know if they believe that their child was qualified for ELL at their last school. The office staff will coordinate with the feeder pattern schools to develop good relationship to help find this information when the family is unsure. The Lead ELL Learning Specialist will also double check with the state database in case the family was uncertain. All necessary paperwork will be followed with translation offered whenever possible. Any scholar whom a staff member suspects may need services, will be referred to the lead learning specialist who is trained to

assess language skill. Rainier Prep will avoid misidentification by following the law, best practices, and by training all staff on how to work with scholars who speak more than one language.

Scholars will be assessed yearly on the state required test. This will determine if they ready to exit ELL services. We will use daily monitoring and consistent evaluation of academic progress to help each student be successful. Because we will be working with a high number of scholars who qualify for ELL, we will actively seek teacher candidates with experience and skills in this area (ELL endorsed, proven track record with ELL scholars, or fluent speaker of one of the primary languages). All staff at Rainier Prep will be trained in working with ELL scholars.

5. Explain how the school will identify and meet the learning needs of at-risk scholars as defined in RCW 28A.710.010(2). *“At-risk student” means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, scholars who do not meeting minimum standards of academic proficiency, scholars who are at risk of dropping out of high school, scholars in chronically low-performing schools, scholars with higher than average disciplinary sanctions, scholars with lower participation rates in advanced or gifted programs, scholars who are limited in English proficiency, scholars who are members of economically disadvantaged families, and scholars who are identified as having special educational needs.*

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

At-Risk Scholars

Some of our school’s most at-risk scholars, including those who come to us from chronically low-performing schools and/or disadvantaged neighborhoods, are those that experience challenges in multiple domains. It is our intention to provide the opportunity for scholars to have access to coordinated and integrated care. We are actively seeking partnerships with mental health agencies, such as Navos and Southwest Youth and Family Services, who would be able to provide services both within the community and onsite.

Rainier Prep’s multi-tiered approach to support will ensure that these challenges are identified early and given frequent follow-up service and attention. By proactively and consistently analyzing data that indicates students’ level of engagement and success, including academic assessment data, attendance, and disciplinary data, the Rainier Prep community will make certain that each youth receives an appropriate level of intervention to meet their individual needs. In addition to the spectrum of academic interventions articulated above, Rainier Prep will provide the following behavioral/social emotional supports to scholars:

Tier One, Behavioral/Social Emotional. Rainier Prep is committed to creating a safe, active, and accessible learning environment for all scholars. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all scholars. To support the healthy social emotional development of our student body, Rainier Prep plans to integrate the development of Leadership Skills (curiosity, collaboration, initiative, and grit) into scholars’ school experience, and to utilize Restorative Justice methods when navigating social-emotional and behavioral challenges that arise. Finally, daily Advisory time will be used to promote social-emotional development as well. Rainier Prep will consider implementing anti-bullying or school-wide social emotional curricula based on the needs demonstrated by our

school community, such as the evidence-based programs Olweus Bullying Prevention and Second Step.

Tier Two, Behavioral/Social Emotional. The School Leader will work to develop thresholds for the initiation of tier two services, considering data gathered through office discipline referrals and attendance. In addition, individual scholars will be identified for tier two supports through Grade Level Team (GLT) meetings. For scholars who are experiencing behavioral challenges, the GLT will work to create an individualized Behavior Contract. Behavior goals will be developed and assessed over time to determine if a scholar is ready to return to tier one levels of support, or if they may be candidates for tier three services. For scholars who are experiencing social emotional challenges, the GLT may refer them to participate in group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART, targeting the specific risk-factors revealed through assessment data). Each student’s progress will be assessed at the end of the intervention cycle to determine if they are ready to return to tier one levels of support, or if they may be in need of intensive, tier three services.

Tier Three, Behavioral/Social Emotional. These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. Close partnerships to quality mental health providers will be pursued, so that scholars in need may be easily referred within the community. During the first year, Rainier Prep will have an onsite social worker who will oversee case management and provide (to the extent possible) onsite direct services for scholars and families.

6. Explain how the school will identify and meet the needs of highly capable scholars, 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 progress and success of intellectually gifted scholars; and
 - c. Means for providing qualified staffing for intellectually gifted scholars.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Highly Capable Scholars

Programs, Practices, Strategies, and Opportunities. Rainier Prep’s instructional program is designed to differentiate instruction for all levels of skill and ability. This individualized design is particularly effective for gifted scholars. Additionally, a variety of instructional techniques and materials provided in Rainier Prep’s academic program allows highly gifted scholars to accelerate the pace of their learning, including blended rotational groups, and project-based work (“challenges”) during Inquiry. The strategy of gradual release will allow for highly gifted scholars to experience accelerated levels of independence, based on their skills and capacity.

Monitoring and Evaluating Progress. Rainier Prep uses the Washington State definition of highly capable which means a student who has been assessed to have superior intellectual

ability as demonstrated by one or more of the multiple criteria in WAC 392-170-040. Highly gifted scholars will participate in all academic assessments and results will help to inform the development of highly individualized and rigorous personal learning plans that will ensure they continue to be challenged and engaged.

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 scholars, including highly capable scholars.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested scholars and families. Specifically describe the plan for outreach to at-risk scholars.
2. Provide, as **Attachment 6** the school’s Enrollment Policy, which should be culturally inclusive and include the following:
 - a. Tentative dates for application period; and enrollment deadlines and procedures, including 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;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - e. Explanation of the purpose of any pre-admission activities for scholars or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

We will focus our recruiting and marketing efforts in the highly diverse area of Highline/South King County. Our recruitment campaign will include outreach to youth development organizations with a long history of working in these communities such as Rainier Scholars, the Boys and Girls Club, YMCA programs, Neighborhood House, faith-based organizations and leaders and teachers at local district schools. Our recruitment and outreach efforts will focus on attracting our target demographic, those having the greatest number of barriers to accessing a college education. Our efforts will target three essential groups: scholars, parents and other local grassroots and educational leaders, in an attempt to ensure that they have a full understanding of the opportunities available at Rainier Prep.

We will host upwards of 20 student and parent information sessions throughout the community over the course of the enrollment season. We will host these on different days of the week and at various times of the day to ensure that no student or parent misses out on learning about Rainier Prep due to work schedule conflicts or other logistical challenges. These meetings and information sessions will be offered in multiple languages, with translators and revolutionary headsets available to dramatically increase the efficacy of translator presence and to ensure that all of our presentation materials are culturally sensitive and relevant.

Rainier Prep will work with established community based youth development programs who have worked successfully in this geographical region such as Rainier Scholars, Neighborhood House and the YMCA to identify low-income, “at-risk” students (and parents) who would benefit from the Rainier Prep opportunity. We will engage deeply and share the school’s vision with area educators (teachers and principals) who know their student population best and can

encourage scholars and families to give full consideration to the Rainier Prep opportunity. Once we have an opportunity to engage with parents in the process, we will present a shared vision for a school which holds the highest of expectations and offers the highest levels of support for their children. We will utilize the voices of scholars and parents who themselves have previously benefitted from a Rainier Prep type experience; in the start-up years, these voices will come from some of the above-mentioned partners but as our history develops at Rainier Prep, the student and parent voices of greatest impact and value will be our own alumni/ae and their parents.

In the startup year, the student recruitment will be done by the School Leader and the Recruitment and Outreach Coordinator/Office Manager. Should we exceed capacity, we will hold a public lottery where all of the names of the scholars without siblings from a given grade will be given a number, and numbers will be selected at random one-by-one until capacity is reached. After capacity is reached, we will continue to select numbers to create a waitlist for the current year. Scholars on the waitlist will be notified if a place becomes available. If they want the spot, they can then transfer into Rainier Prep from their current school.

There will be community meetings, information nights, and school tours once open, to help families prepare for this new experience. All of the pre-admission activities are meant to share information and make sure that the family and the student understand the mission, focus, goals, culture, expectations and tremendous opportunities available within Rainier Prep. Attachment 6 contains the remaining information for recruitment and enrollment including timelines and lottery procedures.

Student Discipline

Describe in detail the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which scholars in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of scholars with disabilities in disciplinary actions and proceedings; and
4. 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 scholars facing expulsion and a plan for providing services to scholars who are expelled or out of school for more than ten days.
5. Discuss how scholars and parents/guardians will be informed of the school's Discipline Policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The culture and discipline systems are built on the idea of a growth mindset: that when a scholar makes a poor choice that it is a learning opportunity where the scholar will be treated

logically and fairly by the adults in hopes that positive learning can result. Scholars must find a way to demonstrate to the community how they have corrected for the problem and/or how it will be different the next time. Staff will use logical consequences wherever possible. For example, if a scholar writes graffiti on the bathroom wall, then he/she would clean the graffiti off of the bathroom wall. This is a time for scholars to learn from small mistakes so that their actions do not escalate into bigger and more consequential matters. Our approach to student management is detailed in the School Culture section.

Because Rainier Prep’s mission is to prepare every student to excel at a four-year college and become a leader in their community, staff will do everything that we can to keep scholars in their classroom learning environment. In cases where scholars are struggling to meet expectations, staff will provide alternate learning settings where scholars will have a short time to regroup, reflect and return to the classroom. When scholars are suspended, our goal will be to require the shortest number of days away from school possible. With “out of school suspensions,” staff will attempt to equip the scholar with the needed technology to “skype” or use other technology like Edmodo to engage in the classroom learning so that they do not fall behind.

This discipline policy is based on practices from a combination of Positive Behavior Interventions and Supports (PBIS) and high poverty, high performing charter schools with excellent academic outcomes and low student attrition, such as Arthur Ashe School (First Line Schools) in New Orleans and the Denver School of Science and Technology. Like theirs, this discipline policy is grounded in clear expectations, high structure, and logical consequences that have proven effective with similar school populations as ours. In addition, our School Culture section details how staff will build healthy relationship with scholars and how they will work from a positive behavior support framework.

While all scholars will be held to the same high expectations, strong teacher-student relationship and excellent professional development will ensure that scholars’ cultural differences are respected and celebrated. All staff will study the discipline data to check for disproportionality across race, gender, special needs, etc. Staff will make plans to address challenges as well as to proactively connect with scholars or groups of scholars who are over represented in our discipline data. School Leadership will be responsible for building the staff’s cultural competency through thoughtful and continuous training.

During the family orientation evenings and the home visit/family interview, staff will share the discipline policy and provide time for scholars and families to ask questions. The office, the School Leader, and the Dean of Culture will provide any further clarification as needed. The school discipline policy will also be posted on the school website. Scholars who enroll midyear will receive an orientation and get time for questions about the discipline policy and the school expectations and procedures. All remaining questions for the discipline section are located in Attachment 7.

Conversion Schools

Proposed conversion schools must provide a detailed plan for how they intend to engage the entire school community and any information regarding steps already taken.

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all scholars who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of scholars in the school.
3. Provide evidence of the organization’s prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable as we are not a conversion school.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep deeply values the community and families it serves, and considers them full partners in the design and success of the school. For it is a true partnership between Rainier Prep and its families/scholars which stands at the core of the school mission: together, alongside parents, guardians and extended community members who have visions of choice and opportunity for their child’s future, Rainier Prep will work to ensure college readiness, academic and personal success for each of its scholars. In addition to all of the activities and strategies described in the student recruitment and enrollment section which involve families and community members, Rainier Prep has taken a number of steps to engage family and community members in its early planning stage months. Between September and the submission of this charter, Rainier Prep held six public meetings to share information and listen to ideas from the community on what they want to see in a school. In Attachment 9, the reader will see evidence of public meetings, letters of community support, signatures of students, and photos of events. In addition to larger public meetings, Rainier Prep has also met with many community members, including leaders from the Boy and Girls Club, Highline Community College, White Center CDA, YMCA, South County Council of Human Services and Highline Public Schools. Each meeting has helped to inform the development of our school, because Rainier Prep wants to create a school that is truly responsive to the needs of the community.

Rainier Prep Community Meetings Through November 2013				
Date	Time	Location	City	Audience
October 10	5PM	Valley View Library	SeaTac	Families
October 17	11AM	Greenbridge	Seattle	Community Based Leaders
October 26	1PM	Tukwila Library	Tukwila	Families
November 2	10:30AM	Burien Library	Burien	Families
November 14	5:30PM	Greenbridge	Seattle	Greenbridge Residents
November 16	12:00PM	Burien Community Center	Burien	Families and Community

Rainier Prep has just begun what will be a long, deep, and generative conversation with families and communities over the next 18 months. Its first set of informational meetings are laying the groundwork for a grassroots effort to mobilize families and leaders in service of exploring what is possible for their children. The organization will continue to hold monthly public meetings – intentionally scheduled for different locations and different days/times to provide access to all – and encourage parents to attend regularly to keep up a dialogue. Rainier Prep has begun to build a group of parents/family members who will take on some leadership roles in our community organizing efforts, and has already begun to identify some of those local, grassroots leaders who have a hand “on the pulse” of the community and will offer invaluable insight and wisdom during the design phase of the process.

Once the school is approved, Rainier Prep will engage in even deeper and intentional work with the community. In addition to monthly meetings, the organization will

- set up public booths at local events (farmers markets, community healthcare events, Community Based Organization partnership meetings) for families to give input and ask questions
- participate in local public forums (such as the Equity Summit at Highline Community College)
- develop partnerships with after-school providers (Neighborhood House, Boys and Girls Club, YMCA) with the goal of outreach to their students and families
- disseminate school information at family-friendly centers in the neighborhoods it plan to serve (community centers, libraries, child-care centers, food banks, etc.)
- disseminate information at apartment complexes in target neighborhoods and work with King County Housing to visit housing communities

Rainier Prep is also exploring relationships with nearby elementary schools so that principals and school staff can refer students who may benefit by the Rainier Prep experience.

Rainier Prep strives to become a Partner School³⁹ that models inclusivity and openness to the

³⁹ Henderson, Mapp Johnson, Davies. [Beyond the Bake Sale: The Essential Guide to Family-School Partnerships](#). The New Press, 2006.

surrounding community: a school that builds authentic relationships with families, connects parents to learning experiences at the school, is inclusive of all families, and works alongside the community to collaboratively serve its children and citizens. All families will be asked to provide 10 or more hours of voluntary service to the school. This is intended to help build a sense of community through needed tasks and meaningful engagement. Examples of voluntary service will include high leverage work that supports student learning, like volunteering in classes or coaching/leading enrichment activities, and flexible work to accommodate busy parents' schedules, like organizing a community BBQ from home or leading a phone tree to coordinate important information sharing.

Office staff and the Family Outreach Worker will identify parents who will help coordinate school volunteers and create a menu of options that make service engaging and inviting for a diversity of parents. The Enrichment Coordinator will also work closely with families. Once open, Rainier Prep will host informal family events quarterly to make our school an inclusive environment for parents and the surrounding community. As outlined in *School Culture*, advisors will build deep relationships with families through home visits, regular communication, and a four-year relationship with their scholar. Parents will be made aware of volunteer opportunities and expectations via general meetings and home visits, and will become invested in the vitality and health of the school and proud of the many ways in which they each contribute to it. Parents will be offered an opportunity to serve on the Rainier Prep (Parent/Community) Council, a group which will meet regularly with the school leadership team to ensure that parent and stakeholder voice and perspective is always represented, considered and accounted for when decisions are being made, especially ones which directly impact students and families.

Furthermore, Rainier Prep intends to build a parent education component into Rainier Prep's services as well. The organization will provide relevant and timely parent workshop topics on issues ranging from "Understanding the Teenage Brain" to "Healthy Teen Relationships" to a "Diabetes Prevention and Nutritional Eating". These sessions will enable parents not only to hear from experts in the field about the development of their children at various stages, but will also provide the treasured opportunity to speak with one another about what they are experiencing with their scholars at various ages and stages. Time and experience have shown us that those types of opportunities for connection parent-to-parent are the most valuable in helping all to navigate the rocky waters of raising a teenager.

Rainier Prep is also committed to improving family engagement as it grows. The organization will provide a yearly survey to gauge family satisfaction with the school. The Family Outreach Worker will keep data on event attendance and family participation in volunteering, family conferences, parent workshops sessions, etc. This data will be shared with staff to improve family relationships and used to conduct a yearly needs assessment of family involvement and satisfaction with Rainier Prep. At the core, the organization will focus on simultaneously achieving academic targets with scholars while ensuring that parents are a vital, included part of the process.

Rainier Prep is in conversation with several community organizations about partnering with the

program to maximize student services and outcomes. This list includes, but is not limited to: Rainier Scholars (for sharing of best practices around curriculum, instruction, school culture, professional development and financial planning), the University of Washington (for potential collaboration with School of Education teacher training program as well as other departments) and AmeriCorps for a cohort of members who can provide critical assistance with our enrichment programs described in an earlier section of the application (and simultaneously serve as role models for scholars around the pursuit and attainment of a 4-year college degree). Rainier Prep will continue to develop key partnerships as the school establishes itself and becomes ever more aware of the critical needs for scholars which collaboration with other organizations can provide. The organization's vision is to create a school in which the community feels a sense of pride, an identity for the school which makes the community members around it feel inspired by the possibilities of what can be achieved when a group of committed people come together with a common goal and mission of making college a reality for all of its scholars. The school is not planning any fee-based programs at this time. Letters of support are provided in Attachment 9.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These 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. 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; and
 - d. Family and community engagement.

Describe the group's ties to and/or knowledge of the target community.

2. 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 role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the School Leader.

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these

positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.

6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Key Members of School Leadership Team:

School Leader: There is an immense amount of quantitative and qualitative data reflecting the reality that the potential for success of a school seeking to dramatically shift the outcomes for the most under-performing and under-resourced scholars and communities is rooted in the leadership of the school. At the core, a school must have a visionary and committed leader who demands excellence from his/herself as well as every adult and child in that community, and offers tremendous guidance and inspiration to that community of teachers and learners. At Rainier Prep, such a leader exists in the form of Maggie O’Sullivan. Now in her 17th year in public education, having served as a classroom teacher, department chair, school reform leader, principal, district leader and senior fellow in the Washington State Charter Schools Association, O’Sullivan possesses both the depth and breadth of experience in effective administration, curricular leadership and design, governance and school leadership to ensure successful outcomes for the school. Ms. O’Sullivan is a leader who draws other excellent educators to her vision, shares it enough so that it becomes their own and then drives a team relentlessly towards achievement of the goals which will result in successful student outcomes.

After an undergraduate career at Bowdoin College and Masters degree work at Wesleyan, she earned a Masters in Education at Stanford University in 1997. Following a stellar high school teaching and coaching career in Tukwila at Foster High School (in which she passed National Boards and led her school’s efforts to land the Gates Achievers grant), she has spent the past 8 years as a principal in Federal Way School District. In both low-income, highly diverse schools in which she has served, she has produced great results through establishing a culture of achievement and inquiry. For example, in 2012 Reading and Math MSP testing, her overall 3rd grade scores outperformed district and state level results by 10-19% and her Hispanic 3rd graders outperformed other Hispanic students in both the district and state by 17-30% points.

Ms. O’Sullivan is a super smart, roll up your sleeves, get the job done kind of leader, and she shares a deep belief in the life-changing opportunity afforded through a high-quality education. There is no one more ready to lead this effort. Her passion for ensuring that all students have the opportunity to achieve, proven track record at closing the achievement gap in each and every school in which she has worked and led, and her unceasing commitment to do “whatever it takes” in terms of effort, preparation, teacher identification/professional development and the building of a strong school team and community culture make her the ideal leader in an inaugural charter school effort.

Ms. O’Sullivan is an ardent researcher of best practices who carries with her a commitment to inquiry and implementation of what both research and on-the-ground experience have shown to be true and effective. She is unafraid of innovation but also simultaneously uncompromising about ensuring the acquisition of basic and fundamental skills. She is a lifelong student of the

art of teaching and learning, and her athletic background shines in the qualities of leadership and community building she brings forth in all involved. From every staff member in the building to every student, parent and board member with whom she is engaged in her work, each knows that they have an essential role to play in successful outcomes and she inspires a mutual commitment to/investment in mission achievement. Her fierce commitment to issues of equity and justice for ALL students fuel her commitment to the work, as evidenced by the fact that she has intentionally sought out school settings in which the population of students and families have traditionally been underserved or have had inadequate access to resources. (See Attachment 10 for the School Leader’s Resume.) Additionally, Rainier Prep understands the importance of a leadership succession plan for Rainier Prep. The organization plans to develop capacity internally so that the Director of Academics or the Director of Operations could be ready to step into the School Leader role if needed. The organization would, of course, conduct a national search if neither of these people were ready for the School Leader position.

Ms. O’Sullivan understands that the most important decisions a School Leader makes is the selection of teachers and other staff who will be charged with delivering on the mission of the school. To this end, she has begun to formulate a design team of thinkers and developers, as well as an early target list of teachers ideal to recruit for the opening of Rainier Prep. In Design Team Phase 1, Rainier Prep already has a strong team of volunteer educators who bring a diverse skill set and a wealth of experience.

Design Team Phase 1

Name	Organization	Title	Area of Contribution
Hong Nhi Do	Brooklyn Prospect Charter School	Learning Specialist	Sped, Community Outreach
Heather McKey	Northwest School	ELL Teacher	ELL, ELA, Ed Model
Sumiko Huff	Rainier Scholars	Academic Director	Culture Curriculum Dev.
Rachel Fletcher	Formerly with YES Prep	6 th Grade Teacher	Ed Model
Susan Toth	KIPP	Ed Director	Culture, PD, Performance Management
Adie Simmons	WA State Charter Schools Association	Director of Community Outreach	Family and Community Engagement
Susie Wu	Rainier Scholars	Director of Leadership Development	Science and Math Curriculum Leadership

Furthermore, Ms. O’Sullivan and the founding board understand the critical importance of an

equally superb leader in the realm of facilities, operations and logistics which makes all growth and development within a school possible. One of the highest priorities once approved for a charter will be to identify a person who brings equivalent operational expertise to match Ms. O'Sullivan's and her staff's expertise in the educational realm. (See Attachment 11 for job description, timeline, etc.)

As a Senior Fellow with the Washington State Charter Schools Association's Leadership Center, Ms. O'Sullivan is learning leadership and high-performing charter best practices development based on study of, introduction to, and support from charter experts. The Senior Fellows Program is a year-long program (July 2013-2014) that provides weekly seminars taught by local and national education and charter experts, trips to observe high performing charter schools, personalized coaching from former charter leaders, and ongoing support with partner organizations. Some of these experts and partners include:

- The New Teacher Project (human capital)
- EdTec (budget and finance)
- Seneca Family Agencies (special education)
- Charter Board Partners (board governance)
- Marci Cornell-Feist, The High Bar (board governance)
- Ben Marcovitz, Collegiate Academies (school culture)

Ms. O'Sullivan has toured schools and interviewed leaders at the following high performing charter schools: Summit Public Schools, Aspire Public Schools, Lighthouse Community Charter School, Leadership Public Schools, Denver School of Science and Technology, Strive Preparatory Schools, The Odyssey School, SciAcademy, Firstline Schools, Crescent City Schools, KIPP Believe, KIPP Central City, and Bricolage Academy. She will continue to receive support from these and other charter experts on proven practices in high performing, high poverty charter schools for the remainder of the year. She will also complete residencies in high performing charter schools before the planned opening of Rainier Prep in 2015-16. These residencies will focus learning on data-driven instruction, teacher observation and coaching, community engagement, hiring, board governance, school culture, teacher professional development, and strategic planning.

Ms. O'Sullivan understands the tremendous importance of a high-functioning founding board to ensure a school's success, and has recruited an exceptional group to be involved at inception. These include leaders from the business, finance, education, legal, policy and nonprofit worlds of the greater Seattle area. Below is a list of the board members and a short summary of their qualifications and areas of expertise as a part of the founding team.

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 16.5 years, building and leading the CRM function, writing the business plan and leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, and leading the creation of Amazon's Cloud Computing business-- Amazon Web Services (AWS), which he has managed since its inception and continues to lead today. Prior to joining Amazon, Andy managed his own marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He has served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic

planning, growth management, fundraising, performance management, finance, staff leadership development, and start-up operations.

Max Silverman (Vice Chair) - Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director at the Center for Educational Leadership at the University of Washington. Previously, Max served as the Executive Director of High Schools (and Principal) in Highline Public Schools. Max brings tremendous expertise in all aspects of school and district administration, including curriculum, instruction, assessment, community engagement, school leadership, staff development and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area.

Joan Hsiao (Treasurer) – Finance: Joan holds an AB from Harvard and MPPM from Yale. She is currently a teacher with Historian in Residence as well as a community volunteer. She brings critical expertise in financing and budgeting, with private and public sector professional experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York and for the Seattle City Council. As a community volunteer, Joan has enjoyed service for a number of schools. In addition to board memberships, she has held a variety of leadership position in PTAs and including serving on the Board of Trustees at the Lakeside School.

Adam Porsch (Secretary) - Legal: Adam holds both a BA and an MA from Northwestern, as well as a JD from Yale. He is currently a Senior Program Officer for the Bill & Melinda Gates Foundation's College Ready Program. Adam brings a background in law and specifically charter school law and governance, experience in school board leadership management. Prior to joining the Gates Foundation, Adam served as consultant for the executive team at New Leaders for New Schools. Adam also served as Director of Performance Management for the District of Columbia Public Schools, where he led the development of the school system's first performance-based budget. Adam brings great knowledge of high performing charter schools nationwide and specializes in building positive relations between districts and charter schools.

Ed Taylor – Post-Secondary: Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education. Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve.

In addition to the School Leader and the Board, our plan for startup recruiting, hiring and job descriptions are in Attachment 11. The organization will take the time to recruit the most highly-qualified individuals by selling the vision and mission of Rainier Prep, as well as the

tremendous opportunities for professional growth which can occur by working in this setting. Rainier Prep will keep a relentless commitment to standards of excellence in all aspects of hiring and will emerge with a group of dedicated, committed, talented educators and staff members who have one goal at the core of their work: to prepare all students to excel at four year colleges and serve as leaders in their community.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan and Capacity

(25 pages)

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep is a non-profit organization that incorporated in October of 2013 for the purpose of starting a public charter school. The relevant legal documents are located in Attachment 12.

Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, 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.

Governing Board

1. Explain 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. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and School Leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
 - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school, what steps have been 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.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. 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.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The Rainier Prep Board includes five talented founding members.

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 16.5 years, building and leading the CRM function, writing the business plan and leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, and leading the creation of Amazon's Cloud Computing business-- Amazon Web Services (AWS), which he has managed since its inception and continues to lead today. Andy also leads Amazon's Technology Infrastructure team, as well as Amazon's Mobile AppStore, Gaming Platform, and Web Browser (Amazon Silk). Prior to joining Amazon, Andy managed his own Marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He has served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic planning, start-up operations and growth management, fundraising, performance management principles, finance, and staff leadership development. Andy has joined the Rainier Prep Board because he believes that every child deserve a great public school.

Max Silverman (Vice Chair) - Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director at the Center for Educational Leadership at the University of Washington. Previously, Max served as the Executive Director of High Schools (and Principal) in Highline Public Schools. A lifelong educator and resident of South Seattle, Max brings tremendous expertise in all aspects of school and district administration, governance, educational design principles, community engagement, and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area. Max joined the Rainier Prep Board because he wants to be part of creating an outstanding new public school in South King County that serves the kids who need it most.

Joan Hsiao (Treasurer) – Finance: Joan holds an AB from Harvard and MPPM from Yale. She is currently a teacher with Historian in Residence as well as a community volunteer. She brings critical expertise in financing and budgeting, with private and public sector professional

experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York and for the Seattle City Council. As a community volunteer, Joan has enjoyed service for a number of schools. In addition to board memberships, she has held a variety of leadership position in PTAs and including serving on the Board of Trustees at the Lakeside School. Joan has joined the Rainier Prep Board because she believes strongly in the mission of Rainier Prep and its potential to improve students' lives.

Adam Porsch (Secretary) - Legal: Adam holds both a BA and an MA from Northwestern, as well as a JD from Yale. He is currently a Senior Program Officer for the Bill & Melinda Gates Foundation's College Ready Program. Adam brings a background in law and specifically charter school law and governance, experience in school board leadership management, and a finger on the pulse of broader charter and school reform efforts around the country. Prior to joining the Gates Foundation, Adam served as consultant for the executive team at New Leaders for New Schools in New York City. Adam also served as Director of Performance Management for the District of Columbia Public Schools, where he led the development of the school system's first performance-based budget, worked on a reform plan for Special Education, and developed an innovative partnership with the Maya Angelou Public Charter Schools, a charter management organization working with students who have not succeeded in traditional schools. Earlier in his career, Adam was a strategy consultant with McKinsey & Company, helping to advise leading companies and startups. Adam joined the Rainier Prep Board because of his confidence in the Founding Team and his belief in the mission of getting all students to and through college.

Ed Taylor – Post-Secondary: Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education. Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve. Dr. Taylor has been an advocate for all kids for more than 30 years. He wants to be a part of the Rainier Prep Board to extend the reach of the exceptional work that he is already doing in the greater Seattle community.

The next two priorities in growing the board are to identify members of the Highline community, who will best represent the interests of the specific area in which Rainier Prep seeks to establish itself and to identify a board member with facilities expertise. The organization respects the critical voice that not only these leaders, but also the families and grassroots members of the community play in the school formation process. Rainier Prep is currently in conversation with several community members and several facilities people about a role on the board.

A more in depth look at the board's qualifications and interest in serving on the board is located in Attachment 14.

Because Maggie O’Sullivan is a Senior Fellow at the Washington State Charter Schools Association’s Leadership Center, Rainier Prep will receive training in board best practices from Charter Board Partners, a non-profit organization that provides recruiting, training, governance support, and networking supports to boards.

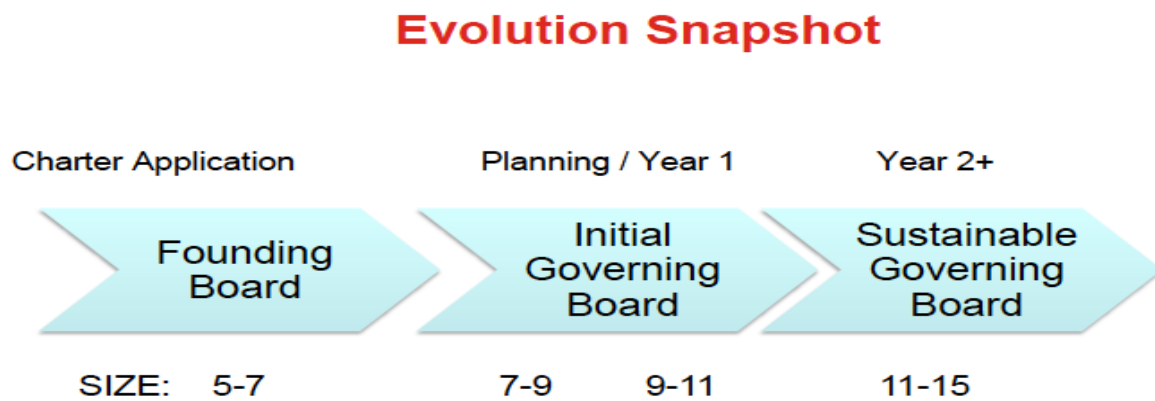
In developing the school philosophy with board governance, Rainier Prep worked closely with Marci Cornell-Feist of the High Bar. For the past 16 years, The High Bar has focused solely on making effective charter school boards and has worked with 500+ charter school boards nationwide.

The High Bar defines a charter school board as: A highly effective team, strategically assembled, to bring the skills, expertise, temperament and time to govern a multi-million dollar public enterprise. Effective school boards provide governance for the school. They focus on long-range strategic vision, financial health and oversight, academic outcomes, and evaluation and support of the leader.⁴⁰

The High Bar approach emphasizes that an effective charter school board focuses on results and hires a skilled School Leader to deliver those results. The work of a results-focused board should center on answering these key questions:

- Are we on track to deliver academic excellence?
- Are we operationally and financially sound?
- Do we have the right leader to drive us towards our path of excellence?⁴¹

The Rainier Prep Board will be governed by a board of 5 to 15 individuals. Below is a chart that shows The High Bar’s recommended expansion plan.



Rainier Prep is starting with a board of five members and plans to expand to nine to eleven members if authorized from the state commission. The organization is currently cultivating relationships with key community members and facilities experts for these additional board

⁴⁰ “Creating an Effective Charter School Governing Board,” Charter Friends National Network, 2000.

⁴¹ NACSA, “Good to Govern,” Feb. 2010.

positions. The Founding Board was recruited by the School Leader who is working together with the current board to recruit the “initial governing board.” The board will follow the by-laws for the recruitment and election of the remaining members.

Rainier Prep has formed a new non-profit organization with a new board. The board will have full governance authority over the school as outlined in the by-laws and articles of incorporation. The school board has the ultimate responsibility for the school’s academic and financial success. The board will approve the annual budget as well as all school policies. In addition, the board sets the strategy that guides the school to fulfill its mission.

The governing board will hire, support, evaluate, and have the power to dismiss the leader. The current board represents a mix of skills with expertise in finance, educational leadership, school management, law, charter school district partnership, business, and organizational startup. See the resumes for more detailed information about their professional expertise and previous governing board experience.

The Board structure will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve renewable two-year terms. Each board member will serve on one of the following committees: Governance, Finance, Development, Academic Excellence or School Leader Evaluation. Monthly board meetings will be held in compliance with the state’s open public meetings law. The School Leader will serve as an *ex-officio*, non-voting member of the board.

The School Leader will implement the school’s mission, lead the school and report directly to the Board on all major, school-related matters. The School Leader will attend board meetings, report academic results, financial reports, legal issues and other pertinent documents for display and review. The School Leader will be charged with hiring, setting compensation for, supporting and evaluating all other school staff.

Board Officers

Chair, Board of Trustees: The Chair is the volunteer leader of Rainier Prep who facilitates all meetings of the Board of Trustees and other meetings as required. The Board Chair oversees implementation of Board policies and ensures that appropriate organizational systems and procedures are established and maintained. Through frequent communication, the Chair maintains a close working relationship with the School Leader, which is important for school oversight. The Chair is the primary liaison between the School Leader and the Board. The Chair will possess strong group facilitation/group process and leadership skills and will be prepared to serve as a coach and mentor to the School Leader.

Vice Chair: The Vice Chair will preside at meetings of the Board of Trustees in the Board Chair’s absence and assist the Board Chair in maintaining regular monitoring and coaching of board committees and task forces by serving as a member of standing committees as designated by the Board Chair.

Treasurer: The Treasurer will serve as the chair of the finance committee and will, jointly with the finance committee and Director of Operations or other school staff, ensure that current

financial records are maintained, accurately reflecting the financial condition of the school. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). The treasurer is responsible for the oversight of the records and will present the financial reports regularly to the board.

Secretary: The Secretary is the primary steward of the record keeping and organizational documentation of the school and the secretary takes the minutes during the board meetings.

Committees

The Board of Trustees will have five standing committees: Governance, Finance, Development, Academic Excellence and School Leadership Evaluation. Each committee's roles and responsibilities are outlined below.

Governance Committee. The Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the Board of Trustees. The focus of the committee revolves around the following five major areas:

1. Board Role and Responsibilities
2. Board Composition including New Member Recruitment
3. Board Knowledge
4. Board Effectiveness
5. Board Leadership

Finance Committee. The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Trustees, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit. The Financial Committee will work in close collaboration with the School Leader and the Director of Operations.

The committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Board understand the organization's finances. The committee also reviews the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

Development Committee. The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Trustees about the organization's program plans and the resources needed to realize those plans. It familiarizes Trustees with fundraising skills and techniques so that they are comfortable raising money. The committee is the Board's central source of information about the fundraising climate in general, and about

the status of the school’s fundraising activities in particular. The committee sets minimum guidelines for Trustees’ contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors.

Academic Excellence Committee. The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees partners with the school leadership to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

School Leader Evaluation and Support Committee

The Board will evaluate the success of the School Leader using the school leader evaluation tool. Rather than a quick end of the year evaluation, the Board will focus on a continuous improvement loop of setting goals, reflecting on progress towards achieving goals, giving and receiving feedback. This will occur during two structured check-ins between the Board and School Leader during the school year, in addition to an end of year evaluation that includes a School Leader self-evaluation, a Board Evaluation, and feedback from the School Leader’s direct reports and key stakeholders.

Representation of Key Stakeholders

Rainier Prep will include at least one key parent and/or community member on the Board at all times. In addition, the Board will provide time during meetings for comments from the public. The Board will encourage families and stakeholders to work directly with the school site to share ideas, voice concerns, and make suggestions. The School Leader and school staff will make the decisions that influence day-to-day operations. If the School Board is considering a decision that will have a broader impact on students and families, then the Board will directly engage with stakeholders.

The Board has begun to meet monthly and will be trained on the key elements of high quality board. Rainier Prep began work by reading “Good to Govern” by NACSA as pre-reading for the October 7, 2013 board meeting. The organization will be using the work of NASCA and HighBar to assist in training. Monthly meetings and trainings are mandatory. If a board member is unable to attend in person, he/she will be expected to call in or watch recorded technology and follow-up with the Board Chair and/or School Leader to ensure understanding. The Board Chair will be responsible for new member training until there is a designated member recruitment, training, and support committee. The board will be acquiring skills and recruiting new boards members to fill out the areas of diversity and expertise that are needed for the board to be successful.

Short Term Training Schedule

Month	Training Topic
October	Introduction to Charter School Boards
November	Governance versus Management
December	Financial Oversight
January	Community Engagement
February	Marci Cornell-Feist – Group School Board Training
March	New Board Member Cultivation and Training
April	Board Retreat
May	Ongoing Training Topics to be determined by need

Advisory Bodies

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

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Currently, there is an educational design team. The team is providing expertise on the education model. The team is composed of volunteers led by the School Leader and it will be dissolved prior to the opening of the school.

The School Leadership Team will be comprised of the School Leader, the Director of Operations, the Dean of Culture, and the Director of Academic. These positions are all application-based positions which are open to all to apply. The school leadership team will make school based decisions about topics such as upcoming professional development, preparation for scholar events, and family outreach planning.

Rainier Prep feels that gathering stakeholder feedback is imperative to achieving our mission and vision. Thus, the creation and cultivation of the Rainier Prep (Parent/Community) Council(RPC) is a critical component of our school model. The Council will ensure that stakeholder voice and perspective is always represented, considered, and accounted for when decisions are being made, especially ones that directly impact students and families.

The purpose of the Council is to garner representation of diverse thoughts and offer general guidance to the school. The input and expertise is sought in solving school-wide challenges and recommendations for the school staff or for consideration by the Board. In addition, the Council might provide input on issues such as community safety, dress code, special events, family outreach, school calendar, and the school budget. Typically, the Council will meet monthly and is led by the School Leader and/ or the Family Outreach Worker.

The Council is comprised of representatives from each of the following stakeholder groups:

parents, students, school staff, and community partners. Each member is selected through a democratic nomination and voting process (which includes an application) with their representative stakeholder group, and each member serves a two-year term. The Council is an advisory body that provides input on key decisions to school staff and the School Board.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Should a parent or scholar have an objection to a governing board policy or decision, administrative procedure, or practice at the school, Rainier Prep will encourage them to use a clear and transparent grievance process. The process will encourage grievances be taken to the original source of concern to encourage a solutions-oriented approach and consult to higher positions of power only when necessary given. Our grievance policy will take the following measures into consideration:

For a parent or scholar who has an objection to a school practice:

The parent or scholar should first take the objection to the party in question. (For example, if there is an objection to a decision made by a teacher, then the party should provide feedback to that teacher.) If the parent or scholar does not feel their objection was addressed, they should then take that objection to the next level of leadership. (In this example case, the parent or student would contact the School Leader.) The levels of leadership are:

1. Staff
2. Director of Academic, Dean of Culture, or Director of Operations (depending on concern)
3. School Leader

The final decision-maker on objections to school practices is the School Leader.

For a parent or scholar who has an objection to an administrative procedure:

The parent or scholar should first take that objection to the party in question. If the parent or scholar does not feel their objection was addressed, they should then put that objection in writing to the next level of leadership. The levels of leadership are:

1. Staff
2. Director of Academic, Dean of Culture, or Director of Operations (depending on concern)
3. School Leader
4. Ad-hoc School Grievance Committee (Staff and Parent Representatives)
5. Board (Board will be kept informed of all grievances as the governing body)

In the case that a parent or scholar would like to take an objection to the Board, they will use a written grievance form supplied by Rainier Prep. For disciplinary administrative procedures, please see the Student Discipline section.

District Partnerships

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

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep is working on establishing a strong partnership with the Highline School District. The goal is to create great new public options for students and to collaborate closely with the school district for the success of all students. The organization has met with many district staffers including staff members from local schools, as well as, district personnel from the Office of Family and Community Engagement. Additionally, Rainier Prep has met with Highline School District Superintendent Susan Enfield on several occasions and some members of the Highline School Board to discuss the potential partnership. The Highline School Board recently submitted a letter of intent to be a charter school authorizer showing interest in exploring the charter space. Neither party has signed MOUs nor made formal agreements; however, both organizations are in conversation about the best ways to partner for success. Discussions include but are not limited to facilities, shared professional development, open door policy for visiting each other's schools, coordination of enrollment, data sharing, and buy back of services like transportation. Note a strong letter of support from Superintendent Enfield which is included in Attachment 9.

Education Service Providers (ESP) and Other Partnerships

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

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

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

NA – At this time Rainier Prep does not have any contracts for substantial educational services that are central to its operations or mission.

Staffing

Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. Use the template provided by the Commission to prepare your response. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

NEEDED TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep believes in a growth mindset of continuous improvement, and coaching and feedback is essential for growth. Staff will have a regularly scheduled time with their supervisor at least every other week to check in on progress towards goals, explore curricular, instructional or culture building questions, and exchange feedback based on classroom observations conducted by their supervisor or other colleagues. (Rainier Prep plans to establish a peer-based observation system as well as supervisory based.)

The School Leadership Team will be comprised of the School Leader, the Dean of Culture, the Director of Operations, and the Director of Academics. As Attachment 13 shows, the School Leader directly supervises the members of the leadership team and each of the members of the leadership team then supervises other staff members. A school-wide system for coaching, observation, and evaluation will be instituted for all teaching staff. Lead Teachers, in consultation with the Director of Academics, empowered to supervise and support teachers who are meeting expectation on an ongoing basis. The Director of Academics will be responsible for ensuring that Lead Teachers have the capacity to serve in this supervisory role and will offer necessary professional development to Lead Teachers when needed. (Note: one qualification for the role of Lead Teacher will be previous experience and success in mentoring/supervising fellow teachers.) Lead Teachers will have extra prep time each week for observation and/or training while students attend health/PE class. However, the School Leader will work directly with the Director of Academics over a finite period of time in supervising any teachers receiving unsatisfactory ratings on the evaluation or who are identified as needing a plan for improvement, as one of the most essential roles of the School Leader is to ensure high-performing, high-quality teachers in every single classroom. The School Leader, the Director of Academics and all Lead Teachers will spend significant time in August and throughout the year calibrating to the shared evaluation tool to ensure consistent feedback. See Professional Development section and Attachment 19 for more information.

When built out, the organization plans to have 400 students and 33 staff members. The scholar/teacher ratio may vary throughout a given day. On average, the estimated ratio of certificated staff to scholars will be 22 to 1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain 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 your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the School Leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

All school employees will serve on an at-will basis. Employees will be offered employment positions that will be individually negotiated based on the credentials of the applicant, relevant experience, and overall qualification for the position. Employment offers will be renewed on an annual basis following performance as measured by the Rainier Prep employee evaluation tool. The primary purpose of the employment offer will be to set clear performance expectations for the employee and employer.

Salary

Rainier Prep plans to offer salaries and overall compensation comparable to the district where it is located. Staff salary ranges were developed by studying the salary schedules for Highline and surrounding districts. All employees who work full-time and at least six hours per day will have health and other benefits such as retirement. Rainier Prep plans to opt into the Washington State Retirement System. If this proves to be legally impossible for charter employees in Washington State, the organization will ensure that employees will be able to select a private investment retirement option.

Proposed Salary Ranges and Budgeted Amount

Position	Salary Range	Budgeted Amount
School Leader	85,000-115,000	100,000
Director of Operations	45,000-70,000	65,000
Director of Academics	50,000-80,000	65,000
Lead Teacher	45,000-75,000	58,000
Teacher	35,000-75,000	50,000
Dean of Culture	30,000- 50,000	40,000
Enrichment Coordinator	30,000-45,000	40,000
Office Manager/ Outreach	30,000-45,000	40,000
Custodian	28,000-32,000	31,000
Family Outreach	28,000- 38,000	32,000
Leadership Development	30,000- 42,000	38,000
AmeriCorps	10,000	10,000

Recruiting High Quality Staff

Hiring and retaining great people makes or breaks a school's success. Rainier Prep will clearly define what outstanding teaching and excellent job performance looks like. Employees will be clear about job expectations and have a strong understanding of what success looks like.

Rainier Prep's first hires will set the tone for the level of employee that we are seeking. The organization knows that smart, motivated people want to work with similarly minded people. Many teachers are also motivated by their core values and the mission of getting all students prepared to excel in a four-year college and become leaders in their community.

The organization will create an environment of high expectations for staff from the beginning. This starts with a rigorous interview process and continues throughout orientation, staff training, staff observations and the staff evaluation process. The teacher feedback and evaluation system will clearly show staff where they are performing and what they need to work on next. Top performers will be recognized weekly and provided with non-monetary awards to show staff concrete indicators of what excellent job performance looks like. Additionally, Rainier Prep has learned from TNTP (The New Teacher Project) that staff who receive more feedback about their performance have higher job satisfaction. High value is placed on all staff getting high quality feedback and Rainier Prep has structured supervisory roles to limit the number of people that one supervisor gives feedback to. This will increase the amount of feedback that each teacher receives. The organization is also planning to use the work of Uncommon Schools described in Leverage Leadership to structure observations and feedback.⁴² Hiring the best people is the most important part of a great school. Below are the steps Rainier Prep will take to further develop the hiring process.

1. Define the ideal teacher
2. Build a recruitment pipeline
3. Invest in hiring throughout the year
4. Assign dedicated staff to hiring
5. Establish a hiring process that includes key stakeholders
6. Use the hiring process to set expectations
7. Collect data on what's working and learn from experience

Yearly Timeline for Recruiting and Hiring: Focus = Cultivate Candidates Early	
July - August	Begin to build pipeline of candidates (continues all year)
September - October	Identify and cultivate potential candidates. Build relationships
November - January	Begin resume review and initial phone interviews
January - February	Conduct demo lessons or observe in teacher's current classrooms or teacher's video lesson in current classroom
February - March	Conduct interviews, check references and make offers
April	Complete hiring; continue to build the pipeline for unexpected openings

⁴² Bambrick-Santoyo, Paul, Leverage Leadership, Jossey-Bass, June 2012.

Rainier Prep will start by creating a data system to track recruiting and hiring efforts to ensure use of the most effective strategies for recruiting high performers both locally and from around the country. The organization has already begun the recruiting process and is beginning to identify staff that could fit into key roles by using traditional sources, social networks, and nontraditional sources. Rainier Prep has also been working with TNTP to create pipelines for recruiting and hiring.

Criteria for All Candidates

Because Rainier Prep is a small school with a bold mission, it needs a staff that is multi-talented and can lead/assist with the various challenges that are part of launching a new school successfully. In addition to typical requirements, all staff will need an entrepreneurial spirit and technological savvy to make the school run efficiently. Rainier Prep places a high value on smart, hard-working, mission-aligned people who ask good questions and listen well. In addition, the staff must have past experience working successfully with diverse populations of students and families.

Rainier Prep places a high value on smart, hard-working, mission-aligned people who ask good questions and listen well. The staff must have past experience working successfully with diverse populations and strong content knowledge. In addition, all Rainier Prep staff will share the following characteristics:

- Passionate commitment to improving urban public schools and alignment to Rainier Prep’s mission, core beliefs, and values
- Self-motivated and team-oriented
- Ability to learn quickly and multi-task in a rapidly-changing, fast-paced environment
- High level of personal integrity and responsibility
- Dedicated with a “can-do attitude” and willing to go the extra mile at all times
- Entrepreneurial spirit and technological savvy

Recruitment Process

Rainier Prep is committed to conducting a deep recruitment process annually to ensure the highest caliber applicant pool. The organization is building relationships with critical human capital pipelines such as University of Washington, Seattle University, Teach for America (current and alumni network), Martinez Foundation, and Seattle Teacher Residency Program. We will also take advantage of general outreach using mediums like, Career Fairs, Open Houses, Cultivation conversations with existing contacts, Staff/Families Word of Mouth, and Social Media, including Facebook and LinkedIn.

Hiring Process

1. Application/Certification screening
2. Phone Interview
3. Demo Lesson/Video Lesson
4. In-person Interview
5. Reference Check

Procedures for Background Checks

All employees and contractors will be required to submit to a criminal background check and furnish a criminal record summary as required by RCW 43.43.830-43.43.838 prior to beginning

employment. New employees must submit two sets of fingerprints to the Washington State Department of Justice for the purpose of obtaining a criminal record summary. The Director of Operations shall monitor the compliance of this policy. The Board Chair shall monitor the fingerprinting and background clearance of the School Leader and the Director of Operations. Volunteers who will spend time outside of the direct supervision of a credentialed employee shall be fingerprinted and receive a background clearance prior 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 WSP "Watch System" prior to volunteers being cleared.

Teacher and Leader Evaluation

Both the School Leader and the staff will be evaluated with a combination of observation, 360 feedback, student feedback, student data, and self-reflection.

The School Board and the School Leader have begun to modify the Washington State Charter Schools Association (WSCSA) Leaders Evaluation tool for the evaluation of the School Leader, which aligns well with Rainier Prep's mission and values. (See Attachment 18.) Between November 2013 and March 2014, the School Board and the School Leader will collaboratively determine the evaluation process and modifications to the School Leader tool.

Currently the organization opts for the CEL 5D framework as a foundation for our teacher evaluation tool. (See Attachment 19.) The CEL rubrics and supporting materials have been extensively checked for inter-rater reliability. The supporting materials, including training, can support all teachers in having a concrete picture of what excellence looks like. In addition to observation using the CEL rubric, Rainier Prep will also use 360 feedback tools, student feedback, student data, and self-reflection to evaluate staff. The organization likes the high value that the CEL framework places on clear purpose, scholar engagement, curriculum and pedagogy, assessment for learning, and culture. For additional information on teacher development see the next section on professional development.

Performance Accountability

Rainier Prep will follow the highly effective "promising practices" of teacher evaluation as outlined by TNTP. The organization will set clear expectations, intervene quickly when there are performance challenges, provide concrete and actionable improvement steps, provide time and resources for improvement, make difficult decisions when necessary, and learn from experience. The chart below details the dismissal process.

	Job Description and Expectations	Staff Orientation and Training	Performance Feedback	Performance Feedback Concerns	Plan for Improvement
Activities	Check Mission and Core Values Alignment	Meeting with School Leader and/ or Direct Supervisor Review of expectations and Q and A	Supervisor observes and gives feedback same day (video if available)	Supervisor will observe and document concerns and suggest alternative actions	Weekly observation and feedback meetings with supervisor or School Leader
Tools	Job Description Core Values School Mission	Staff Handbook (to be developed)	Leverage Leadership Protocol	Performance Feedback Concern Form	Performance Evaluation Tool
When?	Pre-hire and immediately post hire	Within first two weeks of work, each staff member will have an orientation	Within first three weeks of first day	At any point	When there are at least two performance concerns within a year

Dismissal will comply with all local, state and federal laws. The law will supersede the process above in extreme situations that require immediate administrative leave.

Capacity

Max Silverman, a member of our founding board, is an Associate Director at CEL. Mr. Silverman has deep expertise in school leader and teacher evaluation protocols and will guide the organization in creating an effective evaluation and feedback process. As a former principal, former Assistant Superintendent, and current coach to principals and district leadership across the country Mr. Silverman brings great knowledge of effective human resources practices including professional development.

School Leader Maggie O’Sullivan has eight years’ experience as a building principal in professional development design and execution and performance management. Additionally, because Maggie O’Sullivan is a Senior Fellow with the Washington State Charter Schools Association's Leadership Center, Rainier Prep will receive training and coaching from The New Teacher Project, a non-profit organization that conducts research and develops tools around best practices in teacher recruitment, hiring, development, and evaluation. The WSCSA Leadership Center and TNTP will work with Rainier Prep to ensure an effective, rigorous staff recruitment and hiring process that promotes equity and access, and reflects the diverse needs of the community and state in which the school is located.

Professional Development

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

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain 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.
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 and how such time will typically be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Professional Development is the responsibility of every staff member at Rainier Prep. The organization believes in a growth mindset of continuous learning, and the adults we hire will consistently model this for scholars. In addition, staff will work to model the core values of curiosity, initiative, collaboration, urgency and grit in all professional development sessions. The School Leader will be the overarching lead on professional development. He/she will be assisted by the lead teachers. Once a Director of Academics is hired, he/she will be the lead on all professional development that is academic in nature. The Dean of Culture will be the lead on professional development that is focused on student culture. The Director of Operations will be the lead on professional development that is operationally focused.

The majority of professional development will be conducted internally, one exception will be Buck Institute training on PBL in August of 2015. The School Leader will work with the Buck Institute to customize their training to align with Rainier Prep's unique education model. During the first week of August, the Buck Institute will build Rainier Prep's foundation for effectively delivering project-based learning, which is essential for the successful launch of the Inquiry period. After the first August training, Rainier Prep will build this expertise in-house. The majority of the professional development will be individualized with the exception of the project-based learning training, data-driven instruction and school culture.

The Rainier Prep school day is designed for teachers to have substantially more time for professional learning and collaborative planning than in traditional schools because the school believes that intentional planning is at the heart of great teaching.

Weekly Teacher PD Schedule:

Monday 3:00-4:30	Tuesday 3:00-4:30	Wednesday 3:00-4:30	Thursday 3:00-4:30	Friday 1:30-5:00
Grade Level Meeting	Co-planning with content	Observation Debrief – Individual Planning	Co-planning Inquiry	Professional Development/ Data Analysis

All activities are intended to strengthen staff skills to help accomplish the Rainier Prep mission. The activities below are the basics of what will take place prior to opening in September 2015.

Timeline of Professional Development Activities Prior to Opening 2015:

Date	Activity	Person Responsible	Topic
January 2015 – April 2015	Hiring Process	School Leader and Leadership Team	Teach all staff about mission and core values
August 3 – 7	Buck Institute Training	Buck Institute Trainer	Integrated Project Based Learning
August 10-11	Staff Retreat	School Leader with support from Leadership Team	Learn about other staff members and why they wanted to work at Rainier Prep Goal Setting
August 12 – 28	August Training	Leadership Team	Big Picture and Details Core Values Mission Collaboration and Effective Meeting Skills Classroom Instruction at Rainier Prep – Teach and Practice it Behavior Management PBIS Teacher Organization Sped and ELL specific skills Data Input and Shared Data Systems
Sept 1-4	Afternoon Debrief of Student Orientations	Dean of Culture with support from Leadership Team	“Sweat the Detail” ⁴³ School Procedures will be practiced until mastered

Timeline of Ongoing Professional Development After Opening:

Date	Activity	Person Responsible	Topic
Every Monday, 3:00pm – 4:30pm	Weekly PD: Grade Level Meetings	Lead Teachers	Whole grade incentives, challenges and alignment, advisor

⁴³ Lemov, Doug, Teach Like A Champion, Wiley Press, April 2010.

			support – Social Emotional Student Learning Discuss, collect data and problem solve around specific struggling students and celebrate students growth and initiative
Every Tuesday, 3:00pm – 4:30pm	Weekly PD: Foundations Co-planning	Teachers	Lesson planning for Foundations
Every Wednesday, 3:00pm – 4:30pm	Weekly PD: Coaching/Debrief Meetings + Teacher Planning	School Leaders, Lead Teachers, Dean of Academics	1:1 debrief and coaching meetings (aligned to goals and individualized Teacher Learning Plans) with all teachers based on classroom observation on Monday or Tuesday
Every Thursday, 3:00pm – 4:30pm	Weekly PD: Inquiry Co-Planning	Teachers	Project planning for Inquiry. Looking at Student Work protocols.
Every Friday 1:30pm – 5:00pm	Weekly PD: Data Analysis & Planning	Dean of Academic Instruction with support of lead teachers	Data Analysis and adjusting plans for next week
Every Thursday, 1:00pm – 3:00pm	Weekly PD: Corps Time For Enrichment Teachers	Enrichment Coordinator	Effective Tutoring practices and effective activity time modeling behavior management techniques
Dates for 2015-2016 - Nov 6, Feb 12, April 15, June 20	Full Day PD: Data Days - Four times per year	Dean of Academic Instruction with support of Lead Teachers	Data Analysis and Planning based on analysis
Date for 2105-2016 School Year: January 4, 2016	Annual: Jan Staff Retreat	School Leader and Leadership Team	Reconnect to core values, mission and each other, reflect on progress made toward school-wide goals.

The School Leader has received extensive training in both the Learning Forward Professional

Standards and the National Equity Project. Ms. O’Sullivan will utilize their frameworks and tools to guide Rainier Prep’s professional development. The Learning Forward Professional Standards show the relationship between professional learning and student results.⁴⁴ The standard categories include the following: learning communities, leadership, resources, data, learning design, implementation and outcomes. Rainier Prep is committed to daily job embedded professional development that is individualized and “just in time,” so teachers can apply it right away and it occurs in small chunks for processing and integrating it into daily practice.

Rainier Prep teachers will have common expectations, making it easier for scholars to be successful. Teachers and leaders reinforce this through annual summer training, weekly common planning, Data Days and bi-annual retreats. In addition, all staff will read common texts each year that align to the mission. The following books will be shared texts during the early years of Rainier Prep: Teach Like a Champion by Lemov, Brain Rules by Medina, How Children Succeed by Tough, Innovators by Wagner, Driven by Data by Bambrick-Santoyo.

Staff will participate in fifteen days of professional development prior to the start of school where they will receive training on every aspect of the school, including instructional design, lesson planning, home visit preparation, student behavior management, etc. Staff will study the standards and outcomes, the assessments, the scope and sequence of curriculum, and the units prior to the start of school. This will allow staff time to unpack content so they can focus on building relationships with students and honing their delivery on day one. This training will be led by the School Leader, the Director of Academics, Lead Teachers and the Dean of Culture. See Attachment 5 for the annual calendar.

In addition to the 25 days and 200 hours of staff training that Rainier Prep has built into the schedule, the school will also have 9.5 hours of weekly job embedded professional development. The schedule is designed to give teachers more time to prepare and plan so they can achieve the school’s ambitious goals. Teachers will meet daily in the afternoon (from 3:00pm – 4:30pm on Monday – Thursday and 1:30pm – 5:00pm on Friday) while the Enrichment Team leads the Enrichment period with students. The staff structure is described in the staffing section.

Performance Management

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider 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.

⁴⁴ Learning Forward, <http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>, October 2013.

Applicants may propose to supplement the Commission’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. In addition to all mandatory assessments, identify the primary interim 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 curriculum, performance goals, and state standards.
4. Explain 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. Explain 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.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that School Leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Performance Management		
<p>Rainier Prep will measure academic achievement by our state’s new assessment system - Smarter Balanced - and the school’s internal assessment system. Given that the state is transitioning to a new assessment system and the performance framework has not been published, the organization is writing these metrics and targets knowing they will be adjusted as new information is gained.</p>		
Domain	Metric	Target
Academic Achievement		
Overall	Annual Measureable Objectives (State and Federal Targets)	Rainier Prep will meet 80 percent of the Annual Measureable Objectives set by the state.
	School Designation set by State	Rainier Prep will not be considered a Focus or Priority School or equivalent.
	Adequate Yearly Progress requirements or equivalent	Rainier Prep will meet AYP.
	EPAS/ Aspire – ACT’s Educational and Planning Assessment System	75% of 8 th graders will demonstrate that they are on track to earning a 24 on ACT in 11 th grade by earning a benchmark score on EPAS/ Aspire (ACT Compass).
	Internal Interim Assessments	<u>4 Interims per Academic Year</u> Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Diagnostic Assessment: NWEA MAP or similar measure	85% of students will meet or exceed annual typical/expected Spring-to-Spring growth targets on NWEA Map or similar assessment. (taken 3 X year)

ELA/ Reading and Writing	Summative Assessment Smarter Balanced	Rainier Prep’s average on the Smarter Balanced Assessment will exceed the average in the local district’s schools in grades 5-8.
	Summative Assessment Smarter Balanced Writing Assessment	Rainier Prep’s average on the Smarter Balanced Assessment will exceed the average in the local district’s schools in grades 5-8.
Math	Diagnostic Assessment NWEA MAP or similar	85% of students will meet or exceed annual typical/expected Spring-to-Spring growth targets on NWEA Map or similar assessment. (taken 3 X year)
	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Summative Assessment Smarter Balanced	Rainier Prep’s average on the Smarter Balanced Assessment will exceed the average in the local district’s schools in grades 5-8.
Science	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.

Organizational Goals		
On Time Arrival	Average Daily On Time Arrival	Rainier Prep will average 95% on- time student arrival.
Attendance	Average Daily Attendance	Rainier Prep will average 96% or higher daily scholar attendance in each school year.
Re-enrollment	% of students who re-enroll from one academic year to the next	Rainier Prep will re-enroll at least 80% of its eligible scholars for the next school year.
Financial Goal	% of cash reserve	Rainier Prep will operate on a balanced budget with the goal of building a reserve of 5% for cash flow and emergency purposes.
Special Education Compliance	% of IEP in compliance on all timelines	IEP compliance meets or exceeds 98%

Rainier Prep Will Use Data Intentionally and Strategically to Inform and Improve Instruction
Scholars’ academic progress will be measured daily through formative assessment with individual feedback so that they can improve quickly. Rainier Prep will also conduct interim assessments every quarterly in at least reading, math, and science. The organization will develop these assessments internally or purchase them through the Achievement Network or a similar organization. Rainier Prep will use the practices and protocols from Paul Bambrick-Santoyo’s Driven by Data based on his work with the Uncommon Charter School Network. Rainier Prep will set aside weekly collaborative professional development time for data analysis as well as four data days throughout the year. All staff will be responsible for data collection

and analysis and will be supported by the Lead Teachers, Director of Academics, and School Leader to support them in converting data collection and analysis into instructional planning and delivery. Furthermore, Rainier Prep believes in a growth mindset of continuous improvement and wants scholars and families to understand what the data means. The class advisors will work closely with their scholars so that they understand their data and are able to set SMART goals. The school will report to families at least four times per year on student progress. Additionally, when a student is given a standardized diagnostic assessment, a report will be sent home explaining the student's scores. This report will be parent friendly and comprehensible for all of our families. Additionally, the school will report to the public annually on its progress toward our goals.

The Director of Academics will be responsible for collecting, managing, and distributing academic data. The Office Manager will manage the attendance and enrollment data. The Director of Operations will manage the financial data. Classroom teachers will interpret the data for their students in collaboration with team members, a Lead Teacher and/ or the Director of Academics. Please see the professional development section for more information on capacity building in this area.

School Leadership and staff will begin each year with at least ten days of intense professional development. The first year of operations includes fifteen days of professional development before school begins. In addition to the August training, teachers will receive ongoing weekly professional development and support in analyzing, interpreting, and using performance data to improve student learning. Please refer to the professional development section for more specific details on our professional development plans.

Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. 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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep's founding team understands that finding a suitable facility is often one of the greatest challenges facing charter school operators. While the team has not yet secured a facility, the following strategies are in place to locate a suitable facility near the greater Highline area prior to the school opening in the fall of 2015. Rainier Prep's permanent facility need is projected to be approximately 40,000 square feet, based on 100 square feet per student. Facility net rents are budgeted at \$0.65 per square foot per month, based on comparable rates for buildings and uses similar to Rainier Prep. Rainier Prep intends to lease only the square footage needed in the first two years of occupancy with the intent to expand within the same facility to suit the permanent required facility size. If needed, Rainier Prep will consider a short-term facility option in years 1 and 2.

Strategy #1 – Lease a district facility: It is Rainier Prep’s first preference to partner with the Highline School District to lease a facility. Rainier Prep is currently in conversations with Highline Public Schools about several of their vacant and underused buildings. For example, one of the sites the school is discussing with the district is Sunnydale Elementary in Burien: 15631 Des Moines Memorial Dr. Burien, WA 98148. This facility is approximately 38,000 feet with adjacent outdoor play space, and currently sits vacant.

The Rainier Prep budget is built on this first strategy with \$150,000 of startup capital allocated for minor renovation, permitting and rent in May and June of 2015. See Attachment 20 for further details on Sunnydale and a corresponding timeline for strategy #1.

Strategy #2/Contingency Plan – Lease a privately owned facility: If the district partnership doesn’t allow for leasing a district building, Rainier Prep’s back-up plan is to lease a privately owned facility. Rainier Prep has located several viable privately owned options near SeaTac, including the New Testament Church: 18635 8th Ave S Burien, WA 98148. See Attachment 20 for details on this site and a corresponding timeline for strategy #2.

In this contingency plan, the Rainier Prep budget may need modification to include a longer pre-occupancy rent period that would allow for more extensive renovation and permitting to adequately convert the space from a privately owned facility to a school.

Financing: The Rainier Prep board plans to raise at least \$500,000 of startup capital. If necessary, \$150,000 will be used for facilities renovation during the startup phase. For details on the board’s fundraising history, see Financial Management Capacity section for more information on the Founding Board’s fundraising capacity. If needed, Rainier Prep will finance the facility through the Charter School Capital (CSC) loan program. Charter School Capital will provide Rainier Prep with a loan of up to \$500,000. See Attachment 24 for CSC’s letter of commitment.

In addition, Rainier Prep is working with the Washington State Charter Schools Association who is exploring a charter school startup fund with various partners, including the U.S. Department of Education Charter Schools Program (CSP) grant fund, and local and national funders. A percentage of this fund may be used to rent and renovate a facility prior to the school opening. In addition, Rainier Prep is developing a relationship with the Charter School Growth Fund in hopes of establishing a partnership after demonstrating successful student results in the first two years of operation.

Expert Support: Christa Chambers, CFO at Kemper Development Company, is volunteering as a Strategic Facility Advisor on facilities and facility financing. Kemper is a privately held commercial real estate owner, manager and developer located in Bellevue, Washington which owns the Bellevue Collection, a portfolio of properties including the well-known Bellevue Square shopping center, the Bellevue Hyatt, the Westin Bellevue, and Lincoln Square, along with other commercial office and retail properties. Ms. Chambers has experience with financing facilities including charter schools through her past work with Key Bank.

Rainier Prep has worked with Matt Wickens from Wickens LLC to better understand the charter

facility acquisition process and to develop the timelines in Attachment 20. Mr. Wickens oversaw the lease negotiation and renovation process for a high performing charter operator (Great Hearts Academies in Arizona) and is currently consulting for the Bill and Melinda Gates Foundation to develop a Washington State Charter School Facility Fund. Through the WA Charters Senior Fellowship, Mr. Wickens will continue to work with us as a pro bono consultant to give feedback and guidance to our facilities plan and development throughout the next 18 months.

Rainier Prep has worked with George Jakotich from New Ventures Group as it's' real estate broker to assist in assessing and locating a suitable facility. As the founder of New Ventures Group, a leading provider of Puget Sound-area real estate services to school districts, non-profit organizations, and other public agencies, Mr. Jakotich has extensive experience working with school districts in the state of Washington and understands the needs of securing an appropriate school building both in terms of regulation and daily practicalities. New Ventures serves as the listing agent for a number of district and other public properties and will work with us to identify an appropriate building.

In addition, Rainier Prep is in discussion with Peter Folkin, the founding Principal of New Ventures Group, who could manage the renovation process. His background includes 14 years of experience in real estate development, development consulting, project management, and the acquisition and sale of real estate. Mr. Folkin's property transactions total in excess of 1 million square feet of building space and 400 acres of land. He has also managed the development and construction of over 1.5 million square feet of shell/core tenant improvement space for private and institutional owners.

Site Specifications: Rainier Prep's facility usage strategy is consistent with core values and school design, including vital opportunities for rich staff collaboration and the development of an ideal school culture by utilizing space conducive to developing a strong community of learners. The following chart lists the organization's needs from year 1-5:

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	200	300	400	400	400
Number of Staff	17	26	32	33	33
Approximate square feet	20,000	30,000	40,000	40,000	40,000
Admin Office Space	3	4	5	5	5
Classrooms	8	12	16	16	16

Specialty Classrooms	2 Learning Centers	3 Learning Centers	4 Learning Centers	4 Learning Centers	4 Learning Centers
Restrooms	4	6	8	8	8
Common Areas	1 Large Community Gathering Space	1 Large Community Gathering Space	1 Large Community Gathering Space	1 Large Community Gathering Space	1 Large Community Gathering Space
Outdoor Space	Field & Play Space	Field & Play Space	Field & Play Space	Field & Play Space	Field & Play Space
Parking	Min 50 Spots (including ADA)	Min 50 Spots (including ADA)	Min 50 Spots (including ADA)	Min 50 Spots (including ADA)	Min 50 Spots (including ADA)
Other	Safe Bus Drop-off & Pick-up	Safe Bus Drop-off & Pick-up	Safe Bus Drop-off & Pick-up	Safe Bus Drop-off & Pick-up	Safe Bus Drop-off & Pick-up

Rainier Prep’s classrooms will ideally have adequate storage space with dedicated electric and network drops for student computers, as well as adequate network drops, data, cabling and wireless access points to leverage technology in the classroom. In addition, the Rainier Prep facility will include the following conditions:

- Comply with applicable state and local health and safety requirements
- ADA accessibility and all facility education code/ADA requirements met
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Required occupancy: Minimum of 1 month prior to school start-date, dependent on assessment of building condition and preparation for move-in.

Timeline & People Responsible: Ultimately the School Leader and the Strategic Facility Advisor are responsible for the entire facility process outlined in the timelines in Attachment 20. The timelines indicate that a preliminary real estate market survey was conducted from August 2013 – November 2013. Once authorized, Rainier Prep’s next step is to work diligently to locate a viable facility, execute a lease, and facilitate tenant improvements to meet the target move in date of May/June 2015. In collaboration with their partners, the Rainier Prep team is prepared to follow applicable city planning review procedures.

Start-Up and Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (explained in Section 3).
2. Describe the transportation 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. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Provide the school plan for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

TRANSPORTATION PLAN

Rainier Prep knows that transportation can be a barrier for many scholars and families. As a result, the organization has decided to provide an effective and efficient transportation service for our students. It is currently exploring the different transportation options. The transportation costs and plan will vary considerably depending on our facility location. If the facility is located close to a public bus line, public transportation will be an option for some students and families. At several site options, public transportation is more limited and more school buses would be required.

For school bus services, Rainier Prep is considering Harlow Trailways which currently services the Highline area. The contact person at Harlow Trailways is Demeco Walters. The current pricing structure is \$207.00 for the first 3 hours with a 3 hour minimum per bus. Then each additional hour cost \$69.00. The organization is open to other companies or district shared services for transportation if those options prove more suitable for our students. Rainier Prep is anticipating approximately one bus per 120 enrolled scholars, which estimates that 65% of our scholars will need bus transportation. The organization knows that some scholars will walk and others will be transported by their families. The organization is estimating the need for two buses the in first school year, three in the second school year, and four when Rainier Prep is at capacity.

The organization will ensure that the transportation contractor has the capability to provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented above. As stated in the contingency planning in the budget narrative, if Rainier Prep finds that more scholars will need transportation services than the initial market analysis predicted, it will ensure that all scholars, who live in the designated service area, that need transportation to school are serviced. The contract and relationship with the contracted service provider will be overseen and managed by the Director of Operations, ensuring that the focus of the School Leader will remain on academic achievement and student learning.

The organization understands that it must abide by state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. As a result, it will work with our transportation contractor, both during the initial

negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any scholar that meets the qualification for being homeless or temporarily displaced will be able to remain in the school even if temporarily living outside of the general boundaries that transportation services are provided. In this way, Rainier Prep endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

Field Trips and Athletic Events

Rainier Prep has allocated a field trip budget for each year based on anticipated transportation field trips needs. The organization will continue to use the same contractor for these services, unless it proves to be more comfortable and economical to use a charter (private) bus. Rainier Prep is currently not planning to have an interscholastic athletic program that requires transportation. Instead, the organization plans to offer a school-based athletic program that includes low-cost, high-fun sports like Ultimate Frisbee, soccer and basketball on campus.

School Safety and Security

“The legislature considers it to be a matter of public safety for public schools and staff to have current safe school plans and procedures in place, fully consistent with federal law. The legislature further finds and intends, by requiring safe school plans to be in place, that school districts will become eligible for federal assistance. The legislature further finds that schools are in a position to serve the community in the event of an emergency resulting from natural disasters or man-made disasters. Schools and school districts shall consider the guidance provided by the superintendent of public instruction, including the comprehensive school safety checklist and the model comprehensive safe school plans that include prevention, intervention, all hazard/crisis response, and post-crisis recovery, when developing their own individual comprehensive safe school plans. Each school district shall adopt, no later than September 1, 2008, and implement a safe school plan consistent with the school mapping information system pursuant to RCW [36.28A.060](#).” Washington State Code

A healthy and safe environment is imperative to productive teaching and learning. Rainier Prep will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Rainier Prep School’s insurance carriers, local school district, and local, state and federal laws. These policies will be reviewed and updated as required in response to any changes in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Scholar/Parent and the Employee handbooks.

The following summarizes the health and safety policies Rainier Prep will adopt:

Procedures for Background Checks

Employees and contractors at Rainier Prep will be required to submit to a criminal background check and furnish a criminal record summary as required by RCW 43.43.830-43.43.838. New employees must submit two sets of fingerprints to the Washington State Department of Justice for the purpose of obtaining a criminal record summary. The School Leader shall monitor the compliance of this policy and report to the School Board on an annual basis. The Board

President shall monitor the fingerprinting and background clearance of the School Leader. Volunteers, who will volunteer outside of the direct supervision of a credentialed employee, shall be fingerprinted and receive a background clearance prior to volunteering without the direct supervision of a credentialed employee.

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 WSP "Watch System" prior to volunteers being cleared to work at Rainier Prep.

Role of Staff as Mandatory Child Abuse Reporters

All staff, classified and certificated, will be mandated child abuse reporters and will follow all applicable reporting laws.

Immunizations and Mandatory Health Testing

Rainier Prep will adhere to laws related to legally required immunizations and health screening for entering students and staff pursuant to the health and safety codes and Washington State law.

Blood Borne Pathogens

Rainier Prep shall meet state and federal standards for addressing blood borne pathogens and other potentially infectious material in the work place. The school will establish a written infectious control plan, similar to policies in Highline 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 (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

Rainier Prep shall maintain a drug, alcohol, and smoke free environment.

Comprehensive Harassment and Bullying Policies and Procedures

Rainier Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Rainier Prep will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment or bullying at the school (including employee to employee, employee to scholar, scholar to employee, and scholar to scholar).

Emergency Preparedness

Rainier Prep will 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 Marshall. The organization will use a format similar to that of the local district and align as many procedures as possible to the district. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats and hostage situations. If assuming a facility used prior as a school site any existing emergency preparedness plan for the school site shall be reviewed and updated. Rainier Prep will act in accordance with Washington State law by practicing lock-down drills, shelter in place drill per year, earthquake and fire (exit) drills on the schedule designated by the state.

Facility Safety

Rainier Prep will use a facility that is compliant with Washington State Building Standards Code

for student and staff safety.

On-going Security

At the start and end of the school day, staff will monitor entrances to ensure only Rainier Prep students are entering the building. Once school begins, at a minimum all doors will remain locked throughout the day except one entrance door at the front of the school. The organization's preference would be to have a facility be set up to have all access points locked throughout the day with a camera and buzz in entry system. All visitors, guests, and families must check in and out of the building at the front office. Rainier Prep plans to purchase LobbyGuard or a similar provider. LobbyGuard is a visitor management policy for school. The system gives the school staff the ability to scans visitor's ID, complete a background check on sex offender registry, take a digital image record of visitor. The digital image then prints out picture badges. Rainier Prep anticipates start-up cost at \$2,690 to incorporate on its own PC or \$4,690 to purchase a computer with the software. There is an annual use contract for \$690 per year. The school will have outside security cameras on major areas of the building that will be monitored in our main office. Access to landline phones will be available in all classrooms.

Food Services Plan

Rainier Prep is planning to offer a food program where the food is prepared off-site through a contracted provider. The organization believes that healthy food helps children to learn better.⁴⁵ Rainier Prep is currently talking with Revolution Foods, an organization that provides healthy meals and robust nutrition education in schools across the US. Revolution Foods upholds the highest food standards in the industry, exceeds the National School Lunch Program and is setting a new standard for what is possible nationwide. Founder, Kristin Groos-Richmond, is interested in expanding their services to Washington State.

The meal service includes the following:

1. Meals that adhere to fresh, healthy food standards inclusive of the entrée, fresh fruits and vegetables, and milk
2. Guaranteed compliance with the National School Lunch Program and the Child and Adult Care Food Program for breakfast, lunch, snack and supper
3. Complete audit support including menu planning and nutritional analysis
4. Suite of Nutrition Education Offerings – select from options and customize as appropriate for your school community
5. Personal School Partnerships team to partner in all things operational and in support of your health and wellness goals

Meal/Size	Price Per Meal
Breakfast	\$1.90
Lunch	\$3.00
Snack	\$0.85
Supper	\$3.00

⁴⁵ Jegtvig, Shereen, "How Food Impacts Learning, Kids and Nutrition," October 12, 2013.

Meals will be served by school staff or parent volunteers that meet all standards for certification for food handling required by local, state or federal requirements.

Operations Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management;
 - d. General operations; and
 - e. Facilities management.
2. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep is building a team with diversified knowledge in staffing, professional development, general operations and facility management. In previous sections, the organization outlined the capacity of the founding team, founding board, and key advisors in areas of staffing, professional development, general operations, facilities and performance management. See Section 1 Educational Program Capacity (board capacity and school leader) and Section 2 Governance (board capacity), Staffing (staffing, professional development and performance management), Facilities, and Startup and Ongoing Operations sections for more detail.

Rainier Prep’s capacity and experience with facilities is detailed in the Facilities section. Maggie O’Sullivan is growing her expertise in facilities and operations through the Senior Fellowship Program with the Washington State Charter Schools Association. O’Sullivan and the founding team have one year and eight months to prepare for the opening of the first day of school. The board brings knowledge in general operations and facility management with plans to expand the board to add individuals with even greater skills in this area. In addition, the organization has budgeted for a Director of Operations who will lead this part of the work. Rainier Prep has strategic advisors on facilities, operations, and finance that are outlined in other sections.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan and Capacity
(15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.
3. Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school’s plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

<u>Systems, Policies and Processes</u>		
<p>We have worked with EdTec to develop our financial plan. EdTec provided in person training on August 7 and 8, 2013 and on October 14 and 15, 2013. In addition, they provided numerous hours in phone consultation to help educate us on the key concepts and common mistakes. The school plans to provide a back office provider in order who has systems and processes for financial planning.</p>		
<p>The following financial policies and procedures will be implemented both the letter and spirit of all applicable local, state and federal regulations regarding the expenditure of and accounting for public funds. These policies and procedures may need to be modified as the school develops and regulations change. The Board of Directors (“Board”) will be responsible for revision and approval of these financial policies, and revisit them periodically.</p>		
Purchases		
<p>Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures that exceed budget by a material amount. All other proposed expenditures must be approved by a person who reviewed the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable). See chart below.</p>		
Delegation of Authority		
Position	Authorized Amount	Authorized Location
Board Chair	\$10,000	All sites
Board Treasurer	\$10,000	All sites

School Leader	\$10,000	All sites
Director of Operations	\$10,000	All sites

Contracts

All professional consulting services shall be provided for under a contract.

Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length 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. However, the Board Chair or School Leader may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).

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/ services without regard to the low bidder being the automatic selection.

Commitments and Purchase Orders – Purchase orders under \$10,000 must be approved in accordance with the Delegation of Authority chart. Purchase orders of \$10,000 or more must be approved by the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

Invoices – Invoices under \$10,000 must be approved in accordance with the Delegation of Authority chart. Invoices for \$10,000 or more must be approved by the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

Accounts Payable – The school shall abide by EdTec accounts payable policies and procedures set forth separately.

Credit and Debit Card Usage – School credit cards shall only be allowed for any school purchase. Authorized cardholders are the School Leader, the Director of Operations, and the Office Manager.

Other Electronic Payments – Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements without the express written consent of the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

Employee Reimbursements – Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the School Leader shall be approved by either the Board Chair or the Board Treasurer.

Petty Cash – The School will not have a petty cash fund, but the Board may authorize one in the future.

Personal Use of School Funds – 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.

Banking

General Checking and Savings Accounts

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 President, Board Treasurer, School Leader, and the Director of Operations. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Board President, Board Treasurer, School Leader, and the Director of Operations.

The General Checking Account shall be reconciled monthly by a school staff member or outsourced accountant that does not have the ability to approve expenses or disperse funds from the account. The monthly Bank Reconciliations shall be reviewed and approved by the Board or a representative of the Board that is not an authorized approver of expenses or signer on the account.

Authorized signatories to the Savings account shall be the Board President, Board Treasurer, School Leader, and the Director of Operations.

Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Office 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 in no case later than three working days.

Travel Policies

General – Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. 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.

Transportation – All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid 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, 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 cost incurred. All applicable receipts must be attached to a completed Expense Report.

Lodging – Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. Suites and other higher priced accommodations are to be used when essential to the direct conduct of business. All applicable receipts must be attached to a completed Expense Report.

Meals – Reasonable costs of meals while traveling are reimbursable. Depending on the circumstances of a particular trip, the costs of one, two or three meals per day may be appropriate. Under no circumstances shall alcohol be reimbursed. All applicable receipts must be attached to a completed Expense Report.

Other Practices

Budget Adoption – A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

Board Meetings – The Board shall review financial statements at periodic Board meetings. The Board, or a designated member of the Board, shall also review and approve the monthly check registers and bank reconciliations from the General Checking Account.

Conflict of Interest – This policy shall be that which was included in the school’s charter petition including any subsequent amendments and updates by the Board.

Payroll

New Employees – Requests for new employees shall be initiated by the School Leader and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

Timekeeping (for hourly staff) – The School Leader shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

Independent Contractors – The School shall only engage independent contractors if all of the

following practices are followed:

- The expense is within the approved budget or separately approved by the Board;
- The contractor provides proof of adequate insurance and IRS form W-9;
- IRS rules are followed regarding classification of staff as contractors versus employees; and
- The work is done under contract.

Capitalization and Depreciation

The School will capitalize and depreciate all assets costing \$3,000 or more. All other assets are charged to expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

Disposal of Surplus Property and Donations

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds – If the property in question cost \$3,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Employment Contracts – All employment contracts and agreements will be signed by the appropriate management personnel no later than the first day of employment. Contract renewals must be signed no later than 30 days after the renewal date. All contracts should be filed in the employees' personnel file.

Control of Assets and Property – All school assets and property, both cash and physical, will be secured at all times either through direct possession by an employee or via locked cabinets, offices, etc. Volunteers for the school are not allowed to take possession of any school property.

Roles and Responsibilities

The governing board is responsible for financial oversight and yearly budget discussion and approval in advance of required deadlines. The board focuses on high level financial oversight and the school administration works on the day to day purchasing and monthly review. The board reviews and approves the annual budget. The board does not need to approve basic purchases those decisions are made at the school level. See Governance for more detail.

Annual Audit

An annual audit by an outside firm shall be performed each year on the close of the prior year’s books. The audit shall be performed in advance of the statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School’s financial statements, (2) an audit of the School’s attendance accounting and revenue claims practices, and (3) an audit of the School’s internal controls practices. At the conclusion of the audit, EdTec or similar provider will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

If the School receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm shall be chosen in compliance with state laws and regulations.

Form 990 Federal Tax Return – The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing. The audit will be shared with the authorizer, the school, and other necessary authority.

Financial Transparency

Financial transparency with the commission and with the public is paramount as this is a public school run with tax payer dollars. Prior to budget approval each year there will be opportunity for public comment on the coming budget. The board will also show the financial balance sheets at their meetings a minimum of quarterly. In addition the board finance committee will review the check registry and will provide feedback to school staff as needed. The school will comply with all information necessary for state, authorizer, and federal requirements.

A budget shall be adopted by the Board of Directors in advance of any required deadlines by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change. The school and board shall start the budget adoption process in January by creating a list of budget priorities and/or reviewing the current budget priorities. The School Leadership Team will gather input from key stakeholders including the Rainier Prep Council. The results of stakeholder input will be compiled and a

concise list of budget priorities will be created. Rainier Prep school leadership will create a proposed budget for the up-coming school year balancing the input from the different constituents and focusing on the core mission. This proposed budget will be provided to the Rainier Prep Board at the end of March and will be based on conservative assumptions for State and Federal Education Revenue. The Rainier Prep Board will discuss the budget at an open board meeting in April. The meeting will be published to families and various community stakeholders well in advance of the public, so that interested parties can attend the budget related board meeting(s). Rainier Prep leadership will submit a final budget for approval by the Rainier Prep Board after considering stakeholder input by the end of May.

Contracted Services

Rainier Prep plans to use EdTec or a similar provider until we have built internal capacity. At this time Rainier Prep has budgeted for five years of EdTec services. See the next section for a description of EdTec’s qualifications.

Liability

Rainier Prep will provide liability coverage to indemnify the school, board, staff, and teachers against tort claims. See Attachment 22.

7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
 - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
 - b. 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. Include evidence of commitment for any funds on which the school’s core operation depends in **Attachment 24**.
 - c. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Rainier Prep has extensive financial management experience. Maggie O’Sullivan has eight years of experience managing school budgets with multiple funding sources and ensuring compliance with federal, state, and local regulations. O’Sullivan has built partnerships with local

organizations such as Communities in Schools and Valley Cities Youth and Family Services to secure in-kind services for her students. Rainier Prep's board members have extensive financial expertise as well. Joan Hsiao, our Treasurer, has worked with Lehman Brothers, NYPD, First Boston, and the City of Seattle. Her work with these organizations focused on financial analysis. For example, in her work with the New York City Police Department, she prepared, monitored and modified a \$1.6B budget. She holds a Master's degree in Public and Private Management from Yale University. Andy Jassy is Senior VP for Amazon Web Services, a department that he helped to create, which now generates \$3B in annual revenue and is poised to garner even greater market share in the coming years. He has extensive business and management experience including managing a department that took in more than \$60B in annual sales and an MBA from Harvard.

In addition, Andy Jassy and Ed Taylor have served on the Rainier Scholars Board which helped to raise over 2.6 million dollars in 2012. Ed Taylor currently sits on the Lakeside Board, which helped to raise 8.7 million dollars last year. Joan Hsiao has years of fundraising experience with both small scale PTA fundraising and larger scale fundraising with her past work serving on the Lakeside School Board.

We plan to hire a Director of Operations to direct school logistics and finances, and we will be contracting with EdTec or a similar organization for back office services until we have developed the internal capacity to manage this. Founded in 2001, EdTec is a social venture with a mission to drive quality in the charter movement by delivering the highest value charter school support services and expertise. To date, EdTec has provided its comprehensive range of financial and operational services to more than 325 charter schools and charter developers supporting over 90,000 scholars. Its school clients span all types: urban and rural, small and large, stand-alone and CMO. Currently, EdTec provides full back office services to charter schools throughout California, Tennessee, and New York. It is important to note that EdTec is not an EMO, and Rainier Prep's board retains all of its decision making authority as well as its fiduciary responsibilities.

EdTec's full service back-office solution for charter schools includes managing accounts payable, accounting, payroll, government financial reporting, and audit support. Further, EdTec advises the board on budgeting, provides monthly financial statements, and consults on key business decisions such as facility agreements. To provide this service, EdTec assigns a team of four to each school, consisting of payroll, accounting, and accounts payable leads as well as a charter school finance expert. Also, EdTec provides its clients with a license to a customized version of the leading cloud-based ERP solution, NetSuite, which allows EdTec's customers to have real time access to their financial information.

Since July 2013, EdTec has devoted two staff members to understand Washington charter school law and customize EdTec's charter development tools for Washington State. EdTec has provided training and assistance to the Washington State Charter Schools Association's Senior Fellowship Program and has deep knowledge of general and Washington charter finances.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK

Section 4. Existing Operators

(8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable as we are not an existing operator.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Attachment 1

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Ysiao Jian Hsi-min
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):
N/A

Address: 
Street City State Zip Code

Date of birth:  Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA

For what purpose? Teacher Certification

Have you ever been arrested and/or convicted of a crime or offense? Yes No
(Minor traffic offenses such as parking or speeding violations need not be listed)

If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Jean Hsieh certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

7 November 2013

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Jassy Andrew R
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____

Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA

For what purpose? Business

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Andrew R Jassy certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

Andrew R Jassy 11-7-13
Signature Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: O'Sullivan Margaret Lawton
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____
Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA, CA, CT

For what purpose? Working at schools

Have you ever been arrested and/or convicted of a crime or offense? Yes No

(Minor traffic offenses such as parking or speeding violations need not be listed)

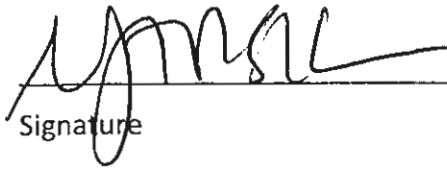
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Maggie O'Sullivan certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.


Signature

11/13/2013
Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Porsch Adam Grant
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____
Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA

For what purpose? TSA Global Entry

Have you ever been arrested and/or convicted of a crime or offense? Yes No
(Minor traffic offenses such as parking or speeding violations need not be listed)

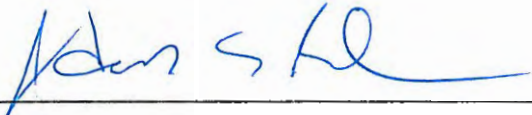
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Adam G. Porsch certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

11/13/2013

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Silverman Max
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

Address: _____
Street City State Zip Code

Date of birth: _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA
For what purpose? Teaching and Coaching

Have you ever been arrested and/or convicted of a crime or offense? Yes No
(Minor traffic offenses such as parking or speeding violations need not be listed)

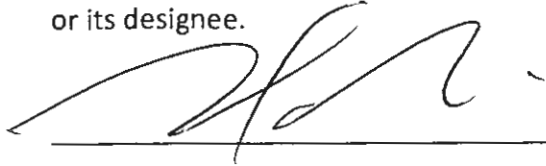
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

CERTIFICATION

I Max Silverman certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

11/7/13

Date

CERTIFICATION

I Ed Jaylor certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

Ed Jaylor 11/7/13
Signature Date

Attachment 2

Course Scope and Sequence and Course Outcomes

Course Overview Algebra 1

Our goal is for all students to complete Algebra 1 by the end of the 8th grade. Algebra 1 is based on the Common Core State Standards and the work of Engage New York. The math curriculum is mapped backwards from the end goal of proficiency in Algebra 1 by the end of 8th grade. Our math curriculum and instruction is grounded in the standards of mathematical practice which is why we list these first, followed by the course outcomes, the rationale, course map, and finally the scope and sequence. This information is pulled from the Common Core State Standards (CCSS): <http://www.corestandards.org/Math> and Engage New York: <http://www.engageny.org/mathematics>.

Standards for Mathematical Practice

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- MP.1 Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others so solving complex problems and identify correspondences between different approaches.
- MP.2 Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life

of their own, without necessarily attending to their referents; and the ability to *contextualize*—to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the 6 units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects (exemplified in Topic D).

- MP.3 Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and – if there is a flaw in an argument – explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the argument (exemplified in Topics A and E).
- MP.4 Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
- MP.5 Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Course Overview Algebra 1

- MP.6 Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions (exemplified in Topics C and F).
- MP.7 Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y (exemplified in Topic B).
- MP.8 Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results (exemplified in Topic G).

Sequence of Algebra I Modules Aligned with the Standards

Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs

Module 2: Descriptive Statistics

Module 3: Linear and Exponential Functions

Module 4: Polynomial and Quadratic Expressions, Equations and Functions

Module 5: A Synthesis of Modeling with Equations and Functions

Summary of Year

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the earlier grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Fluencies for Algebra I

- Solving characteristic problems involving the analytic geometry of lines, including, writing the equation of a line given a point and a slope.
- Adding, subtracting and multiplying polynomials.
- Transforming expressions and chunking (seeing the parts of an expression as a single object) as used in factoring, completing the square, and other algebraic calculations.

8th Grade Algebra: Course Outcomes

Seeing Structure in Expressions

- Interpret the structure of expressions

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context

Interpreting Categorical and Quantitative Data

- Interpret linear models

Rationale for Module Sequence in Algebra I

Module 1: By the end of seventh grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain precisely the process of solving an equation. Students, through reasoning, develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations. They learn the terminology specific to polynomials and understand that polynomials form a system analogous to the integers.

Module 2: This module builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students display and interpret graphical representations of data, and if appropriate, choose regression techniques when building a model that approximates a linear relationship between quantities. They analyze their knowledge of the context of a situation to justify their choice of a linear model. With linear models, they plot and analyze residuals to informally assess the goodness of fit.

Module 3: In earlier grades, students defined, evaluated, and compared functions in modeling relationships between quantities. In this module, students learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on their understanding of integer exponents to consider exponential functions with integer domains. They compare and contrast linear and exponential functions, looking for structure in each and distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. In building models of relationships between two quantities, students analyze the key features of a graph or table of a function.

Module 4: In this module, students build on their knowledge from Module 3. Students strengthen their ability to discern structure in polynomial expressions. They create and solve equations involving quadratic and cubic expressions. In this module's modeling applications, students reason abstractly and quantitatively in interpreting parts of an expression that represent a quantity in terms of its context; they also learn to make sense of problems and persevere in solving them by choosing or producing equivalent forms of an expression (e.g., completing the square in a quadratic expression to reveal a maximum value). Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Course Overview Algebra 1

linear and exponential functions. They learn through repeated reasoning to anticipate the graph of a quadratic function by interpreting the structure of various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

Module 5: In this module, students expand their experience with functions to include more specialized functions—linear, exponential, quadratic, square and cube root, and those that are piecewise-defined, including absolute value and step. Students select from among these functions to model phenomena using the modeling cycle (see page 61 of the CCLS).

Course Map with Modules, Content, and Days

Grade 8 -- Algebra I	
20 days	M1: Relationships Between Quantities and Reasoning with Equations and Their Graphs (40 days)
20 days	
20 days	M2: Descriptive Statistics (25 days)
20 days	M3: Linear and Exponential Functions (35 days)
20 days	M4: Polynomial and Quadratic Expressions, Equations and Functions (30 days)
20 days	
20 days	M5: A Synthesis of Modeling with Equations and Functions (20 days)
20 days	Review and Readiness for HS (20 days)

*You will note that this is a 180 day schedule. Since Rainier Prep plans for 188 days, this builds in eight days of flexibility to either reteach or extend the content depending on the students' needs.

Scope and Sequence

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
<p>Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs (40 days)</p>	<p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2⁴ Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Interpret the structure of expressions</p> <p>A-SSE.1 Interpret expressions that represent a quantity in terms of its context. [★]</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>

⁴ This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-7) require the student to create a quantity of interest in the situation being described.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>A-SSE.2⁵ Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Perform arithmetic operations on polynomials</p> <p>A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1⁶ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>★</p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.★</p> <p>A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>★</p> <p>A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>★</p> <p>Understand solving equations as a process of reasoning and explain the reasoning</p> <p>A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a</p>

⁵ In Algebra I, tasks are limited to numerical expressions and polynomial expressions in one variable. Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form $(53 - 47)(53 + 47)$. See an opportunity to rewrite $a^2 + 9a + 14$ as $(a + 7)(a + 2)$.

⁶ In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p style="text-align: center;">solution. Construct a viable argument to justify a solution method.</p> <p>Solve equations and inequalities in one variable</p> <p>A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Solve systems of equations</p> <p>A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A-REI.6⁷ Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
<p>Module 2: Descriptive Statistics (25 days)</p>	<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).[★]</p> <p>S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.[★]</p> <p>S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).[★]</p>

⁷ Tasks have a real-world context. In Algebra I, tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. *</p> <p>S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. *</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i>⁸ Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association. <p>Interpret linear models</p> <p>S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. *</p> <p>S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit. *</p> <p>S-ID.9 Distinguish between correlation and causation. *</p>
<p>Module 3: Linear and Exponential Functions (35 days)</p>	<p>Write expressions in equivalent forms to solve problems</p> <p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *</p> <ol style="list-style-type: none"> Use the properties of exponents to transform expressions for exponential functions. <i>For</i>

⁸ Tasks have a real-world context. In Algebra I, exponential functions are limited to those with domains in the integers.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p style="text-align: center;"><i>example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.⁹</i></p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1¹⁰ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.11¹¹ Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Understand the concept of a function and use function notation</p> <p>F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>

⁹ Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. In Algebra I, tasks are limited to exponential expressions with integer exponents.

¹⁰ In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

¹¹ In Algebra I, tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. Finding the solutions approximately is limited to cases where $f(x)$ and $g(x)$ are polynomial functions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>F-IF.3¹² Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4¹³ For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>*</p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>*</p> <p>F-IF.6¹⁴ Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>Analyze functions using different representations</p> <p>F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p>

¹² This standard is part of the Major Content in Algebra I and will be assessed accordingly.

¹³ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

¹⁴ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>F-IF.9¹⁵ Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Build a function that models a relationship between two quantities</p> <p>F-BBF.1¹⁶ Write a function that describes a relationship between two quantities.*</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Build new functions from existing functions</p> <p>F-BF.3¹⁷ Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>F-LLE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p>

¹⁵ In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

¹⁶ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.

¹⁷ In Algebra I, identifying the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative) is limited to linear and quadratic functions. Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Tasks do not involve recognizing even and odd functions. The focus in this module is on linear and exponential functions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>F-LE.2¹⁸ Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).[*]</p> <p>F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.[*]</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>F-LE.5¹⁹ Interpret the parameters in a linear or exponential function in terms of a context.[*]</p>
<p>Module 4: Polynomial and Quadratic Expressions, Equations and Functions (30 days)</p>	<p>Use properties of rational and irrational numbers.</p> <p>N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>Interpret the structure of expressions</p> <p>A-SSE.1 Interpret expressions that represent a quantity in terms of its context.[*]</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p>

¹⁸ In Algebra I, tasks are limited to constructing linear and exponential functions in simple context (not multi-step).

¹⁹ Tasks have a real-world context. In Algebra I, exponential functions are limited to those with domains in the integers.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>A-SSE.2²⁰ Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Write expressions in equivalent forms to solve problems</p> <p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.[★]</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. <p>Perform arithmetic operations on polynomials</p> <p>A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>A-APR.3²¹ Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1²² Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>[★]</p>

²⁰ In Algebra I, tasks are limited to numerical expressions and polynomial expressions in one variable. Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form $(53 - 47)(53 + 47)$. See an opportunity to rewrite $a^2 + 9a + 14$ as $(a + 7)(a + 2)$.

²¹ In Algebra I, tasks are limited to quadratic and cubic polynomials in which linear and quadratic factors are available. For example, find the zeros of $(x - 2)(x^2 - 9)$.

²² In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [★]</p> <p>Solve equations and inequalities in one variable</p> <p>A-REI.4 Solve quadratic equations in one variable.</p> <ol style="list-style-type: none"> Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.²³ <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.11²⁴ Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. [★]</p>

²³ Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions.

²⁴ In Algebra I, tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. Finding the solutions approximately is limited to cases where $f(x)$ and $g(x)$ are polynomial functions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4²⁵ For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p>F-IF.6²⁶ Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Analyze functions using different representations</p> <p>F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ol style="list-style-type: none"> Graph linear and quadratic functions and show intercepts, maxima, and minima. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <p>F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <ol style="list-style-type: none"> Use the process of factoring and completing the square in a quadratic function to show

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²⁶ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>F-IF.9²⁷ Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Build new functions from existing functions</p> <p>F-BF.3²⁸ Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>
<p>Module 5: A Synthesis of Modeling with Equations and Functions (20 days)</p>	<p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1²⁹ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>*</p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*</p>

²⁷ In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.

²⁸ In Algebra I, identifying the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative) is limited to linear and quadratic functions. Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Tasks do not involve recognizing even and odd functions.

²⁹ In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4³⁰ For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p>F-IF.6³¹ Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Build a function that models a relationship between two quantities</p> <p>F-BBF.1³² Write a function that describes a relationship between two quantities.*</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval</p>

³⁰ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.

³¹ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.

³² Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Algebra I Modules
	<p>relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>F-LE.2³³ Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>

³³ In Algebra I, tasks are limited to constructing linear and exponential functions in simple context (not multi-step)

Attachment 3

Curriculum Development Plan

Purpose

The purpose of this attachment is to define the process Rainier Prep will use to develop curriculum between January 2014 and May 2015 (spring prior to opening). Our goal is to develop a scope and sequence, course map, unit plans and assessments for every course prior to summer opening in 2015. All curriculum will be based on Common Core State Standards, Next Generation Science Standards, the C3 Framework for Social Studies State Standards, and College Ready Indicators and will take into account the cultural diversity and influences of our target student demographic.¹

Guide

We will use the following as guides for our curriculum development process at Rainier Prep:

- establishes a clear philosophy and process for curriculum development and refinement
- sets overarching goals that guide the entire program and the decisions that affect each aspect of the program
- creates uniform, teacher-friendly templates for scope and sequence, course, unit plans and assessments
- creates scope and sequences and determines priority standards
- checks for sequence and alignment both within and between levels and assures a coherent and articulated progression from grade to grade
- creates course map including course outcomes
- creates unit plans and assessments
- outlines a template for lesson design
- allows for flexibility and teacher ownership while providing consistency and support for all scholars
- provides a means for its own ongoing revision and improvement
- provides direction for procurement of human, material and fiscal resources to implement the program

¹ Conley, David, College and Career Readiness: Helping All Students Succeed Beyond High School, Jossey-Bass, 2010.

Timeline (January 2014 – May 2015)

January/ February --Advertise and Recruit Design Team Phase II (Maggie O’Sullivan)

January – Role and Responsibility Definition (O’Sullivan and Design Team Phase I)

Definition of the Scope of the Work (O’Sullivan and Design Team Phase I)

March -- Interview and Select Design Team Phase II Members (O’Sullivan with Support from WA State Charter Schools Association)

March – Review Curriculum Development Process and Study *Understanding By Design* and theBuck Institute’s Project-Based Learning Principles (O’Sullivan and Design Team Phase II)

April – May – 5th – 8th Scope and Sequence Development (Design Team Phase II)

June-August – 5th – 8th Course Map Development (Design Team Phase II)

September –February – 5th – 8th Unit Plans Development (Design Team Phase II)

March-April – 5th – 8th Lesson Plan Materials Development (Design Team Phase II)²

April – Select Review Team (university curriculum experts, high performing charter curriculum experts, etc.)

May – Review Final Materials and Give Feedback (O’Sullivan and Review Team)

June – Incorporate Feedback and Finalize Curriculum (O’Sullivan and Design Team Phase II)

Goal: All curriculum and materials will be teacher-ready June 2015

What will be developed?

Scope and Sequences

- Order in which standards will be taught
- Which standards will be priority (assessed) and which will be supporting (taught)³

Course Maps

² While this chart makes the curriculum development process look linear and separate, we understand that these are interlocking parts of the same puzzle.

³ Ainsworth, Larry, Power Standards, Identifying the Standards that Matter Most, Advanced Learning Press, Feb 2013

- Essential Questions and Enduring Understandings for the course
- Priority Standards and Highlighted 21st Century Leadership Skills
- Ties to other concurrent courses
- Course Outcomes and Acceptable Evidence

Unit Plans

- Essential Question and Enduring Understandings
- Key Vocabulary
- Texts/ Primary Materials
- Supports for ELL and Sped Students
- Challenge(s) – Rubric, Check Points, Models
- Assessments Materials

Lesson Plans

- Lesson Planning Template
- Instructional Strategy support for lesson planning
- Tools for supporting ELL and Sped Students

Ongoing Curriculum Development Process

The development of our curriculum materials will be a multi-step, ongoing and cyclical process. Since we believe in a growth mindset of continuous improvement, we will use these curricular materials as a starting point to provide the support and structures for all students to be successful.

At the end of each unit, teachers will collaboratively revise units, assessments, and materials for the next year during co-planning time. The lead teacher will ensure that these suggested revisions are reviewed by the Director of Academics (once hired) and saved to the server so that they are ready for next year's teachers. Additionally, in June of each year during professional development time, teachers will reflect on the data from the current year and revise the course maps and materials.

New teachers will be provided their course map, unit plans, rubrics and assessments at the start of the summer. They will also receive training in methodology and expectations for Rainier Prep lesson plan design over the summer and be expected to design daily lesson plans for ongoing review by the Director of Academics and/or Principal over the course of the year.

Attachment 4

8th Grade Exit Standards

Students will be assessed on a combination of traditional and “college prep” requirements. We believe that students who possess this combination of skills will be ready to thrive in high school and ultimately excel in college.

Traditional Requirements = Students will pass 8th grade Math and ELA classes with a C (70%) or higher, meet grade level or growth measures on Smarter Balanced and/ or MAP.

College Ready Requirements = Scholars will meet challenge and portfolio requirements.

Scholars who do not meet the requirements will get more time to work at this by attending summer school or repeating 8th grade in order to continue building skills to be ready for a college track in high school. Students with IEPs and students who have been in the United States for less than three years may have modified requirements. This will be determined by the IEP team for special education and by the grade level team with the ELL Lead for ELL students. In addition, there will be an appeal process for students who have passed all Rainier Prep Courses but did not meet grade level or growth standards on Smarter Balanced or MAP.

Traditional Requirements



College Ready Requirements



Traditional Assessments

Course Grades -- Students will pass classes with a C or higher or they will attend summer school to continue working on the needed skills. We hold this high standard because in order to be college eligible for a four-year college in Washington, you need a minimum GPA of 2.0. This requirement prepares students and families to understand what is required for acceptance into a four-year college.

Standardized Assessments (Smarter Balanced and MAP) – Students need to demonstrate proficiency at grade level or demonstrate more than 1.5 years of growth from year to year.

College Ready Assessments

Written Portfolio Work - The portfolio requires proficiency in the following four competencies that are heavily emphasized in the Common Core Standards:

- narrative writing
- argumentative writing
- scientific inquiry
- social studies research/explanatory writing

Each competency will be assessed on a common rubric that defines proficiency in the 8th grade. Once proficiency is reached on each piece, the students will write a detailed reflection that articulates the leadership skills they utilized to persevere through the revision cycle. Reflections will be assessed on a common leadership skills rubric that will be explicitly taught and assessed by all teachers throughout the school.

The College Prep Defense will be the culminating event at the end of the 8th grade year. Students will present a multimedia presentation to reflect on the four competencies in front of a panel of both internal stakeholders (Advisor, teachers, administrative staff, 7th grade student, etc.) and external stakeholders (community partners, parents, etc.) to determine graduation. This will be assessed on an oral defense rubric and panelists will be trained and supported to calibrate scoring across the school.

Challenges – Students will complete a set of intentionally planned challenges during their inquiry class throughout their time at Rainier Prep. Phase II of Design Team work will be devoted to selecting the core challenges that will be required of all students to graduate. All core challenges will be assessed on a rubric that defines proficiency. Some example challenge options include the following: Lead a Socratic Seminar; Complete 10 hours of community service and complete a written reflection about service; Write and perform an original poem; Plan, organize and lead a student enrichment activity; Create a video book talk for school; Teach a lesson about your family’s culture to elementary school students.

Attachment 5
SCHOOL YEAR CALENDAR
2015 - 2016
Rainier Prep

AUGUST 2015						
	M	T	W	T	F	S
						1
7	Staff Training and Preparation Days					
	Home Visits and Interviews Finished	3	4	5	6	7
22	Back to School BBQ	10	11	12	13	14
18-20	6th Grade Retreat	17	18	19	20	21
25-27	5th Grade Retreat	24/31	25	26	27	28

FEBRUARY 2016						
	M	T	W	T	F	S
	1	2	3	4	5	6
12	No Students - Data Day	8	9	10	11	12
15	President's Day	15	16	17	18	19
		22	23	24	25	26
		29				

SEPTEMBER 2015						
	M	T	W	T	F	S
		1	2	3	4	5
7	Labor Day					
8	First Day of School	7	8	9	10	11
		14	15	16	17	18
		21	22	23	24	25
		28	29	30		

MARCH 2016						
	M	T	W	T	F	S
		1	2	3	4	5
3	Report Cards	7	8	9	10	11
3,4	Student Led Conferences	14	15	16	17	18
		21	22	23	24	25
		28	29	30	31	

OCTOBER 2015						
	M	T	W	T	F	S
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
30	No Students - Data Day	26	27	28	29	30

APRIL 2016						
	M	T	W	T	F	S
					1	2
4,5,6,7,8	Spring Break	4	5	6	7	8
15	No Students - Data Day	11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29

NOVEMBER 2015						
	M	T	W	T	F	S
5,6	Student Led Conferences	2	3	4	5	6
11	Veteran's Day	9	10	11	12	13
		16	17	18	19	20
26,27	Thanksgiving Holiday	23	24	25	26	27
		30				

MAY 2016						
	M	T	W	T	F	S
	2	3	4	5	6	7
	9	10	11	12	13	14
16	Portfolio Defenses Begin	16	17	18	19	20
		23	24	25	26	27
30	Memorial Day	30	31			

DECEMBER 2015						
	M	T	W	T	F	S
4	Report Card		1	2	3	4
		7	8	9	10	11
		14	15	16	17	18
21-31	Holiday	21	22	23	24	25
		28	29	30	31	

JUNE 2016						
	M	T	W	T	F	S
				1	2	3
10	Portfolio Defenses End	6	7	8	9	10
23	Last Day of School	13	14	15	16	17
23	Report Cards Sent Home	20	21	22	23	24
24	Data Day	27	28	29	30	
27	First Day of Summer Session					

JANUARY 2016						
	M	T	W	T	F	S
1	New Years Day				1	2
4	Staff Retreat - No Students	4	5	6	7	8
		11	12	13	14	15
18	Martin Luther King, Jr. Day	18	19	20	21	22
		25	26	27	28	29

JULY 2016						
	M	T	W	T	F	S
					1	2
4	Independence Day - No School	4	5	6	7	8
		11	12	13	14	15
22	Summer Session Ends	18	19	20	21	22
		25	26	27	28	29

Key	First/Last Day of School
	5th Grade Student Retreat
	6th Grade Student Retreat
	Holiday or Vacation Day
	Data Analysis - Early release
	Staff Training

# of Days	
Staff	Student
21	3 Aug
21	19 Sept
22	21 Oct
18	18 Nov
14	14 Dec
19	18 Jan
20	19 Feb
23	23 Mar
16	15 Apr
21	21 May
18	17 June
213	188 Total

Total # of hours = 1448.5

Summer # of Days	
Staff	Student
6	4 June
15	15 July
21	19 Total

Please note there are different tabs below to the weekly schedule.

Rainier Prep Schedule 2015-2016

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep
8:10					
8:15					
8:20					
8:25					
8:30	Advisory 8:30-8:57	Advisory 8:30-8:57	Advisory 8:30-8:57	Advisory 8:30 - 8:42	Advisory 8:30-8:57
8:35					
8:40					
8:45					
8:50					
8:55	Period 1 9:00-10:30 ELA or Math	Period 1 9:00-10:30 ELA or Math	Period 1 9:00-10:30 ELA or Math	Community Meeting 8:45 - 9:07	Period 1 9:00-10:02 ELA or Math
9:00					
9:05					
9:10					
9:15					
9:20					
9:25					
9:30					
9:35					
9:40					
9:45	Period 2 10:33 - 12:05 ELA or Math	Period 2 10:33 - 12:05 ELA or Math	Period 2 10:33 - 12:05 ELA or Math	Period 2 10:38 - 12:05 ELA or Math	Period 2 10:05 - 11:05 ELA or Math
9:55					
10:00					
10:05					
10:10					
10:15					
10:20					
10:25					
10:30					
10:35					
10:40	Period 3 12:35 - 3:00 Inquiry	Period 3 12:35 - 3:00 Inquiry	Period 3 12:35 - 3:00 Inquiry	Period 3 12:35 - 3:00 Inquiry	Lunch 11:05 - 11:35
10:45					
10:50					
10:55					
11:00					
11:05					
11:10					
11:15					
11:20					
11:25					
11:30	Lunch 12:05 - 12:35	Lunch 12:05 - 12:35	Lunch 12:05 - 12:35	Lunch 12:05 - 12:35	Period 3 11:35 - 1:25 Inquiry
11:35					
11:40					
11:45					
11:50					
11:55					
12:00					
12:05					
12:10					
12:15					
12:20	Enrichment A (students) 3:00 - 4:30 Grade Level Meeting (Teachers)	Enrichment B (students) 3:00 - 4:30 Co-Planning Foundations (Teachers)	Enrichment A (students) 3:00 - 4:30 Observation Debrief Individual Planning (Teachers)	Enrichment B (students) 3:00 - 4:30 Co-Planning Inquiry (Teachers)	Enrichment A (students) 1:30 - 3:30 PD/ Data Analysis (Teachers)
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
1:00					
1:05					
1:10	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	PD/ Data Analysis (Teachers)
1:15					
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
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4:15					
4:20					
4:25					
4:30					
4:35					
4:40					
4:45					
4:50					
4:55					
5:00					

Actual passing time may be shorter or longer depending on facility.

Our core value of urgency means that every minute counts.

Rainier Prep Schedule 2015-2016

	Monday	Tuesday	Wednesday	Thursday	Friday					
8:00	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep	"Stand Up" Staff Meeting or Teacher Prep					
8:10										
8:15										
8:20	Advisory 8:30-8:57	Advisory 8:30-8:57	Advisory 8:30-8:57	Advisory 8:30 - 8:42	Advisory 8:30-8:57					
8:25										
8:30										
8:35	Period 1 9:00-11:25	Period 1 9:00-11:25	Period 1 9:00-11:25	Community Meeting 8:45 - 9:07	Period 1 9:00-10:12					
8:40										
8:45										
8:50										
8:55										
9:00										
9:05										
9:10										
9:15										
9:20										
9:25										
9:30				Inquiry		Inquiry	Inquiry	Inquiry	Inquiry	
9:35										
9:40										
9:45										
9:50										
9:55										
10:00										
10:05										
10:10										
10:15										
10:20										
10:25	Lunch 11:25 - 11:55	Lunch 11:25 - 11:55	Lunch 11:25 - 11:55		Lunch 11:25 - 11:55					Period 2 10:15 - 11:40 ELA or Math
10:30										
10:35										
10:40										
10:45										
10:50										
10:55										
11:00										
11:05										
11:10										
11:15										
11:20				Lunch 11:40 - 12:10		Lunch 11:40 - 12:10	Lunch 11:40 - 12:10	Lunch 11:40 - 12:10	Lunch 11:40 - 12:10	
11:25										
11:30										
11:35										
11:40										
11:45										
11:50										
11:55										
12:00	Period 2 11:55 - 1:27 ELA or Math	Period 2 11:55 - 1:27 ELA or Math	Period 2 11:55 - 1:27 ELA or Math		Period 2 11:55 - 1:27 ELA or Math					Period 2 11:55 - 1:27 ELA or Math
12:05										
12:10										
12:15										
12:20										
12:25										
12:30										
12:35										
12:40										
12:45										
12:50										
12:55				Period 3 1:30 - 3:00 ELA or Math		Period 3 1:30 - 3:00 ELA or Math	Period 3 1:30 - 3:00 ELA or Math	Period 3 1:30 - 3:00 ELA or Math	Period 3 12:10 - 1:27 ELA or Math	
1:00										
1:05										
1:10										
1:15										
1:20										
1:25										
1:30	Enrichment A (students) 1:30 - 3:30	Enrichment B (students) 1:30 - 3:00	Enrichment A (students) 1:30 - 3:00		Enrichment B (students) 1:30 - 3:00					Enrichment A (students) 1:30 - 3:30
1:35										
1:40										
1:45										
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2:35										
2:40										
2:45										
2:50										
2:55										
3:00	Enrichment A (students) 3:03 - 4:30 Grade Level Meeting (Teachers)	Enrichment B (students) 3:03 - 4:30 Co-Planning Foundations (Teachers)	Enrichment A (students) 3:03 - 4:30 Observation Debrief Individual Planning (Teachers)	Enrichment B (students) 3:03 - 4:30 Co-Planning Inquiry (Teachers)	PD/ Data Analysis (Teachers)					
3:05										
3:10										
3:15										
3:20										
3:25										
3:30										
3:35										
3:40										
3:45										
3:50										
3:55										
4:00										
4:05										
4:10										
4:15										
4:20										
4:25										
4:30	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Student Dismissal					
4:35										
4:40										
4:45	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	Learning Lab 4:35 - 5:00	PD/ Data Analysis (Teachers)					
4:50										
4:55										
5:00										

Actual passing time may be shorter or longer depending on facility.

Our core value of urgency means that every minute counts.

Attachment 6

Enrollment and Lottery Policies and Procedures

Rainier Prep is a public, common school open to all children free of charge.¹ Pursuant to Washington state law, Rainier Prep may not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases. Rainier Prep is open to any student regardless of his or her location of residence.²

Rainier Prep's recruitment plan and enrollment policies support our mission and goals of ensuring that all of our students are prepared to excel in college and become leaders in their communities. We will actively recruit the students who are most at need and ensure that all students can apply and be enrolled in Rainier Prep in a fair and equitable manner.

Enrollment Timelines

Rainier Prep will begin to accept enrollment forms starting October 1, 2014 and will end at 5pm on April 15, 2015. This deadline aligns with the current Highline School District enrollment deadline. The goal is to work together with the school district to ensure that all families understand their options. Student recruitment will involve extensive community outreach and will be culturally sensitive and linguistically appropriate. Translation will be provided whenever possible in the dominant languages.

All enrollment forms must be received in hand by 5:00pm on April 15, 2015. Any forms received after this time and date will be placed at the end of the waitlist.

If capacity is not reached, a second enrollment deadline will be established for 5:00 pm on May 25, 2015.

Receipt and processing of enrollment forms – All enrollment forms must be delivered in person to guarantee a placement into the lottery. All enrollment forms received in person will receive a receipt. Families are welcome to mail or email their enrollment form to (address to be determined). An acknowledgement will be sent upon receipt of the mail or email enrollment form, but if a family does not receive or keep this receipt Rainier Prep is not responsible for claims that an enrollment form was sent by mail by not received by the deadline. (We will track all receipts as well and it is highly unlikely we will lose the record, but we cannot take responsibility if the family does not keep their record in the rare case that an enrollment form cannot be located.)

Lottery – If capacity is insufficient to enroll all students who apply to Rainier Prep, then Rainier Prep will select students through a lottery to ensure fairness. As required by

¹ RCW 28A.710.020(1)

² RCW 28A.710.050(1)

Washington state law, Rainier Prep will give an enrollment preference to siblings of already enrolled students.³ This is the only preference as stated in the law. If there are more enrollment forms than seats available in a grade level, then the school will have a lottery. Per Washington law, the lottery will have the following preferences:

- 1) Siblings of scholars currently enrolled at Rainier Prep
- 2) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school, assuming space is available in that sibling's grade level.

Families will be mailed the official results on the Monday following the Saturday lottery (late April).

Families will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, Rainier Prep will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at Rainier Prep. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept enrollment forms on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled.

Waitlist, dis-enrollment, and re-enrollment policies – Below are the policies on these important issues.

- **Waitlist:** The waitlist will start one week after Acceptance Day (day noted in letters from Lottery that families must officially accept their seat) and last until June 1 of the following school year. If a space becomes available, then the next student on the waitlist will be contacted to inform them of the opportunity to enroll.
- **Dis-enroll and Re-enrollment:** If a scholar dis-enrolls during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled student may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan).

³ RCW 28A.710.050(4)

Attachment 7

Discipline Policy

Overview

This following is a description of primary expectations and associated consequences that govern student behavior at Rainier Prep. All parents/guardians and students will read the Expectations and Consequences prior to the start of school. During the Home Visit/Family Meeting, the family will have an opportunity to ask questions and formally sign that each parent/guardian and student has read, understands, and agrees to abide by the Expectations and Consequences.

Philosophy

Rainier Prep's approach to student discipline first focuses on developing a positive school culture in order to prevent negative student behavior. Staff will explicitly teach all behavior expectations, so that all students are clear about school wide expectations. Through research and visits to high performing public schools, the design team discovered that the most common predictor of outstanding academic achievement is a focused, positive culture that has clear, high expectations for every student. We believe that student discipline, school culture and academic achievement are not mutually exclusive, but rather are complex and overlapping components of an outstanding school.

Rainier Prep intends to have a culture that embodies our core values, and works to strengthen student leadership. We intend to clearly communicate that every member of our community, which includes all staff, the board, students, and families, will be held to the same high standards and expectations for being positive stewards of the Rainier Prep culture.

Beliefs:

We approach each day with urgency. We know that a great school starts with a dedicated staff that plans intentionally, focuses relentlessly on common goals and knows each student well.

- We believe in a shared responsibility for all students.
- We believe in a growth mindset of continuous improvement.
- We believe in developing students who are reflective and possess strong self-knowledge.
- We believe in engaging deeply with families, community and our world.

We are a principle/values-based school and not a rules-based school. We believe that students are capable of making good choices when given proper structure, clear feedback, and caring relationships. We believe that high levels of engagement and the right level of challenge with support create a school culture and academic environment that have limited classroom disruptions due to student behavior. Students, like adults, have difficult days and when they do exhibit behavior incongruent with our beliefs and core values, they will not be permitted to disrupt the education of others. We begin first with a conversation between an adult and the student to better understand the context for why the behavior is occurring. We tie student actions to the value they are not currently exhibiting and work to find a solution. There are

times when students' behavior needs to be redirected beyond a conversation either because the behavior is egregious or consistent.¹

Rainier Prep Discipline Policy

General Statement: Students are expected to abide by all policies and regulations that have been developed by Rainier Prep to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, teachers, students, and stakeholders have a shared responsibility in taking necessary action to redirect the student's performance. Every reasonable effort will be made to transform a student's insufficient performance through alternative means before implementing more severe actions, such as a suspension or expulsion. It is expected that all students exhibit their dedication to our Core Values. Adherence to these values points to responsiveness and appreciation for the values, as well as a readiness to take responsibility for his/her performance and education.

Systems of Communication: The best discipline policies are only successful if the communication system between adults, students, and families is simple and clear. Rainier Prep will use a computer-based behavior tracking program such as Kickboard, SchoolRunner, or LiveSchool to celebrate positive behavior and enforce expectations and consequences within the classroom and in non-academic settings. All of these programs provide weekly data on student academic and behavior progress. Once we receive our charter, we will further explore the various options of computer programs and select one that works best with our mission, Core Values, and budget. Teachers will have laptops or tablets and will have the capability (and expectation) to note both positive and negative behaviors for students in real time. Faculty will be incredibly consistent in following culture guidelines. Building on and celebrating the positive behaviors will always be a focus using Tier 1 of Positive Behavior Interventions and Supports (PBIS), and when negative behaviors are identified, the consequence will always be tied to the growth of a particular Core Value (i.e., "Johnny, I am noting that you did not raise your hand so that you can continue to improve in your growth of initiative"). The tracking of the system will be the responsibility of each teacher and discussed with students during advisory time.

Family Communication and Commitment: We believe that students and parents deserve full transparency and meaningful accountability. We also believe that families are our partners. As detailed in the Family/Community Involvement section and in the School Culture Section, students begin their first year with a home visit. During this home visit we forge a shared vision for each child's future goals. Each advisor works closely with the student's family and shares both successes and challenges.

In instances where there are moderate, serious, or extreme offenses, we immediately contact the family to begin the process of discussing the possible consequences and next steps. In

¹ The systems and practices contained herein owe greatly to Democracy Preparatory Charter School (NY, NY) and Denver School of Science and Technology (Denver, CO).

situations where students are suspended or expelled from the Rainier Prep campus, we follow the procedures and policies outlined in this attachment.

Encouraging Positive Behaviors: In order to ensure that the school's values are respected at all times, the student management system at Rainier Prep is centered on maintaining the Core Values. The school believes that students should be empowered to understand that their choices in life determine the types of consequences they encounter. Students who choose to uphold the school's Core Values are rewarded, and students who choose not to uphold them are held accountable with specific consequences. Rainier Prep has a positive behavior support system that is outlined in the School Culture section. One part of the positive support system is the use of paychecks which are also part of our system of consequences.

Paychecks: The Paycheck system is a critical piece of student discipline and culture. The system provides weekly feedback for families. For all students, we provide a weekly paycheck that allows them to purchase items from the school store and buy access to specific Rainier Prep adventures. The Paycheck also provides valuable feedback for families each week.

- Students earn a "salary" for scholarly habits for the week.
- We will design a banking system for "direct deposit" of checks along with a debit system so students can purchase items at the Rainier Prep store. The school store will carry things like school gear, college gear, and school supplies.
- Bonuses are earned for exceptional performance or growth in academics, attendance, or leadership.
- Students who have accrued enough savings are able to participate in specially designed fun activities such as fun Fridays. These adventures still provide students valuable leadership development opportunities while feeling like a special reward. An example might be attending a special college visit.
- The advisor finalizes the paycheck information on Thursday so that a report can be sent home on Friday to the family.

In addition, as detailed in the School Culture section, there will be a tremendous amount of energy placed into ensuring that positive behavior is recognized and celebrated throughout the school.

Responding to negative behaviors: Rainier Prep educators hold students to high academic expectations and are able to focus on effective instruction because every teacher enforces consistent expectations. Consistency in application of consequences drives student actions away from negative behaviors.

The Nature of Offenses

At Rainier Prep there are four categories of offenses which warrant redirection by adults. The problem behaviors are labeled as **Minor, Repeated, Major, or Extreme**. Students will be held responsible for the elements of the school's expectations during the school day, during school-sponsored events, and while on school grounds, including school transportation. While it is clearly spelled out above that we will address infractions as they occur, we will explicitly teach and consistently reward desirable behaviors in our school. We will use school-wide and class-based systems to build a culture that acknowledges, praises, and rewards students who demonstrate our Core Values and Leadership. On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued. The table below outlines the various levels of infractions and the consequences:

Draft Behavior Consequence Matrix

Minor Behavior Problem <i>Behaviors that impact only the student</i>	Repeated Behavior Problem <i>Behaviors that interfere with the learning of others</i>	Major Behavior Problem <i>Behaviors that affect the community and violate the core values</i>	Extreme Behavior Problem <i>Harmful/Illegal behaviors</i>
<ul style="list-style-type: none"> • Not prepared • Out of seat • Not following directions • Incorrect voice level • Eye rolling • Running - bumping • Chewing gum • Eating at unapproved times • Supplies not ready 	<ul style="list-style-type: none"> • Talking out of turn repeatedly • Teasing/name calling • Unsafe or rough play • Disrespect towards property • Excluding others • Gossiping/rumors • Inappropriate response to teacher redirect 	<ul style="list-style-type: none"> • Cheating/Lying • Profanity • Leaving classroom without permission • Disrespectful to adults and peers • Bullying/Harassment 	<ul style="list-style-type: none"> • Fighting • Weapons • Drugs/Alcohol • Theft
<p>Interventions may include</p> <ul style="list-style-type: none"> • Nonverbal Redirection • Reflection time in class • Buddy class • Loss of privilege <p><i>* After re-teaching opportunities have occurred unsuccessfully and then teacher</i></p>	<p>Interventions may include</p> <ul style="list-style-type: none"> • Nonverbal Redirection • Reflection time in class • Restitution • Buddy class • Parent contact • Moving seat • Admin/ parent/ teacher conference 	<p>Interventions may include</p> <ul style="list-style-type: none"> • Restitution • Parent contact • Lunch or Enrichment Detention • Loss of privilege • Behavior plan • Admin/ parent/ teacher conference • Lunch or Afternoon Detention • Social worker 	<p>Interventions will include</p> <ul style="list-style-type: none"> • Immediate office referrals should occur with this level of infraction • Parent Meeting in person • Behavior Plan • Restitution <p><i>* Students will receive a deduction as defined</i></p>

<p><i>follows the outlined structure for warning, paycheck deduction will occur.</i></p>	<p><i>*Students will receive a deduction as defined by the discipline plan.</i></p>	<p>intervention</p> <p><i>* Students will receive a deduction as defined by the discipline plan. Students may be referred to office at the referring teacher's discretion.</i></p>	<p><i>by the discipline plan.</i></p>
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Teachers will use the following management strategies when a student is not following expectations. These strategies are designed to minimize interference during instruction while maintaining a positive classroom environment. The following sequence will be followed when managing misbehavior in the classroom.

Minor Discipline

Note: Once students have internalized the routines and procedures, teachers will use the bulleted strategies to get correction prior to getting a deduction from the student's paycheck.

- Narrate the positive while making quick eye contact with the misbehaving student. (Example: I see pencils moving. I see those ideas rolling out. Tanya is ready to roll. Keep it up, Steve!)
 - Move in closer proximity to the misbehaving student.
 - Use a nonverbal gesture to correct the student's behavior.
 - Give the student a non-verbal warning.
1. Give the student a deduction.
 2. Give the student a 2nd deduction and non-verbally motion the student to the reflection desk.
 3. Students will walk silently with their work to the reflection desk & will begin their reflection. The teacher will come over after approximately 2 -3 minutes and will quietly discuss the issue with the student. The student may return to their desk when both the student and the teacher determine that the student is ready to return.
 4. Give the student a 3rd deduction and complete the buddy teacher form. Send the student to your buddy teacher's room with a responsible student, buddy teacher form, and student work for the remainder of the period. Students will stay and will transition to their next class.
 5. Students with 3 paycheck deductions or more within a day will be assigned to lunch bunch where they will complete a short reflection, eat if lunch time, and then do work or read their independent book. The adult in the room will debrief with students about why they are there and how to avoid this in the future.

Repeated Behavior Problems

Students who demonstrate repeated behavior problems will be sent to an alternate learning setting, where they will regroup, reflect, and then be expected to return to class. There will be a common school-wide process for “buddy” classrooms to serve as alternate environments for students to continue learning. Often this simple change of location will correct the behavior.

Major and Extreme Behavior Problems

For any major incident in the school, immediately contact the office and complete a discipline referral form (within 15 minutes of the incident). Major incidents constitute any situation where a student is violent and/or so disruptive that the rest of the class is unable to learn.

In-School Suspensions

When possible, Rainier Prep will recommend students for in-school suspension in lieu of out-of-school suspension. Students will spend in-school suspension time away from peers and the classroom. They will do their academic work and communicate with teachers through technology when appropriate using tools like Edmodo to keep up with assignments and interact appropriately. Students in in-school suspension will have advisory, lunch, enrichment, and learning lab separate and they will have opportunity to reflect on what caused the in-school suspension. They will create a plan for future success and will also make restitution when appropriate.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy was established in order to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the school’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with applicable law.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising students, conferring with parents/guardians, limitations of a preferred activity, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in

writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and these Administrative Procedures are available on request at the School Leader's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all federal and state laws, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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 students.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means The Rainier Prep Board of Directors.
2. "Expulsion" means disenrollment from the School.
3. "School day" means a day upon which the School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the school where the pupil will receive continuing instruction for the length of day prescribed by the School's Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the School Leader to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the School Leader or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means Rainier Prep.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. 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 student had obtained written permission to possess the item from a certificated school employee, with the School Leader/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school

- personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
 13. 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.
 14. Committed or attempted to commit a sexual assault or sexual battery.
 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 17. Engaged in or attempted to engage in hazing of another.
 18. Aiding or abetting the infliction or attempted infliction of physical injury to another person.
 19. Made terrorist threats against school officials and/or school property.
 20. Committed sexual harassment.
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 22. 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 class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1. Conference - Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the office. The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If

a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

- a. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.
 - b. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
2. Notice to Parents/Guardians - At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
 3. Suspension Time Limits/Recommendation for Expulsion - Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The School Leader upon either of the following determinations will make this determination: a) the pupil's presence will be disruptive to the education process; or b) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The parent will be informed in writing of the right to hearing and if

a hearing is requested it will be scheduled within 3 school days of receiving the request.² The expulsion hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session. Written notice of the hearing shall be forwarded to the student, student's parent/guardian and the district. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, the reason for the proposed expulsion;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, only the School or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations, which shall be examined. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to:
 - a. receive a five day notice of his/her scheduled testimony;
 - b. have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or

² WAC 392-400-280 and 285

- legal counsel; and;
- c. elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened

harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The School Leader or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student,

parent/guardian and district. This notice shall include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Charter Authorizer review upon request.

L. No Right to Appeal

The pupil shall have no right of appeal beyond the appeal at Rainier Prep Board of Directors level from expulsion from the School, as the Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Leader and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Leader shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

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; 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 School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP 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 School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- c. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- d. 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
- e. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP 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, then the 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 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the 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 School agree otherwise.

4. Special Circumstances

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 School Leader 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:

- a. 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;
- b. 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
- c. 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 IEP team shall determine the student's interim alternative educational setting.

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 IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. 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 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.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the School Leader of special education or to other School supervisory personnel.

7. If the 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 IDEIA-eligible children with disabilities, including the right to stay put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge 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.

Attachment 8

Conversion Support Petitions

Not applicable as Rainier Prep is not a conversion school.

Attachment 9 Evidence of Community Support

Purpose

This attachment is designed to show evidence of community support.

Evidence to Follow:

1. Photos from Community Events
2. Letters of Support
3. Sample Flyer from Community Meeting
4. Example Agendas from Community Meetings
5. Sample Signatures of Support
6. Example Sign-in Sheets from Community Meetings

Burien Library Interest Session (10/26)	SeaTac Library Session (10/10)
	
Equity Summit at Highline Community College (11/8 and 11/9/2013)	Greenbridge Meeting (11/14/2013)
	



15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.433.0111

BOARD OF DIRECTORS: Angelica Alvarez • Tyrone Curry Sr.
Bernie Dorsey • Susan Goding • Michael D. Spear
SUPERINTENDENT: Susan Enfield, Ed.D.

November 18, 2013

Mr. Steve Sundquist
Washington State Charter Commission Chair
c/o Office of the Governor
P.O. Box 40002
Olympia, WA 98504-0002

Dear Washington State Charter Commission:

I am writing to offer my enthusiastic support for the Rainier Prep charter school application. If approved, this charter school would open in the Highline School District in the fall of 2015. As superintendent of Highline Public Schools, I am confident in the school's leadership and inspired by their vision for creation of a school in which ALL students will be prepared for college, career, and citizenship which is core to our district promise. The goals and intent of Rainier Prep align well with our bold and ambitious Strategic Plan and I heartily endorse their application.

At its core, Rainier Prep seeks to serve those students who traditionally have been least successful within our public school system: low income, ELL, and special education students for whom a different, more personalized educational approach is necessary to ensure academic and holistic success. Rainier Prep's philosophy is rooted in offering a rigorous, college prep curriculum to all of its students while also offering the necessary deeply personalized support to assist students and families in meeting its ambitious goals. The school leadership team has based its educational plan on best practices from high-performing charters and educational programs around the country, as well as from insights and expertise gained from a combined 35+ years of work in some of this region's most challenging public school environments. Rainier Prep is poised and ready to be a flagship model showcasing the potential for charter schools in the state of Washington, and to address the persistent achievement and opportunity gaps while doing so.

Highline Public Schools is likewise deeply committed to ensuring the academic and holistic success of all our students regardless of background or family circumstance. Our Strategic Plan is rooted in four pillars: Equitable Access, Results Focused, Strong Partnerships, and Cultural Responsiveness. To reach our goals we are seeking partnerships with organizations and programs, like Rainier Prep, who share a commitment to these pillars. While there are many logistical details to be worked out, I am confident that the Rainier Prep charter school would benefit the Highline community.

A path to success for every student

Rainier Prep and Highline Public Schools share a commitment to work toward equity and opportunity for all of the young people served in our district. We mutually believe in a strong education as the foundation for success in life and an ability to be a thriving member of one's community. I encourage you to give Rainier Prep's charter school application your fullest consideration, as I believe their ability to deliver on their stated mission, goals, and benchmarks is as strong as any application you will find in this round.

Sincerely,

A handwritten signature in blue ink that reads "S. Enfield". The signature is fluid and cursive, with the first letter of "S" being particularly large and stylized.

Susan Enfield, Ed.D.

Superintendent



November 20, 2013

Dear Washington State Charter School Commission:

I am writing to offer my most sincere and enthusiastic support for the Rainier Prep charter school application to open in the fall of 2015. I believe that the combination of its visionary leadership, inspired mission, thoughtful, detailed and innovative educational plan, and strong partnership formations place Rainier Prep in a position to achieve remarkable results for some of this region's most traditionally under-served students. Rainier Prep seeks to ensure strong college readiness and leadership preparation for the students of the Highline/South King County region, goals which, when achieved, have the potential to transform not only individual lives but also the framework of a community.

Rainier Prep has exceptional leadership in the form of its founding principal, Maggie O' Sullivan. As both a classroom teacher and principal/school leader over the past 18 years, Maggie has a proven track record with achieving measureable results in working with all students, but especially with low-income, ELL and other special needs populations. From the moment we first engaged in conversation about her vision and the possibilities of a charter school, it was clear that Rainier Prep and Rainier Scholars shared a mutual commitment to serving those students with the greatest number of barriers to achieving college readiness on their own, and to narrowing the achievement gap which so perniciously forms along both socioeconomic and class lines.

Rainier Prep and Rainier Scholars also share a common service area, as we have expanded our services in recent years into both the Highline and Renton School Districts. Over the past two years, over 300 students from Highline Schools have applied to Rainier Scholars, and in this year alone, over 25% of our current cohort comes from Highline; thus, there is a natural partnership in desiring to serve more and more of these families who are eagerly seeking access to high-quality, rigorous, college prep educational opportunities.

As an organization, Rainier Scholars has committed its full support and sharing of critical resources to ensure the success of Rainier Prep, believing that much of what we have honed in our successful model over the past 12 years lends itself to the Rainier Prep model as well. This includes but is not limited to: curriculum planning and instructional design models, establishment of school culture frameworks, family engagement and partnership building strategies and best practices in fundraising, governance and sustainable growth. We are deeply committed to the success of Rainier Prep, as we have repeatedly seen the desire from parents and students in this region to have access to a challenging college prep curriculum which will prepare their student for college, career and a life of engaged citizenry.

I urge you to give the Rainier Prep application your fullest consideration, as I truly believe all of the elements necessary to ensure phenomenal success for its students are in place in the Rainier Prep plan. It is so critically important that our first charter schools be places in which the students so often overlooked in our traditional system be provided an opportunity to flourish and succeed. Rainier Prep will be such a place, and will ideally serve as a model for other schools to follow in their formation. If I can be of any further assistance, please do not hesitate to contact me at sarahsmith@rainierscholars.org.

Sincerely,

Sarah Smith

Executive Director

November 20, 2013

State of Washington Charter School Commission
Governor's Policy Office
PO Box 43113
Olympia, WA 98504-3113

Dear Commissioners:

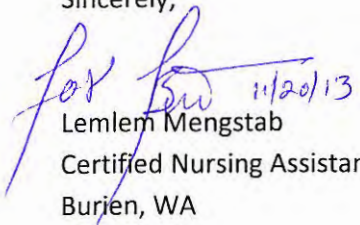
I am writing in strong support of Rainier Prep's application to become a charter school. I believe that Rainier Prep has the right mission and educational expertise to make a great public middle school. We know that middle school can be a tough time for kids and this will give families in Highline a new option.

As the mother of two school aged children in Highline Schools, I am excited by the plans which the leaders of Rainier Prep have shared with me regarding this charter school. Our family moved to this country for the chance at a better education and while my kids have had many wonderful teachers along the way, we do hope for a school whose one main goal is to make sure my children are prepared for college. I would hope that my children and others in our area could have an opportunity to make the most of life through education, and a school like Rainier Prep could help make this a reality.

I want to support more public school options for families in this area. I believe that kids need challenge and structure in order to reach their goals. Both of my kids need help with organization, creating a vision for the long-term and an environment which will push them towards college no matter what. Rainier Prep will provide our community with an excellent college prep alternative.

Thank you for your consideration.

Sincerely,



Lemlem Mengstab
Certified Nursing Assistant (CAN)
Burien, WA

STATE REPRESENTATIVE
37th LEGISLATIVE DISTRICT
ERIC PETTIGREW
MAJORITY CAUCUS CHAIR

State of
Washington
House of
Representatives



AGRICULTURE & NATURAL
RESOURCES
APPROPRIATIONS
APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION
PUBLIC SAFETY
RULES

November 8, 2013

To the Washington State Charter Commission:

I am writing to personally support Rainier Prep's application to open a 5th-8th grade charter school serving the students of South King County.

I have met with Rainier Prep founder Maggie O'Sullivan and find her vision, beliefs, and model to be both inspiring and compelling. Rainier Prep's model is built on the best practices of high performing charter schools from across the country – practices that have helped students with significant special education and ELL populations to thrive and make remarkable progress. It is also grounded in the needs of the South King County community and values the voices of its families and community leaders.

As a Washington state legislator, I advocated for public charter schools because I believe our most under-represented students and families deserve access to schools that will create the conditions necessary for their success. Rainier Prep is the kind of school that I fought for: a school that champions all students' rights to a world class education, a school that believes in all students' abilities and right to flourish in today's education system and economy, and a school that inspires its families and community to partner in its success.

Rainier Prep's commitment to the kids of South King County is not just to prepare them for college but to persist through college. Our state currently has a surplus of high-wage, high-tech jobs that it cannot fill with local graduates. Rainier Prep is part of the solution for helping our most underserved students reach their dreams and helping our new economy find and keep local talent here in Washington. Thank you for your attention and consideration of this charter application.

Sincerely,

Representative Eric Pettigrew

37th Legislative District



November 13, 2013

Dear Washington State Charter Schools Commission:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to give our full support for Rainier Prep and Maggie O'Sullivan's leadership. Through the Senior Fellows Program, WA Charters is honored to work with Rainier Prep in the development of a grade 5-8 public charter school for South King County, Washington.

WA Charters is a statewide nonprofit organization that supports the start-up of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on three key areas of support: community and family engagement, leadership development, and support and services. Through fellowship programs, WA Charters recruits and supports leaders who want to grow high-performing charter schools.

Maggie O'Sullivan is one of WA Charters' three Senior Fellows. The Senior Fellows Program is a year-long program (July 2013-2014) that provides weekly seminars taught by local and national public education experts, residencies with proven public charter school leaders, personalized coaching, and ongoing support with partner organizations. As a Senior Fellow, Maggie has and will continue to receive support for best practices in charter instructional leadership, operations, data and assessment systems, board governance, human capital management, community engagement; serving students with disabilities and English Language Learners, facilities, and budget and finance. We are confident in Maggie's abilities and are committed to continuing to work with Rainier Prep and its board throughout the startup phase and beyond.

Providing a high-quality public education to all children is critical to a just society that affords every child the full range of opportunities for life. I urge you to give the families and students of South King County the option and opportunity to attend Rainier Prep.

Sincerely,

A handwritten signature in black ink that reads "Marta Reyes-Newberry".

Marta Reyes-Newberry
Interim CEO
Washington State Charter Schools Association



November 14, 2013

Maggie O'Sullivan
School Leader
Rainier Prep
201 S Hudson St
Seattle, WA 98134

Dear Ms. O'Sullivan,

It is my pleasure to write in support of your charter application for Rainier Prep in South King County. Seneca Family of Agencies is committed to supporting the development of inclusive learning environments for all students, and we see great alignment in the vision that you have put forth in your proposal.

Seneca has worked for over 25 years to provide special education and mental health services to children and families in California. Much of this work has involved partnering with counties, districts, and schools to develop comprehensive systems of support that meet the needs of all students, including those living in poverty, involved in the child welfare and probation system, English Language Learners, and students diagnosed with learning and emotional disabilities. Our experience has led us to understand the complex array of factors that influence the health, well-being, and academic functioning of youth. In this light, I see much promise in the comprehensive approach at Rainier Prep to address the academic, behavioral, and social emotional needs of students, particularly during the crucial developmental stages encompassed within the middle school years.

Should your application be approved, we are committed to providing guidance and support in the development of a comprehensive intervention model designed to meet the diverse needs of students and families in South King County.

I appreciate your commitment to welcoming and serving all students, and I look forward to partnering with you to support the execution of your vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Berrick", written over a horizontal line.

Ken Berrick
Founder and CEO
Seneca Family of Agencies



November 7, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter Commission:

On behalf of the League of Education Voters, I am writing to support the application and establishment of Rainier Prep in South King County to serve grades 5-8. I admire Rainier Prep's mission, educational model, commitment to serving all students, and eagerness to work side-by-side with community and parent leaders to create a remarkable school.

As the CEO of LEV, I know the importance of providing young people with a strong academic foundation, positive adult role models, engaging co-curricular activities, a positive and rigorous school culture, and access to a broad range of physical and mental health interventions. Our students in Washington deserve nothing less. Rainier Prep's model, which champions this broad-based approach to learning, is based on best practice charter models from across the country and includes significant family engagement among its array of expectations for enrolled students.

Because of the promise and proven practices of Rainier Prep's model, and the urgency of providing students and families in South King County with access to high quality educational models, I am enthusiastic about opening this school and its deep potential to improve the lives of thousands of future students. I thus respectfully and strongly encourage you to grant a Charter to Rainier Prep.

Thank you for your time and consideration of my request.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Korsmo".

Chris Korsmo
CEO
League of Education Voters



November 6, 2013

To the Washington State Charter School Commission:

On behalf of Committee for Children, I'm writing in support of Maggie O'Sullivan's application to open the Rainier Prep 5-8th grades public charter school in South King County, WA. Committee for Children is committed to equal access to high quality education for all students and families across the country and in Washington State.

For over 30 years, Seattle-based Committee for Children has created and disseminated top-rated social and emotional learning (SEL) curricula which are taught to over 9 million children in 79 countries. We are a globally focused not-for-profit organization that is a widely recognized leader in providing top-quality, evidence-based educational programs to promote social-emotional learning and prevent bullying. More than 25,000 schools in the US – 40% of school districts nationwide – access our programs.

Committee for Children has had positive and productive relationships with charter schools throughout the country, many of which hold social and emotional learning as a primary foundation for student success. We stand ready to support this new school in its efforts to create a safe, positive school climate and we encourage approval of the charter for Rainier Prep.

Sincerely,

A handwritten signature in black ink that reads "Joan Cole Duffell". The signature is written in a cursive style.

Joan Cole Duffell
Executive Director

Our vision: Safe children thriving in a peaceful world

2815 Second Avenue, Suite 400 | Seattle, Washington 98121

800-634-4449 | Seattle: 206-343-1223 | FAX: 206-438-6765 | www.cfchildren.org

Heidi B. Bennett

206-781-5566
213 North 57th St.
Seattle, WA 98103
heidi@bennettdirect.net

November 19, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter School Commission:

I am honored and thrilled to support the launch of Rainier Prep, a 5-8 school serving South King County. I am a public schools parent and the Washington State PTA Regional Legislative Chair. In my role as the Regional Legislative Chair, I have spoken with hundreds of parents across the state, learned the intricacies of our state policy environment, and worked diligently to find legislative solutions for the expressed needs of families. These experiences lead me to know the powerful and positive impact that charter schools can have in a community for students, parents, and families.

I have long advocated on behalf of families and children across the state, particularly those who do not always have voice. Parents want the best for their children, and they are looking for access to mission-driven schools that are committed to serving their children's needs and providing creative solutions to students who may not thrive in the traditional system. There is a tremendous need in our underserved communities for quality educational options and I am confident Rainier Prep can help us address this need. Rainier Prep believes in the capacity of each and every child to be successful, and its mission is to work alongside the community to provide a college preparatory education for all of its students. Such a model would benefit our children and families tremendously.

Thank you for your attention and consideration of my request that you support Rainier Prep's vision to give our children the opportunity to receive a high quality education.

Sincerely,

Heidi Bennett
Parent Advocate and PTA Leader



Estimados padres de familia

Ustedes están invitados a una reunión para informarse y darnos su opinión acerca de unas nuevas opciones educativas para sus hijos!

Denos su opinión y ayúdenos a crear la escuela de sus sueños. Conozca a los líderes que están desarrollando estas nuevas escuelas que se van a abrir pronto en esta área.

Cuándo: Sábado, 16 de noviembre 12:00 pm - 2:00 pm

Donde: Centro Comunitario de Burien, 14700 6th Ave SW WA 98405

Almuerzo y cuidado de niños gratis

Reserve su asiento en: info@wacharters.org





Community Meeting Agenda

October 7th, 2013

3:30 pm - Welcome and introductions – Adie Simmons, Mitch Price

3:45 pm - What is the Association? What are public charter schools?

4:00 pm - WA State law highlights

4:15 pm - Introduction of Charter leaders

4:15 pm - Maggie O'Sullivan - presentation

4:30 pm - Kristina Bellamy-McClain - presentation

4:45 pm - Debrief and networking

The first cohort of the Association's charter leader's Fellowship program (also called the Incubator):

- **Kristina Bellamy-McClain** - Most recently principal of Emerson Elementary School in Seattle, planning to open a school in Tacoma.
- **Maggie O'Sullivan** - Most recently principal of Mirror Lake Elementary School in Federal Way, planning to open a school in South King County
- **Brenda McDonald** - Most recently principal of Garry Middle School, planning to open a school in Spokane

Creating the schools of our dreams

Together we can make it happen!

Public Charter Schools Community Forum

November 16, 2013 12 p.m. – 2:00 p.m.
Burien Community Center

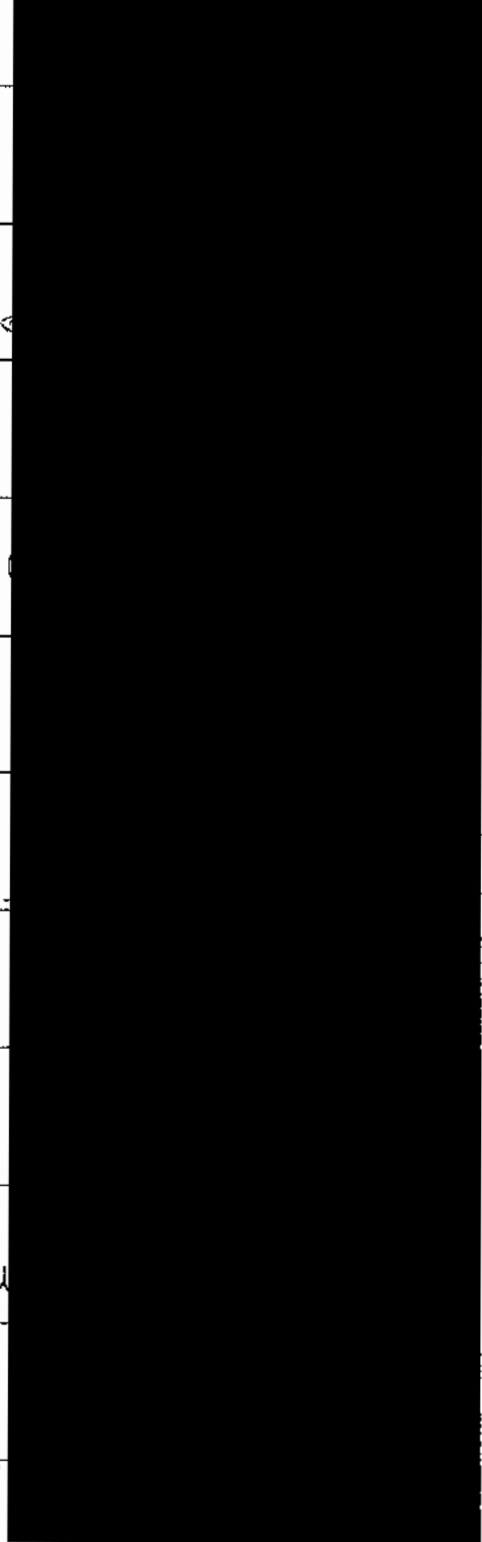
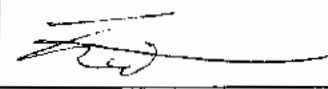


- ⌘ 12:00 p.m. Lunch
- ⌘ 12:15 p.m. Welcome and introductions – Jen Davis Wickens, WA Charters
- ⌘ 12:20 p.m. Charters in WA State - Jen Davis Wickens, WA Charters
- ⌘ 12:30 p.m. Sharing the dream (Group Discussion)
 - ⌘ What are the educational needs in this area?
 - ⌘ What is working for students in this area? Tells us about your points of pride.
 - ⌘ What else might help improve educational outcomes for students in this area?
- ⌘ 12:50 p.m. Group reports
- ⌘ 1:00 p.m. Rainier Prep - Maggie O'Sullivan
- ⌘ 1:20 p.m. Summit Public Schools – Diego Arambula, Sarah Satinover & Jess Taylor
- ⌘ 1:30 p.m. Networking
- ⌘ 2:00 p.m. Closing

The Washington State Charter Schools Association (WA Charters) is a statewide, non-profit organization that supports the start-up of high-quality public charter schools, with a focus on underserved communities.

www.wacharters.org 206-832-8505



Support Rainier Prep Public Charter School

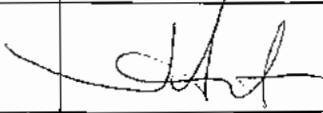
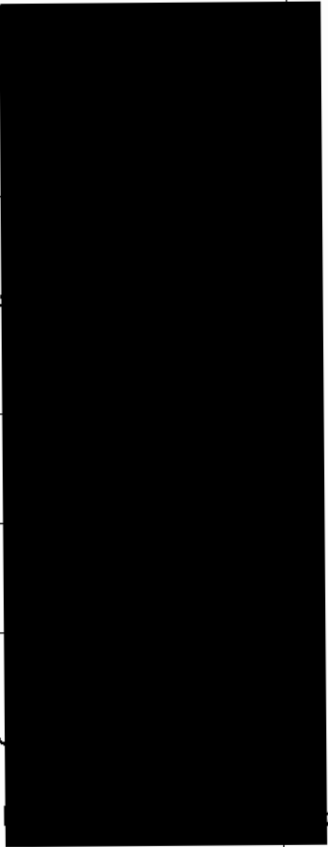
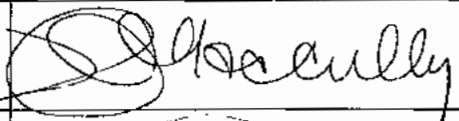

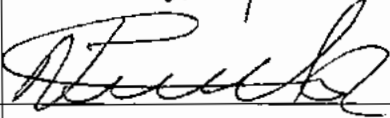

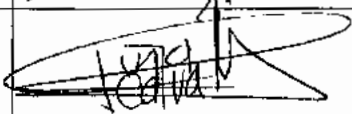

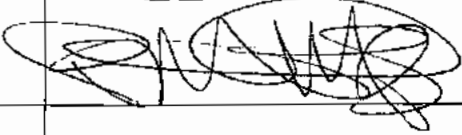
Name	Signature	Where do you live?	
1. Fatima mohamed	Fatima mohamed		
2. AMINA BI HI	Amine		
3. Muna Hassan	Muna A. Hassan		
4. Nafis Abdulla	Nafise		
5. Amira Ali	Amira		
6. amira Awad	amira		
7. Zohra Mohamed			
8. Amira Hassan ANWAR HAZME	Amira Hassan Anwar Hazme		
9. Nagan Khadir	Nagan		
10. Tare Tapu			
11. Fahim Fahgany			
12.			

Support Rainier Prep Public Charter School

Name	Signature	Where do you live?
1. ROAN HA	ROAN HA	[REDACTED]
2. VAN VAN NGUYEN	[Signature]	[REDACTED]
3. [Signature]	[Signature]	[REDACTED]
4. Binh Tran	[Signature]	[REDACTED]
5. Canh Nguyen	[Signature]	[REDACTED]
6. NGUYEN VAN	[Signature]	[REDACTED]
7. Hong Le	[Signature]	[REDACTED]
8. QUANG TRAN	[Signature]	[REDACTED]
9. LAP TRAN	LAP TRAN	[REDACTED]
10. VAN LE	[Signature]	[REDACTED]
11. MY HA	[Signature]	[REDACTED]
12. Sarah Tet	[Signature]	[REDACTED]



I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Juan Hsiao		
Kristina MacCully		
Blanco Lopez		
Norberto corona		
Oliva Diaz S.		
Natividad Pina		
Alejandra Diaz		
Marisol Mendez		



I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Danica Hendrickson		[REDACTED]
Celina Gutierrez		[REDACTED]
Kattia Rojas		[REDACTED]
Zekaryas Gebrekidan		[REDACTED]
Aniya Beck		[REDACTED]
Miguel Silva		[REDACTED]
Leobardo Franco		[REDACTED]
ROSHELLE ROBINSON		[REDACTED]
Yael Tellez-Rodriguez		[REDACTED]
George Alvarado-Salinas		[REDACTED]
Brenda Mancilla		[REDACTED]
Luis Forst		[REDACTED]
Stephanie Ortiz-Ortiz		[REDACTED]
Edna Ortiz		[REDACTED]

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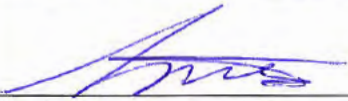
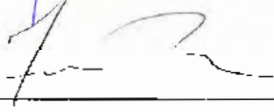
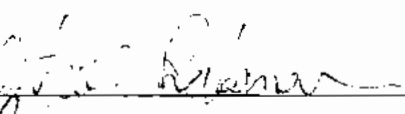
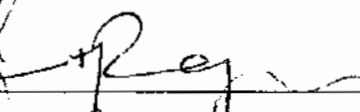
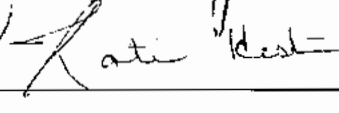


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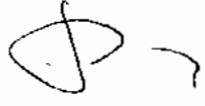
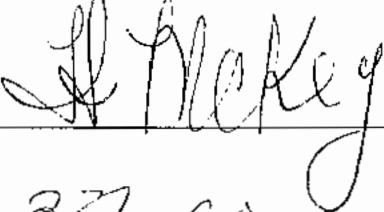

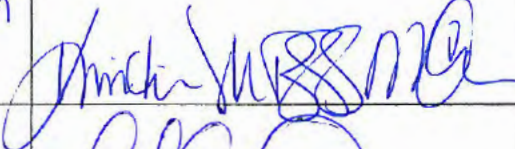
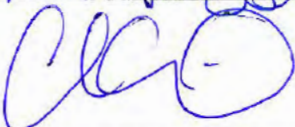
NAME	SIGNATURE	CITY WHERE YOU LIVE
Jeff Zeland		
Fessehaye		
Esrom Fessehaye	Esrom Fessehaye	
Doris B. Fuentes		
Michelle Peterson	Michelle T. Peterson	
David A. Lewis		
Noemia K. Mlekarov	Noemia K. Mlekarov	
Jon Howland		
Jason Medeiros	Jason Medeiros	
Tamra Hashaway	Tamra Hashaway	
Ruth Mengstab	Ruth mengstab	
Juliana Soria	Juliana Soria	
Scott Hicke		
Sumiko Huff	Sumiko Huff	



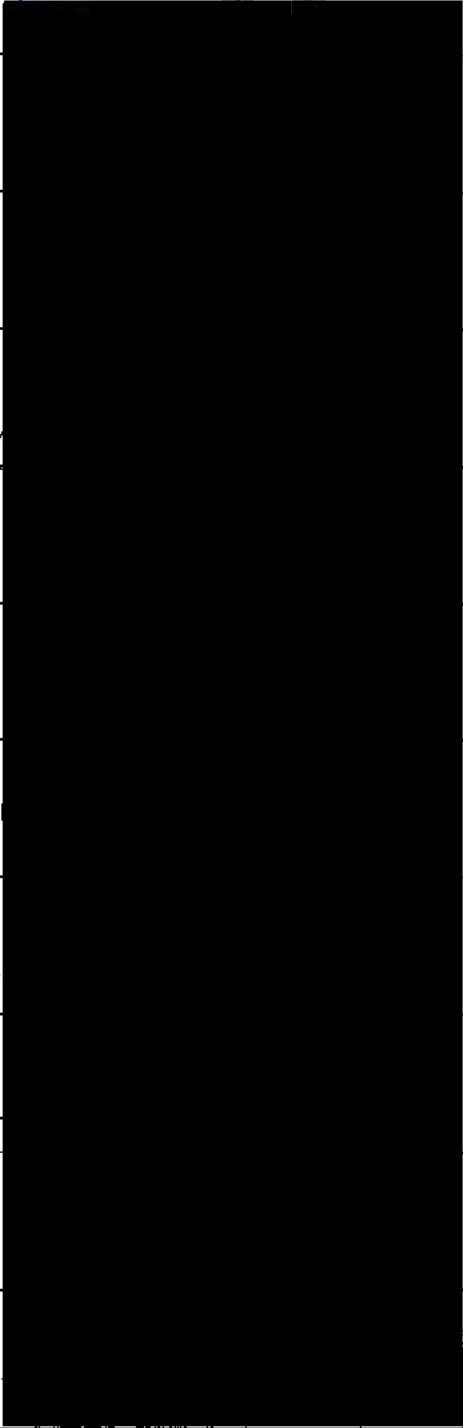
I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Marisa de la Garza	Marisa de la Garza	
Francisco Mora	Francisco Mora	
Muna Mohammed		
Maria Gloria Alcarado	Maria Gloria Alcarado	
Madelene Toban	Madelene Toban	
FRANCOIS CURRIE		
Ephraim Kusso	Ephraim Kusso	
Alicia Robinson		
Janet Rodriguez		
Katie Hester		

Support Rainier Prep Public Charter School




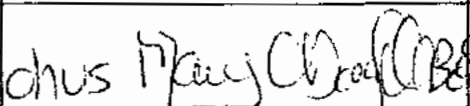
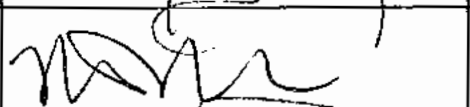
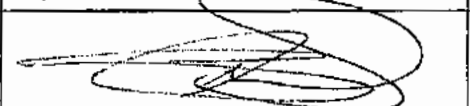

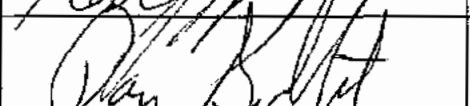
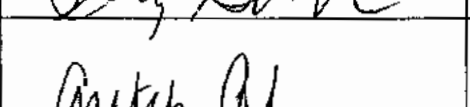
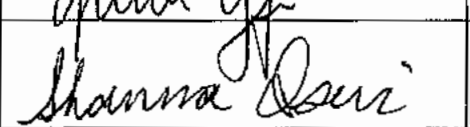
Name	Signature	Where in Seattle do you live
1. Renee Gallagher		
2. Jenna Smith		
3. Kamber d Ambrose	K d Ambrose	
4. Maria Rosales	MRC	
5. Heather Mackey		
6. Erica Morales		
7. Kristina Bullamy <i>McClain</i>		
8. <i>OTTRIS EIDE</i>		
9.		
10.		
11.		
12.		

Support Rainier Prep Public Charter School

Name	Signature	Where do you live?
1. Ayezu Woldetes	Meseret Woldetes	
2. Meseret Woldetes	Meseret Woldetes	
3. Fantanesh Teraja	Fantanesh Teraja	
4. SAMRONG HENG	Samrong Heng	
5. SRENGUY - SRENGUY	SRENGUY - SRENGUY	
6. SOKHA KIM	Sokha Kim	
7. Sokmakara Hang	Sokmakara Hang	
8. Bora Thi Bae	Bora Thi Bae	
9. DAO T. NGOC HUU	DAO T. NGOC HUU	
10. LIEX TRUONG	LIEX TRUONG	
11. A Shi	ng ye	
12.		



I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Kelli Garces		
Shannon Price		
Mary C Doerflein-Bonus		
Michelle Gaither		
Sara Ankerst		
Laura Wood		
Doug Guillot		
Gretchen Griffith		
Shauna Isari		



I SUPPORT RAINIER PREP PUBLIC CHARTER S

NAME	SIGNATURE	CITY WHERE YOU LIVE
Ellen Graham		
Steven Wilbur		
Curtis Erlinger		
Priscilla Lindberg		
Fred Alexander		
Daren Salter		
Calvin Shan		
VICTORIA JRYDEN		
Haseemi Jadhav		
T. Thomas Elliott		
Barbara Pinti		

Sign In Sheet Burien Community Center

11/16



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

YES! I WANT MORE INFORMATION

NAME	TITLE/ OCCUPATION	Where do you live?	Are you a parent of a K-12 Student? (Y/N)	E-MAIL	PHONE
1. Matt Presbury	Director, Public Eye Northwest		Y		
2. Susan Goding	Highline School Board Director		N		
3. Alejandra Diaz	Mom		Y		
4. Natividad Pina	Mom		Yes		
5. Tim Welch	Puget Sound Educational Svc. Dist.		yes		
6. Jamie Fairbanks	SAHM		yes		
7. Blanca Lopez Norberto Corona	Mother Father		yes		
8. Marisol Mendez	Mom Farm Ambassador		Y		
9. Ron Robinson	Education Principal		N		
10. Oliva Diaz	Mom		Y		

MAGGIE O'SULLIVAN

Education

Danforth Educational
Leadership Program
June 2004

University of Washington

Stanford Teacher
Education Program
M.A. Education
June 1997

Stanford University

M.A. Liberal Studies
May 1995

Wesleyan University

B.A. English
May 1992

Bowdoin College

URBAN EDUCATIONAL LEADER

Leads high poverty schools to excellent student outcomes

- *Data Driven*
- *Student Focused*
- *Instructional Leader*
- *Avid Learner*

Experience

Senior Fellow, WA Charter Schools Association 2013-Current
Founding Leader, Rainier Prep

Principal 2009-2013
Mirror Lake Elementary School, *Federal Way Public Schools*

Sabbatical Year 2008-2009
Studied, traveled and volunteered in *Latin America*

Principal 2004-2008
Wildwood Elementary, *Federal Way Public Schools*

Principal Intern 2003-2004
Madrona K-8, *Seattle Public Schools*

Teacher 1997-2003
Foster High School, *Tukwila Public Schools*

Student Teacher 1996-1997
Homestead High School, *Cupertino Public Schools*

Para-Educator 1995-1996
Woodinville High School, *North Shore Public Schools*

Ice Hockey and Lacrosse Coach 1992-1995
Wesleyan University

AWARDS

- OSPI Distinguished School Award
- MLK Award
- OSPI Apple Award
- Teacher of the Quarter King County
- National Board Certified ELA

Attachment 11

Job Descriptions

Timeline for Hiring School Startup/Launch Team

The School Startup/Launch Team includes the School Leader, Office Manager/Outreach, Director of Operations, Director of Academics and a Dean of Culture/Enrichment Coordinator.

- Office Manager/Outreach – Begin recruitment Jan. 2014, hire by June 2014, and begin July 1, 2014
- Director of Operations – Begin recruitment July 2014, hire by Jan. 2015, and begin Feb. 1, 2015.
- Director of Academics – Begin recruitment Sept. 2014, hire by May 2015, and begin June 1, 2015.
- Dean of Culture/Enrichment Coordinator – Begin recruitment Oct. 2014, hire by June 2015, and begin July 1, 2015.

Yearly Timeline for Recruiting and Hiring: Focus = Cultivate candidates early

The School Leadership Team includes the School Leader, Director of Operations, Director of Academics and the Dean of Culture.

- July/August – Begin to build pipeline of candidates (continues all year).
- September/October - Identify and cultivate potential candidates. Build relationships.
- November to January – Resume review and initial phone interviews.
- Jan/Feb – Conduct demo lessons, observe in teachers' current classrooms, or teachers send a video lesson in current classroom (out of state).
- February/March – Conduct in-person interviews, check references and make offers.
- April – Complete hiring; continue to build the pipeline for unexpected openings.

Criteria for All Candidates

Rainier Prep places a high value on smart, hard-working, mission-aligned people who ask good questions and listen well. The staff must have past experience working successfully with diverse populations. In addition, all Rainier Prep staff will share the following characteristics:

- Passionate commitment to improving urban public schools and alignment to Rainier Prep's mission, core beliefs, and values
- Self-motivated and team-oriented
- Ability to learn quickly and multi-task in a rapidly-changing, fast-paced environment
- High level of personal integrity and responsibility
- Dedicated with a "can-do attitude" and willing to go the extra mile at all times
- Entrepreneurial spirit and technological savvy

Recruitment Process

Rainier Prep is committed to conducting a deep recruitment process annually to ensure the highest caliber applicant pool. The following strategies will be used (among others):

- Career Fairs
- Open Houses
- Cultivation conversations with existing contacts
- Staff/Families word of mouth
- Social Media, including Facebook and LinkedIn

Hiring Process

1. Application/Certification Screening
2. Phone Interview
3. Demo Lesson/Video Lesson
4. In-person Interview
5. Reference Check

Job Descriptions

Below are the job descriptions for the leadership positions during the startup/launch year. We do not have individuals already identified for these roles.



Transforming the Future One Child at a Time

OFFICE MANAGER/OUTREACH COORDINATOR JOB DESCRIPTION

Rainier Prep is seeking an experienced Office Manager/Outreach Coordinator to oversee the initial outreach and office management efforts for our new charter school to open in the fall of 2015. This position requires a self-motivated, team-oriented professional with excellent attention to detail who truly enjoys working with scholars, families and members of the community, and values education for its capacity to alter the landscape of a young person's life. The Office Manager/Outreach Coordinator will lead the outreach, recruitment and enrollment process as Rainier Prep establishes itself as a new school option within the South King County region. He or she will reach broadly across the community in outreach efforts, as well as work to establish a front-office environment at Rainier Prep which is responsive to the needs of scholars and their families while supporting the work of the School Leader and other Leadership Team members. This person will directly report to the School Leader/Principal.

Rainier Prep is a rigorous 5th-8th grade school committed to preparing all students to excel at four year colleges and serve as leaders in their communities. We emphasize critical thinking and foundational skill building, offer deeply personalized learning and support, value diversity and hold high expectations for all scholars and staff in the school community.

MAJOR RESPONSIBILITIES: Ensure outreach and student recruitment efforts which result in full enrollment for Rainier Prep's inaugural year of 2015-2016; provide all critical administrative assistance needed to prepare for opening of school year and ensure stability of systems when fully operational

- Lead, manage, coordinate, and implement all aspects of the recruitment and enrollment process at Rainier Prep, including: outreach to families, educational partners and community agencies for nurturing potential student pool
- Represent Rainier Prep in communications with potential new students and their parents regarding their interest in the school; guide them through the enrollment process, answering questions, providing information, and raising the visibility of the school.
- Communicate with stakeholders, including community partners and supporters, educators, and business groups to share mission and raise awareness of the school's goals.
- Build relationships with other key youth development stakeholders in the school's geographic region of service to ensure coordinated efforts at ensuring student results and outcomes
- Create relevant materials in multiple languages which reflect the mission and plans for the school to be shared with multiple audiences
- Interface with the Principal and Director of Operations to ensure respective support of the student recruitment process
- Develop and coordinate office and administrative systems to maintain effective daily operations at Rainier Prep
- Establish front office environment which is welcoming and reflective of the Rainier Prep commitment to excellence in all aspects of our work and service to scholars and families
- Provide administrative support to Director of Operations in HR and hiring process for new employees. Maintain updated school calendar
- Publish weekly school e-newsletter with relevant dates and programming to keep parents and families informed and engaged
- Update Facebook page and other social media and school web page
- Monitor track and order equipment and school office supplies as needed (including computer hardware and software); build smooth procedures for purchasing inventory and school supplies; work with the district office to facilitate accounts payable; coordinate substitute teachers; coordinate and audit monthly timesheets for payroll; track sick and other PTO, answer phones; coordinate mailings; greet students, parents and guests.
- Cultivate and manage parent volunteers.
- Assist in special projects, including preparation for Board Meetings, school exhibitions, and fundraising events.
- Provide any other administrative support needed to School Leader to ensure effective operation of school
- Assist in developing a strong school culture for students and adults alike.
- Other duties as assigned.

MINIMUM QUALIFICATIONS

- A Bachelor's Degree, and three to five years' related experience, with work in community outreach, organizing and recruitment an essential requirement and priority
- Detail-oriented team player willing to roll up their sleeves to get the job done.
- Ability to multi-task in a fast-paced, dynamic environment.
- Ability to work independently and as a team member.
- Ability to communicate and interact effectively with multiple constituencies.
- Ability to anticipate the needs of school leadership team, students and families, and proactively address needs of various sectors of the Rainier Prep community
- Excellent organizational, planning and implementation skills.
- Excellent writing, communication and presentation skills.
- Knowledge of school district reporting requirements is a plus.
- Prior experience working within budgets is a plus.
- Bilingual (English/Spanish) proficiency is highly preferred.
- Strong computer skills - proficiency in Microsoft Office (Word, Excel, PowerPoint, Access) - are necessary. Experience with Filemaker PRO and school attendance programs, is preferred.
- Education industry experience is a plus

SALARY

Salary: Commensurate with qualifications and experience. Competitive, with health, sick, and pension benefits (full-time only).

HIRING PROCESS

Please submit a cover letter and resume via email to apply@rainierprep.org. Rainier Prep will invite select candidates for interviews. Interviews will continue until the position is filled. Hiring is contingent upon successful completion of employment verification and hiring process.

ABOUT RAINIER PREP

Rainier Prep is a rigorous college preparatory public 5th-8th grade school located in South King County. Committed to transforming the future one child at a time, Rainier Prep believes in the inherent capacity of ALL students, regardless of background or birthright, to succeed in a college prep environment when provided with the right support. Rainier Prep is committed to achieving radically different outcomes for traditionally under-represented low income and minority populations, focusing on identifying and serving those students who will be the first in their families to attend and graduate from college.

Founded as a charter school in 2013 by award-winning educator and veteran principal Maggie O' Sullivan, Rainier Prep strives to alter the expectations of what is considered possible for those students who have not typically succeeded in America's classrooms. Using research-tested best practices from programs around the country, Rainier Prep is changing the landscape of public education in Washington State.



Transforming the Future One Child at a Time

DIRECTOR of OPERATIONS JOB DESCRIPTION

Rainier Prep is seeking an experienced Director of Operations to oversee the administration of the school and act as the central point of contact for the school with all district and community partner organizations. This position requires a self-motivated, team-oriented professional who truly enjoys working with young people and values education. The Director of Operations will manage all technical aspects of the school site. He or she will create and implement systems and assist in nurturing a positive school community. This person will directly report to the School Leader.

Rainier Prep is a rigorous 5th-8th grade school committed to preparing all students to excel at four-year colleges and serve as leaders in their communities. We emphasize critical thinking and foundational skill building, offer deeply personalized learning and support, value diversity and hold high expectations for all scholars and staff in the school community.

MAJOR RESPONSIBILITIES: Manage day-to-day operations with responsibilities in the areas of compliance, facilities, operations, human resources and student information systems.

- Create and oversee operational activities including the school meal program, grounds and building maintenance.
- Assist in the creation of the master schedule.
- Manage school site human resource operations responsibilities, including compensation tracking, benefits administration, TB Testing, fingerprinting, etc. to ensure a smooth new employee on-boarding process; and to act as a resource to current employees.
- Maintain staff records.
- Negotiate contracts with outside providers such as transportation.
- Operate and track items within the approved budget; provide input into budget development.
- Demonstrate compliance with all sections of the Charter Agreement and ensure that all district, state and federal reports are submitted before the deadline.
- Order materials and administer state testing, including: MSP, MAP, etc.
- Manage the report card process, and audit grades quarterly.
- Set up data systems such as alumni tracking or behavior tracking systems.
- Oversee/supervise the technology lead's contract, roles and responsibilities.
- Oversee/supervise the staff responsible for attendance /registrar including: update attendance program daily; check-in late scholars; review transcripts for placement; request, organize and send student cumulative files; track the enrollment process.
- Oversee/supervise the Administrative Assistant in completing the following: build smooth procedures for purchasing inventory and school supplies; facilitate accounts payable; coordinate substitute teachers; coordinate and audit monthly timesheets for payroll; track sick and other PTO, answer phones; coordinate mailings; greet scholars, parents and guests.
- Serve in primary liaison role with all service providers under contract with Rainier Prep: EdTec, technology, phone, internet companies, etc.
- Assist in special projects, including preparation for Board Meetings, school exhibitions, and fundraising events.
- Assist in developing a strong school culture for scholars and adults alike.
- Other duties as assigned.

MINIMUM QUALIFICATIONS

- A Bachelor's Degree, and three to five years' related experience, including a minimum of two years of supervisory experience.
- Detail-oriented team player willing to roll up their sleeves to get the job done.
- Ability to multi-task in a fast-paced, dynamic environment.
- Ability to work independently and as a team member.
- Ability to communicate and interact effectively with multiple constituencies.
- Excellent organizational, planning and implementation skills.
- Excellent writing, communication and presentation skills.
- Knowledge of school district reporting requirements is a plus.
- Prior experience working within budgets is a plus.

- Bilingual (English/Spanish) proficiency is preferred.
- Strong computer skills - proficiency in Microsoft Office (Word, Excel, PowerPoint, Access) - are necessary. Experience with Filemaker PRO and other data management or attendance systems preferred is preferred.
- Education industry experience is a plus.

PREFERRED QUALIFICATIONS

- MBA

SALARY

Salary: Commensurate with qualifications and experience. Competitive, with health, sick, and pension benefits (full-time only).

HIRING PROCESS

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ABOUT RAINIER PREP

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Transforming the Future One Child at a Time

DEAN OF CULTURE JOB DESCRIPTION

Rainier Prep is seeking an experienced Dean of Culture to oversee the social and emotional growth of its scholars, coordinate its outreach efforts with parents/families and to work as a part of the school leadership team in order to deliver on the full mission and goals of the school. This position requires a self-motivated, team-oriented professional who truly enjoys working with young people, values education and understands the essential need for holistic services to complement the academic experience of a scholar at Rainier Prep. The Dean of Culture will manage all aspects of student support services, enrichment program and family outreach services. He or she will create and implement systems and programs to ensure a vital, welcoming, dynamic and accepting school culture for all members of the community. This person will directly report to the School Leader/Principal.

Rainier Prep is a rigorous 5th-8th grade school committed to serving low-income and minority youth by preparing all students to excel at four-year colleges and serve as leaders in their communities. We emphasize critical thinking and foundational skill building, offer deeply personalized learning and support, value diversity and hold high expectations for all scholars and staff in the school community.

MAJOR RESPONSIBILITIES: Manage day-to-day operations with responsibilities in the areas of student support, enrichment curriculum implementation and family outreach services.

- Create and oversee all aspects of critical student support services necessary to ensure student outcomes and success; collaborate with a local university school of Social Work/Counseling program as well as neighborhood social service agencies to ensure needed counseling and support services are available to all Rainier Prep scholars.
- Create and oversee all aspects of the Rainier Prep Enrichment program, designed to supplement core academic offerings during second half of the school day. Supervise the Enrichment Coordinator and all relevant volunteer/Americorps staff to ensure successful implementation of the Enrichment program.
- Create and oversee all aspects of the Rainier Prep Family Outreach efforts. Provide active management of/supervision to the Family/Community Outreach Coordinator.
- Lead all aspects of the Parent and Family Education efforts at Rainier Prep. Includes but is not limited to parent workshops and trainings, intervention/crisis assistance and individual student staffing/meetings with scholars and families.
- Work with Rainier Prep staff to establish clear vision for and implementation of leadership development opportunities for scholars
- In the first year, the Dean of Culture will also supervise the Americorps members and the enrichment period. Once there is sufficient funding, Rainier Prep will hire an Enrichment Coordinator.
- Respond to academic and behavioral issues of scholars; in coordination with teachers and other school staff, assess difficulties; arrange tutoring and homework support, lead, meetings and other intervention measures as needed
- Respond to parent concerns; conduct parent meetings/staffings with teachers regarding academic or social/behavioral issues
- Counsel scholars on academic, emotional and social issues impeding program progress, with specific focus on addressing those scholars most likely to struggle in school setting
- Participate in planning of and implementation of successful student and family orientation process at the beginning of the year to ensure establishment of a positive school culture and environment
- Carry caseload of student/family "concern" list to address emergent issues as they arise; establish clear "response to intervention" process for social, emotional and psychological issues which emerge for scholars and families in the Rainier Prep community
- Work closely with Rainier Prep scholars and families on post-middle school plans; educate scholars and parents on college prep options at the high school level
- Serve as a member of the School Leadership Team, offering perspective and insights on scholars and their familial structure/home life which will serve the team well in establishing best conditions for success
- Assist in special projects as needed, including preparation for Board Meetings, school-wide events, and fundraising events which involve student voice, participation or leadership
- Assist in all other necessary ways in developing a strong school culture for scholars and adults alike.
- Other duties as assigned.

MINIMUM QUALIFICATIONS

- A Bachelor's Degree, and three to five years' related experience, including a minimum of two years of supervisory experience.
- Detail-oriented team player willing to roll up their sleeves to get the job done.
- Ability to multi-task in a fast-paced, dynamic environment.
- Ability to work independently and as a team member.
- Ability to communicate and interact effectively with multiple constituencies, especially scholars and parents/families
- Excellent organizational, planning and implementation skills.
- Excellent writing, communication and presentation skills.
- Bilingual (English/Spanish) proficiency is preferred.
- Strong computer skills - proficiency in Microsoft Office (Word, Excel, PowerPoint, Access) - are necessary.
- Education or community nonprofit youth-based experience is essential

SALARY

Salary: Commensurate with qualifications and experience. Competitive, with health, sick, and pension benefits (full-time only).

HIRING PROCESS

Please submit a cover letter and resume via email to apply@rainierprep.org. Rainier Prep will invite select candidates for interviews. Interviews will continue until the position is filled. Hiring is contingent upon successful completion of employment verification and hiring process.

ABOUT RAINIER PREP

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Transforming the Future One Child at a Time

DIRECTOR OF ACADEMICS JOB DESCRIPTION

Rainier Prep is seeking an experienced Director of Academics to oversee all aspects of curriculum, instruction and assessment within the school community. The Director of Academics will supervise all lead teachers, and will design and implement all coaching and professional development programming for teachers and staff. The Director of Academics works closely with the School Leader to ensure that a professional culture of student and adult learning is present, and that all academic outcomes and benchmarks are achieved. This position requires a self-motivated, collaborative professional who is deeply knowledgeable in the field of adult learning, who truly enjoys working with fellow educators, values education and understands the essential need for an effective and aligned curricular framework and instruction approach at Rainier Prep. The Director of Academics will be an essential member of the School Leadership Team and will directly report to the School Leader.

Rainier Prep is a rigorous 5th-8th grade school committed to preparing all students to excel at four-year colleges and serve as leaders in their communities. We emphasize critical thinking and foundational skill building, offer deeply personalized learning and support, value diversity and hold high expectations for all scholars and staff in the school community.

MAJOR RESPONSIBILITIES: Lead curriculum, instruction and assessment work with staff at Rainier Prep. Ensure a system of reflective practitioners among all faculty and staff which cultivates and sustains a culture of exemplary teaching and student learning, leading to stellar outcomes for all students.

- Model the culture of growth mindset and continuous learning which will be embedded in all aspects of the Rainier Prep experience
- Design and lead professional development program for all faculty and staff based in curriculum framework approach used by Rainier Prep; focus on curriculum design, project based learning strategies, instruction and classroom implementation
- Design and lead efforts at alignment of school-wide and individual assessment strategies with curriculum and instruction framework
- Design and implement coaching and feedback sessions aimed at ensuring ongoing development and improvement in areas of instruction, classroom management, positive rapport/relationship building and college advising
- Provide active support to all staff to ensure growth and improvements in any and all needed areas of focus
- Serve as a liaison between principal and teachers – understand the demands and possibilities of teaching while also representing the overall goals and mission of Rainier Prep
- Monitor new student assessment process and the establishment of the academic tiered supports as needed.
- Lead efforts at aligning all instructional design with rigorous academic standards and benchmarks/outcomes which will be used to measure success of Rainier Prep
- Lead staff process in data-driven analysis and decision making; ground all curricular and instruction revisions in a careful analysis of the data and what it reveals about student learning
- Work closely with School Leader to define criteria for hiring high-quality teachers; lead effort to retain the strongest performers as based on multiple measurements of evaluation
- Define culture of accountability for student performance based upon identified standards/benchmarks, and lead efforts to ensure meeting of those benchmarks for ALL students
- Establish adult culture at Rainier Prep to be one in which important and relevant issues are discussed and analyzed in order to improve on instructional delivery and outcomes

for students

- Model an approach to learning which emphasizes risk-taking, respect, curiosity and constant commitment to quality improvement
- Establish/encourage culture of flexible and collaborative collegiality in which mission and goals of the school are foremost focus of all decision making; lead team to handle adversity and ambiguity well
- Serve as a member of the School Leadership Team
- Assist in special projects as needed and other duties as assigned or assumed

MINIMUM QUALIFICATIONS

- A Bachelor's Degree, and five to eight years of teaching experience, including a minimum of three years of lead teacher/department head/supervisory experience.
- Expertise in domain of curriculum design and instruction; mastery of various frameworks such as Understanding by Design, Buck Institute and Learning Forward Professional Standards
- Experience in data analysis and instructional design responsiveness to data discovery
- Excellent communication skills with adults and students alike
- Understanding of and expertise in the adult-learning domain, as well as the continuous growth mindset work of Carol Dweck
- Detail-oriented team player willing to roll up their sleeves to get the job done.
- Ability to multi-task in a fast-paced, dynamic environment.
- Ability to work independently and as a team member.
- Excellent organizational, planning and implementation skills.
- Excellent writing, communication and presentation skills.
- Bilingual (English/Spanish) proficiency is preferred. Masters Degree also preferred.
- Strong computer skills - proficiency in Microsoft Office (Word, Excel, PowerPoint, Access) - are necessary

SALARY

Salary: Commensurate with qualifications and experience. Competitive, with health, sick, and pension benefits (full-time only).

HIRING PROCESS

Please submit a cover letter and resume via email to apply@rainierprep.org. Rainier Prep will invite select candidates for interviews. Interviews will continue until the position is filled. Hiring is contingent upon successful completion of employment verification and hiring process.

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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

RAINIER PREP

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

Date: 10/17/2013

UBI Number: 603-342-221



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

Handwritten signature of Kim Wyman in cursive script.

Kim Wyman, Secretary of State

Date Issued: 10/18/2013

FILED
SECRETARY OF STATE
OCTOBER 17, 2013
STATE OF WASHINGTON

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**ARTICLES OF INCORPORATION
OF
RAINIER PREP**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

ARTICLE 1. NAME

The name of the corporation is Rainier Prep.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES

3.1 Purposes

The corporation is organized exclusively for charitable, scientific, literary or educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, without limitation, to prepare all students to excel at four-year colleges and to become leaders in their communities through operation of one or more public charter schools.

3.2 Limitations

3.2.1 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 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 3.2.2 and 3.2.3 of these Articles of Incorporation.

3.2.2 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, all the 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 of Incorporation, to any other organization that then qualifies for exemption under the provisions of 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 Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

3.2.3 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 Code Section 501(c)(3) can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Code Section 501(c)(3). 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 of Incorporation, 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 Code Section 501(c)(3) or by an organization contributions to which are deductible under Code Section 170(c)(2).

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

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Code Section 4941(d), from retaining any excess business holding as defined in Code Section 4943(c) that would subject the corporation to tax under Code Section 4943, from making any investments that would subject the corporation to tax under Code Section 4944, and from making any taxable expenditure as defined in Code Section 4945(d). If Code Section 4942 is deemed applicable to the corporation, it shall

make distributions at such time and in such manner that it is not subject to tax under Code Section 4942.

3.3 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, 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 of Incorporation 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.

3.4 Endowments

Funds held in the corporation are not institutional funds or endowments for purposes of RCW 24.55 unless otherwise expressly designated as such by the Board of Directors.

ARTICLE 4. DIRECTORS

4.1 Number

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

4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be four. The names and addresses of the persons who are to serve as the initial Directors are as follows:

Andy Jassy
210 S Hudson St, Suite 330
Seattle, WA 98134

Ed Taylor
210 S Hudson St, Suite 330
Seattle, WA 98134

Joan Hsiao
210 S Hudson St, Suite 330
Seattle, WA 98134

Adam Porsch
210 S Hudson St, Suite 330
Seattle, WA 98134

ARTICLE 5. NO 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, 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 of the corporation 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 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 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 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.

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 210 S Hudson St, Seattle, WA 98134 and the name of its initial registered agent at such address is Maggie O'Sullivan.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

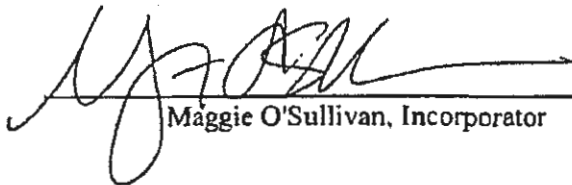
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

The name and address of the incorporator of the corporation are as follows:

Maggie O'Sullivan
210 S Hudson St, Suite 330
Seattle, WA 98134

Dated: October 17, 2013


Maggie O'Sullivan, Incorporator

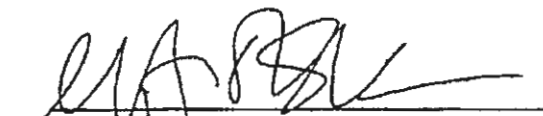
CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Maggie O'Sullivan, hereby consent to serve as registered agent in the State of Washington for the following corporation:

Rainier Prep

I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: October 17, 2013


Maggie O'Sullivan

210 S Hudson St, Suite 330
Seattle, WA 98134



1201 Third Avenue, Suite 4900
 Seattle, WA 98101-3099
 PHONE: 206.359.8000
 FAX: 206.359.9000
 www.perkinscoie.com

Anthony J. McCormick
 PHONE: 206.359.6649
 FAX: 206.359.7649
 EMAIL:
 AMcCormick@perkinscoie.com



MARGARET LAWTON O'SULLIVAN
 PH. 206-726-1174
 6132 S FINDLAY ST
 SEATTLE, WA 98148

November 22, 2013

**CERTIFIED MAIL/RETURN
 RECEIPT REQUESTED**

Internal Revenue Service
 P.O. Box 192
 Covington, KY 41012-0192

**Re: Rainier Prep
 80-0956961**

Dear Sir or Madam:

Enclosed please find Form 1023 and attachments sent on behalf of Rainier Prep.

Very truly yours,

Anthony J. McCormick

cc: Margaret O'Sullivan

11/15/13 AM 5

2426
 19-8726/330

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ANCHORAGE · BEIJING · BELLEVUE · BOISE · CHICAGO · DALLAS · DENVER · LOS ANGELES · MADISON · NEW YORK
 PALO ALTO · PHOENIX · PORTLAND · SAN DIEGO · SAN FRANCISCO · SEATTLE · SHANGHAI · TAIPEI · WASHINGTON, D.C.

Perkins Coie LLP

2426

19-8226(2/10)

11/24/2013

DATE

\$ 850.00

[Redacted]

IRS

eight hundred and fifty dollars and 00/100

PO Box 576
Seattle, WA 98111-0576
Members 888-828-4010
Merchants 800-628-7610

[Redacted]

[Redacted]

EMPLOYERS
CREDIT UNION
MEMBERS SERVICE UNIT

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

**BYLAWS
OF
RAINIER PREP**

Originally adopted on: November 21, 2013

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BYLAWS
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ARTICLE 1
OFFICES

The principal office of the nonprofit corporation shall be located at its principal place of business or such other place as the Board of Directors (the "**Board**") may designate. The nonprofit corporation may have such other offices, either within or without the State of Washington, as the Board may designate or as the business of the nonprofit corporation may require from time to time.

ARTICLE 2
MEMBERSHIP

The nonprofit corporation shall have no members.

ARTICLE 3
BOARD OF DIRECTORS

3.1 General Powers

The affairs of the nonprofit corporation shall be managed by a Board of Directors.

3.2 Number

The Board shall consist of not less than five nor more than fifteen Directors, the specific number to be set by resolution of the Board. The number of Directors may be changed from time to time by amendment to these Bylaws, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

3.3 Qualifications

Whenever possible, Board members shall be sought who bring the skills, expertise, perspective, and qualifications, as established by the Board and delineated in an annual Board recruitment plan. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Classification

At the organizational meeting of the nonprofit corporation, the Directors named in the Articles of Incorporation shall classify themselves into two groups to serve staggered terms of office as follows: approximately one-half of the Directors shall serve for a term ending one year after the first annual meeting of the Board ("**Class 2**"); and approximately one-half of the Directors shall serve for a term ending as of the date of the first annual meeting of the Board ("**Class 1**").

3.4.2 Successor Directors

After the initial classification, approximately one-half of the number of Directors fixed by or in the manner provided by these Bylaws shall be elected each year at the annual meeting of the Board by the affirmative vote of a majority of the Directors then in office (including those Directors whose terms expire on the date of the meeting) to replace that group of Directors whose terms expire each year.

3.5 Term of Office

With the exception of the Directors initially classified, each group of Directors shall be elected for terms expiring on the date of the annual meeting of the Board two years subsequent to their election and until their successors are elected and qualified. Any Director may serve three consecutive terms, after which time he or she must wait two years before serving another term.

3.6 Annual Meeting

The annual meeting of the Board shall be held during the month of June on a date chosen by the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

3.7 Regular Meetings

By resolution, the Board may specify the date, time and place for holding regular meetings.

3.8 Special Meetings

Special meetings of the Board or any committee designated and appointed by the Board may be called by or at the written request of the Chair or any two Directors, or, in the case of a committee meeting, by the chairman of the committee.

3.9 Meetings by Telephone

Members of the Board or any committee designated by the Board may participate in a meeting of such Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

3.10 Place of Meetings

All meetings shall be held at the principal office of the nonprofit corporation or at such other place within the State of Washington designated by the Board, by any persons entitled to call a meeting or by a waiver of notice signed by all Directors.

3.11 Waiver of Notice

3.11.1 In Writing

Whenever any notice is required to be given to any Director under the provisions of these Bylaws, the Articles of Incorporation or applicable Washington law, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the waiver of notice of such meeting.

3.11.2 By Attendance

The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

3.12 Quorum

A majority of Directors fixed by or in the manner provided by these Bylaws shall constitute a quorum for the transaction of business at any Board meeting. If a quorum is not present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

3.13 Manner of Acting

The act of the majority of the Directors present at a meeting at which there is a quorum shall be the act of the Board, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law. Any amendment to the Articles of Incorporation or Bylaws, the sale, lease, exchange or

mortgage of substantially all the nonprofit corporation's assets, voluntary dissolution of the nonprofit corporation, merger with another entity or distribution of assets in connection with the dissolution of the nonprofit corporation shall require approval of a majority of the Directors of the nonprofit corporation then in office.

3.14 Presumption of Assent

A Director of the nonprofit corporation present at a Board meeting at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent or abstention is entered in the minutes of the meeting, or unless such Director files a written dissent or abstention to such action with the person acting as secretary of the meeting before the adjournment thereof, or forwards such dissent or abstention by registered mail to the Secretary of the nonprofit corporation immediately after the adjournment of the meeting. Such right to dissent or abstain shall not apply to a Director who voted in favor of such action.

3.15 Resignation

Any Director may resign at any time by delivering written notice to the Chair or the Secretary at the registered office of the nonprofit corporation, or by giving oral or written notice at any meeting of the Directors. Any such resignation shall take effect at the time specified therein, or if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3.16 Removal

One or more Directors (including the entire Board) may be removed from office, with or without cause, by the affirmative vote of a majority of the Directors then in office.

3.17 Vacancies; New Board Positions

3.17.1 Vacancies

A vacancy in the position of Director may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum of the Board. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

3.17.2 New Positions

The Board may create and fill new positions on the Board at any meeting of the Board in which a quorum is present. Director so elected shall serve until the next annual meeting of the Board.

3.18 Board Committees

3.18.1 Standing or Temporary Committees

The Board, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more standing or temporary committees, each of which shall consist of two or more Directors. The Board may also appoint committee members who are not Directors and who shall serve in an advisory capacity as non-voting members of such committees. Such committees shall have and exercise the authority of the Directors in the management of the nonprofit corporation, subject to such limitations as may be prescribed by the Board except that no committee shall have the authority to: (a) amend, alter or repeal these Bylaws; (b) elect, appoint or remove any member of any other committee or any Director or officer of the nonprofit corporation; (c) amend the Articles of Incorporation; (d) adopt a plan of merger or consolidation with another nonprofit corporation; (e) authorize the sale, lease, or exchange of all or substantially all of the property and assets of the nonprofit corporation not in the ordinary course of business; (f) authorize the voluntary dissolution of the nonprofit corporation or revoke proceedings therefor; (g) adopt a plan for the distribution of the assets of the nonprofit corporation; or (h) amend, alter or repeal any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by a committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed upon it, him or her by law.

3.18.2 Quorum; Manner of Acting

A majority of the number of Directors composing any committee shall constitute a quorum, and the act of a majority of the members of a committee present at a meeting at which a quorum is present shall be the act of the committee.

3.18.3 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the Chair, the Secretary or the chairman of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3.18.4 Removal of Committee Member

The Board, by resolution adopted by a majority of the Directors in office, may remove from office any member of any committee elected or appointed by it.

3.19 Compensation

The Directors shall receive no compensation for their service as Directors but may receive reimbursement for reasonable expenditures incurred on behalf of the nonprofit corporation.

ARTICLE 4 OFFICERS

4.1 Number and Qualifications

The officers of the nonprofit corporation shall be a Chair, a Vice Chair, a Secretary and a Treasurer, each of whom shall be elected by the Board. Other officers and assistant officers may be elected or appointed by the Board, such officers and assistant officers to hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as may be provided by resolution of the Board. Any officer may be assigned by the Board any additional title that the Board deems appropriate. Any two or more offices may be held by the same person, except the offices of Chair and Secretary.

4.2 Election and Term of Office

The officers of the nonprofit corporation shall be elected each year by the Board at the annual meeting of the Board. Unless an officer dies, resigns, or is removed from office, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected. An officer may serve more than one term in the same office, but no more than three consecutive terms in the same office.

4.3 Resignation

Any officer may resign at any time by delivering written notice to the Chair, the Vice Chair, the Secretary or the Board, or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

4.4 Removal

Any officer or agent elected or appointed by the Board may be removed, with or without cause, by the affirmative vote of at least a majority of the Board whenever in its judgment the best interests of the nonprofit corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

4.5 Vacancies

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office or any other cause may be filled by the Board for the unexpired portion of the term or for a new term established by the Board.

4.6 Chair

The Chair, subject to the Board's control, shall supervise and control all of the assets, business and affairs of the nonprofit corporation. The Chair shall preside over meetings of the Board. The Chair shall also act as liaison from and a spokesperson for the Board. The Chair may sign deeds, mortgages, bonds, contracts, or other instruments, except when the signing and execution thereof have been expressly delegated by the Board or by these Bylaws to some other officer or agent of the nonprofit corporation or are required by law to be otherwise signed or executed by some other officer or in some other manner. In general, the Chair shall perform all duties incident to the office of Chair and such other duties as are assigned to him or her by the Board from time to time.

4.7 Vice Chair

In the event of the death of the Chair or his or her inability to act, the Vice Chair shall perform the duties of the Chair, except as may be limited by resolution of the Board, with all the powers of and subject to all the restrictions upon the Chair. The Vice Chair shall have, to the extent authorized by the Chair or the Board, the same powers as the Chair to sign deeds, mortgages, bonds, contracts or other instruments. The Vice Chair shall perform such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

4.8 Secretary

The Secretary shall: (a) keep or cause to be kept minutes of meetings of the Board and any minutes which may be maintained by committees of the Board; (b) ensure that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) oversee custodianship of the corporate records of the nonprofit corporation; (d) ensure that records of the post office address of each Director and officer are kept; and (e) in perform such other duties as from time to time may be assigned to him or her by the Chair or the Board.

4.9 Treasurer

If requested by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in an amount and with such surety or sureties as the Board may determine. The Treasurer shall oversee the financial operations of the nonprofit corporation and perform such other duties as from time to time may be assigned to him or her by the Chair or the Board.

4.10 Compensation

The salaries of the officers and agents shall be as fixed from time to time by the Board or by any person or persons to whom the Board has delegated such authority. No officer shall be prevented from receiving a salary by reason of the fact that he or she is also a Director of the nonprofit corporation.

ARTICLE 5 STANDARD OF CONDUCT FOR OFFICERS AND DIRECTORS

5.1 Duties of Care and Loyalty

Officers and Directors shall discharge their respective duties, including the duties of any committee of the Board upon which a Director may serve:

- (a) in good faith;
- (b) with such care, including reasonable inquiry, as an ordinary prudent person in like position would exercise under similar circumstances; and
- (c) in a manner such officer or Director believes to be in the best interests of the nonprofit corporation.

5.2 Directors' Duties

- (a) Directors are expected to attend and actively participate in all regular and special meetings of the Board, except for good cause.
- (b) Directors shall serve on Board committees as needed.
- (c) Directors are expected to educate themselves regarding the history, purpose, and activities of the nonprofit corporation so as to provide valuable service.

ARTICLE 6 SCHOOL LEADER

The nonprofit corporation may employ a School Leader who shall be appointed, employed, and discharged by the Board. If employed, the School Leader shall be the chief executive officer of the nonprofit corporation, shall manage the affairs of the nonprofit corporation according to the policies, principles, practices and budget authorized by the Board, and shall be responsible for management of personnel, finances and programs. If employed, the School Leader shall be responsible for staff management including hiring, training, disciplinary action, and discharge. If employed, the School Leader shall serve as an ex-officio, non-voting member of the Board. For the purpose of

determining the number of Directors serving the nonprofit corporation, the School Leader shall not be considered a member of the Board.

ARTICLE 7 ADMINISTRATIVE AND FINANCIAL PROVISIONS

7.1 Contracts

The Board may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the nonprofit corporation. Such authority may be general or confined to specific instances.

7.2 Loans

No loans shall be contracted on behalf of the nonprofit 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.

7.3 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the nonprofit corporation to its officers, Directors or employees.

7.4 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 nonprofit corporation shall be signed by such officer or officers, or agent or agents, of the nonprofit corporation and in such manner as is from time to time determined by resolution of the Board.

7.5 Deposits

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

7.6 Books and Records

The nonprofit corporation shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances, minutes of the proceedings of its Boards and any minutes which may be maintained by committees of the Board; records of the names and post office addresses of its officers and Directors, and such other records as may be necessary or advisable.

7.7 Corporate Seal

If the Board determines that it is advisable, the nonprofit corporation shall have a corporate seal consisting of the name of the nonprofit corporation, the state of its incorporation and the year of its incorporation.

7.8 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the nonprofit corporation shall be the twelve months ending June 30.

ARTICLE 8 AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the vote of a majority of the number of Directors then in office or by the written consent of each of the Directors.

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of Rainier Prep are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

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 Spokane Public Schools;
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 No Child Left Behind Act, 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).

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 noncertificated 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 educational 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 the School is a conversion charter school, it shall provide sufficient capacity to enroll all students who wish to remain enrolled in the school after its conversion to a charter school, and may not displace students enrolled before the chartering process;
31. 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;
32. 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;
33. 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;
34. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
35. The School shall, within ninety days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by Chapter 28A.710 RCW and Chapters 108-10, 108-20 and 108-30 WAC, as well as future rules adopted by the Commission;
36. The School shall meet any reasonable preopening 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;

37. 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;
38. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
39. 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;
40. 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;
41. 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;
42. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
43. If a new charter school, the School shall not seek or be eligible for local levy moneys approved by the voters unless expressly authorized by law;
44. If a conversion charter school, the School shall be responsible for routine maintenance of the facility it is using including, but not limited to, cleaning, painting, gardening, and landscaping;
45. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
46. 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;
47. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission;
48. 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.

49. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.

50. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

51. The School grants the Commission, or its representatives, the right to contact references and others, who may have pertinent information regarding the ability of the School, its board members, proposed management and lead staff to perform the services contemplated by this RFP.

52. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.

53. The School is submitting proposed Contract exceptions or changes: Yes No.
If Contract exceptions are being submitted, the School has attached them to this form.

54. 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.

Rainier Prep
NAME OF SCHOOL

[Signature]
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

11/19/2013
DATE

Margaret L. O'Sullivan
NAME OF DULY AUTHORIZED REPRESENTATIVE

Note to Assurance #48

Julia (Warth) Suliman, a policy analyst at the State Board of Education (SBE) since October 2013, previously worked at the Washington State Charter Schools Association (WSCSA) from May 2013 - September 2013. WA Charters, a statewide nonprofit organization that supports the start-up of high-quality public charter schools, has provided technical assistance and support to [SCHOOL] in the preparation of this application. Julia has not provided any assistance to [SCHOOL] since leaving WA Charters for SBE in September 2013.

If you have questions or need additional information about Julia's role at WSCSA, please contact Brianna Dusseault at [206-832-8505](tel:206-832-8505) or bree@wacharters.org. Information about WSCSA is available at www.wacharters.org.

Rainier Prep
Charter Contract and Statement of Assurances
Exceptions to provisions
11/21/13

PLEASE NOTE: The exceptions listed below are not an exhaustive list, and the School reserves the right to negotiate additional changes to the Contract.

Terms and Provision of the Sample Contract (RFP, p. 11): Submission of an Application constitutes acceptance of the solicitation contents and the attached 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 and on the Review Room portal.

- *Exception*: Does not allow charter school the opportunity to negotiate over key terms of the charter contract, despite language in the law stating that authorizers are responsible for "**negotiating** ... charter contracts with **each** authorized charter school" (RCW 28A.710.100(1)(d)).

4.2 GOVERNANCE

The School shall be governed by a board (the "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 applicable to and binding on charter schools. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the Charter, and approval of the School's budgets.

The Board shall also have authority for and be responsible for policy and operational decisions of the School, and **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.

- *Addition*: See proposed addition in underlined text.
- *Exception*: See bolded language above. Suggest revising language in case of a charter management organization that prefers to employ school staff or have joint employment by the school and the management organization.

4.2.3 Affiliation. Notwithstanding any provision to the contrary in the **Charter**, 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 (such waiver shall not be unreasonably withheld).

- *Addition:* See proposed addition in underlined text.
- *Question:* See bolded language above. Why does this provision refer to the “Charter” and not the “Contract”?
- *Question:* See bolded language above. How is “affiliated” defined, in both instances?

4.2.5 Ethics. The Board shall comply with the provisions of the **Ethics in Public Service Act**, chapter 42.52 RCW and is responsible for ensuring that School employees, subcontractors, staff, and volunteers comply with the act and any associated Board policies. Violations of the Ethics in Public Service Act, **or any similar statute**, by the Board or School employees, subcontractors, staff, and volunteers may be considered a material and substantial violation of the Contract.

- *Exception:* See bolded language above. The Ethics in Public Service Act applies to “state employees” and “state officers” (RCW 42.52.010(18) and (19)), and charter school board members (and employees, subcontractors, staff, and volunteers) do not fit these definitions. The School is aware that it will provide governance and oversight of a public school. As such, board members have not only a fiduciary duty of loyalty to put the interests of the school before their personal interests, but they also hold a public trust. In order to uphold this duty and this trust, the board has developed a Code of Ethics and Conflict of Interest Policy, which is included in the Application. The code and policies serve to put in place procedures that will prevent a director with a conflict of interest from personally benefiting from a decision that he or she would make or participate in making. Furthermore, all Board members will disclose any potential conflicts of interests as part of the “Board Member Certification Form” (Appendix 3 to the Sample Charter Contract).
- *Exception:* Charter school would not have any notice about what the provision of “any similar statute” would be, yet violation of any aspect of them would be a material violation of the charter.

4.2.7 Record Keeping. The School will comply with all federal, state, and Commission record keeping requirements that are applicable to and binding on charter schools including those pertaining to students, governance, and finance.

- *Addition:* See proposed addition in underlined text.

4.2.9 Assets. The School shall maintain a complete and current inventory of all school property. 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, any assets acquired in whole or in part with public funds shall be deemed to be public assets. Any assets acquired wholly with private funds shall be disposed of consistent with Washington non profit law, provided that the School must maintain records demonstrating that such assets have been acquired without the use of public funds. 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.

- *Questions:* See bolded language above. What is the implication of assets being deemed public assets? Could public assets be given to another charter school? If 1% of the funds used in acquiring an asset were public funds, would the entire asset be considered to be public?
- *Addition:* The Commission may waive this provision upon a written request from the School (such waiver shall not be unreasonably withheld).

4.3.1 Services Agreements and Partnerships. Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for services related to the operation of the School consistent with ~~the~~ applicable 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 the remainder of this Section of the Contract.

- *Addition:* See proposed addition in underlined text.

4.3.2 Third-Party **Education Service Provider**.

- *Revision:* Consider revised language in this section. For example: "Unless otherwise agreed in writing with the Commission, the School shall not have authority to enter into a Contract or subcontract for the management or administration of its core instructional program or services, including special education and related services. This shall not prevent the School from engaging independent contractors to teach selected, specific courses."

a. Comprehensive **Management Contracting**. The School shall not, without written approval of the Commission, contract with a third party to provide comprehensive (all or a substantial portion of the) services necessary to manage and operate the School. At least 120 days before the proposed effective date of a comprehensive services contract, the **Education Service Provider** 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. Appendix 5 contains Education Service Provider Agreement Guidelines that the School must observe.

- *Question:* See bolded language above. How is an “Education Service Provider” defined? How is “Management Contracting” defined? Does the Contract intended to use these terms interchangeably?

b. Comprehensive **Management Contract** Terms. The **Management 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 applicable state and federal law, and (ii) the extent of the **Management Provider’s** participation in the organization, operation and governance of the School.

- *Question:* See bolded language above. How is “Management Contract” defined?
- *Question:* See bolded language above. How is “Management Provider” defined

c. Review by Commission. ... **The Commission shall review the contract and determine whether it meets approval of the Commission** (such approval shall not be unreasonably withheld). If the Commission determines that the proposed Management Contract is materially deficient, the School shall have an opportunity to make the requisite modifications to obtain approval, and such approval shall not be unreasonably withheld.

- *Addition:* See proposed addition in underlined text.
- *Question:* See bolded language above. Does this mean that the Commission must approve the Management Contract?

e. Approval and Execution. The Management Contract shall not be executed until the School is notified in writing by the Commission that the Management Contract meets its approval. The School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application without receiving prior written approval from the Commission (such approval shall not be unreasonably withheld).

- *Addition:* See proposed addition in underlined text.

4.4.1 Design Elements. The School shall implement and maintain the following essential designelements of its educational program, subject to modification with the Commission’s written approval:

a. School grade levels. **The School may serve students in grade xx through grade xx, except that the School shall only serve students in grades xx-xx in the first year of this Contract, and may add one grade per year for years xx through xx of this initial Contract.**

- *Revision:* See bolded language above. Suggest revising to: “The School may serve students in grade xx through grade xx, as described in the Application.”

4.4.2 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 and the State Board of Education.

Standards that must be met by the school include, but are not limited to:

- a. Basic education, as provided in chapter 28A.150 RCW;
- 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.

- *Question:* See bolded language above. How are “associated requirements” defined?

4.4.8 English Language Learners. The School shall at all times comply with all state and federal law applicable to 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), and any state laws or regulations. 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 will ~~work to assure compliance~~ comply with any and all requirements of state and federal law regarding services to English language learners.

- *Addition:* See proposed addition in underlined text.

4.4.10 Student Conduct and Discipline. The School shall comply with the School’s discipline policy approved by the Commission and all applicable federal and state laws and regulations of the state, county, or city relating to student discipline including, but not limited to, RCW 28A.150.300.

- *Revision:* See proposed revision in underlined text.

4.5.1 School Performance Framework.

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 ~~the~~ one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.

- *Revision:* See proposed revision in underlined text. RCW 28A.710.200 sets forth four reasons for revocation of the charter contract.

e. The Parties intend that, where this **Charter** references or is contingent upon state or federal laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. ~~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 Charter.~~

- *Exception:* See proposed revision above. School should not be expected to meet materially different performance requirements than those they understood and agreed to when the school was approved. The school should be able to rely on the agreements it made when it signed the charter contract. This is a fairness issue. School should not be expected to operate with uncertainty in an unpredictable environment.
- *Question:* See bolded language above. Why does this provision refer to the "Charter" and not 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.

- *Exception:* See above.

4.7.1 In General. The School and the Charter Board shall operate at all times in accordance with all applicable federal, state, and local laws, ordinances, rules, regulations and Commission policies, as the same may be amended from time to time.

- *Addition:* See proposed addition in underlined text.

4.7.2 Public School Status. The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, **ethics in public service laws**, public records laws, student assessment, assessment administration, data collection, reporting, **grading**, 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), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

- *Exception:* Provision includes additional requirements not made applicable in the charter school law (e.g., see bolded requirements above). Suggest revising provision to refer directly to relevant sections of charter school law: "The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations as detailed at RCW 28A.710.020(5) and RCW 28A.710.040(2)."

4.7.7 Administrative Records. The School will maintain all administrative records, including student academic records, required by applicable law and Commission policies and procedures, to the extent no waivers apply. The School agrees to make all administrative and student records promptly available to the Commission upon request.

- *Addition:* See proposed addition in underlined text.

4.7.8 No Encumbrances. The School will not encumber to any third party any of its assets without written permission of the Commission (such permission shall not be unreasonably withheld).

- *Addition:* See proposed addition in red, underlined text.

4.7.9 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 Charter 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 ~~Ethics in Public Service Act~~ School's Code of Ethics and Conflict of Interest Policy; and

- *Exception:* See proposed addition in underlined text. Suggest revised language because the Ethics in Public Service Act applies to "state employees" and "state officers" (RCW 42.52.010(18) and (19)), and charter school board

members (and employees, subcontractors, staff, and volunteers) do not fit these definitions. The School is aware that it will provide governance and oversight of a public school. As such, board members have not only a fiduciary duty of loyalty to put the interests of the school before their personal interests, but they also hold a public trust. In order to uphold this duty and this trust, the board has developed a Code of Ethics and Conflict of Interest Policy, which is included in the Application. The code and policies serve to put in place procedures that will prevent a director with a conflict of interest from personally benefiting from a decision that he or she would make or participate in making. Furthermore, all Board members will disclose any potential conflicts of interests as part of the “Board Member Certification Form” (Appendix 3 to the Sample Charter Contract).

- *Question:* See bolded language above. How is “affiliate” defined?

4.7.10 Student Welfare and Safety. The School shall comply with all applicable federal and state laws concerning student welfare, safety and health, including but not limited to state laws regarding the reporting of child abuse, accident prevention and disaster response, and any applicable state and local regulations governing the operation of school facilities.

4.7.11 Health and Safety. The School shall comply with the applicable laws and regulations of the state, county, or city relating to health and safety, including requirements relating to notification of criminal conduct to law enforcement authorities.

- *Addition:* See proposed addition in underlined text.
- *Suggestion:* Suggest combined these two provisions. (Seems redundant and potentially confusing to cover safety twice in separate provisions.)

4.7.13 Notification to Commission.

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

1. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted serious violations of law; or
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. ~~Conditions~~ Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. 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;

3. The arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
 4. Misappropriation of School funds;
 5. A known default on any obligation, which shall include debts for which payments are past due ~~by~~ by sixty (60) days or more; or
 6. Any known change in its corporate status with the Washington Secretary of State's Office or ~~its~~ status as a 501(c)(3) entity, if applicable.
- *Additions:* See proposed additions in underlined text.

4.7.14 Compliance. The School shall comply with ~~all applicable federal and state laws, local ordinances, and Commission policies.~~ Commission policies, and all applicable federal, state, and local laws.

- *Revision:* See proposed revisions in underlined text.

4.7.15 Data and Reports. The School shall, upon request from the Commission, timely provide to the Commission any data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. Required reports include, but are not limited to **those listed below** in Sections [fill in] along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. Failure to provide reports, data, documentation, or evidence by the date due is may be a material violation of the Contract.

- *Additions:* See proposed additions in underlined text.
- *Question:* See bolded language above. Where are required reports listed?

4.8 SCHOOL CALENDAR

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of applicable state law, financial guidelines, and state regulations. Each year the School will develop a calendar and submit it to the Commission by May 1st. 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 (such approval shall not be unreasonably withheld).

- *Addition:* See proposed additions in underlined text.

4.9.1 Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level,

athletic ability, or proficiency in the English language. However, per RCW 28A.710.050(6), nothing in this section prevents formation of a charter school whose mission is to offer a specialized learning environment and services for particular groups of students, including but not limited to schools serving at-risk students, students with disabilities, or students who pose such severe disciplinary problems that they warrant a specific educational program. Nothing in this section prevents formation of a charter school organized around a special emphasis, theme, or concept as stated in the school's application and charter contract. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a lottery that shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students. The School shall follow the enrollment policy approved by the Commission and incorporated into this agreement as Appendix 8.

- *Addition:* See proposed addition in underlined text. Suggest revised language to clarify that RCW 28A.710.050(6) allows the formation of a charter school that offers a specialized learning environment and services for particular groups of students, or a charter school organized around a special emphasis, theme, or concept.

4.9.3 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 **charter contract**, and assure that its student enrollment does not exceed the ability of its facility.

- *Suggestion:* See bolded language above. Change "charter contract" to "Contract"?

4.9.5 Right to Remain. Pursuant to **[STATE LAW]**, students who enroll in the School shall have the right to remain enrolled in the School through the end of the school year, absent expulsion, graduation, or court-ordered placement. Students who fail to attend the School as required by **[STATE LAW]** may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with **[STATE LAW]** and Commission policy.

- *Question:* See bolded language above. What state law applies?

4.11.1 Accessibility. The School facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public school facility access.

- *Addition:* See proposed addition in underlined text.

4.11.3 [FOR NEW SCHOOLS:] Location. The School shall provide evidence that it has secured a location that is acceptable to the Commission by [DATE, YEAR]. After [DATE, YEAR,] 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 (such approval shall not be unreasonably withheld). Any change in the location of the School shall be consistent with the Application and acceptable to the Commission.

- *Question:* What if, based on circumstances or information not present at the time the application is submitted, the school wants or needs to change location?
- *Addition:* See proposed addition in underlined text.

4.11.4. [NON-CONVERSION] 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. The School will be responsible for ensuring compliance with all applicable ADA accessibility requirements.

- *Addition:* See proposed addition in underlined text.

4.11.5 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. ~~Only those activities ordinarily incidental to the operation of a public K-12 school will be permitted on the School premises.~~ 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. Approval shall not be unreasonably withheld. ~~The School may not lease, sublet, or otherwise grant to any third party any right to enter or use the premises without the written approval of the Commission, provided that the School may permit use of the facility by persons or groups associated with it for functions and activities consistent with the use of a public school building, and in accordance with a School policy that is submitted to the Commission for approval. Approval shall not be unreasonably withheld.~~

- *Revisions:* See proposed revisions above.

4.11.7 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 Commission (such approval shall not be unreasonably withheld), subject to such terms and conditions as may be

specified. The Commission shall not be obligated to provide an alternative facility for use by the School.

- *Addition:* See proposed addition in underlined text.

4.12.2 Governance, Managerial and Financial Controls. At all times it is operational, the ~~Charter~~ School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (~~4~~5) an organizational chart; (~~5~~6) 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; (~~6~~7) internal control procedures for cash receipts, cash disbursements and purchases; and (~~7~~8) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law. No payments shall be made to the ~~s~~School unless the ~~s~~School has demonstrated to the Commission's satisfaction that it has the appropriate controls in place.

- *Additions:* See proposed additions in underlined text.

4.12.3 Annual Audit. The School shall undergo an independent financial audit conducted in accordance with generally accepted auditing standards and performed by a certified public accountant each fiscal year. The results of the audit will be provided to the Commission in written form by the deadlines established by the Commission at the beginning of each school year. The School will pay for the audit. In addition, the School shall transmit the **final trial balance** to the Commission using the Washington chart of accounts with the submission of the annual independent financial audit. If such audit is not received by the deadline established by the Commission, it 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.

- *Exception:* This provision appears to require the School to undergo a private financial audit, in addition to financial examinations and audits as determined by the state auditor. Are both necessary?
- *Question:* See bolded language above. How is the term "final trial balance" defined?

4.12.6 State Accounting Requirements. The School shall use and follow all applicable policies and requirements issued by the Washington State Auditor's office ~~concerning accounting for public school districts in the state of Washington.~~

- *Revision:* See proposed revision in underlined text.

4.12.10 Filing and Notice. The School shall comply with notice and filing requirements regarding the budget.

- *Question:* Who gets notice and where is it filed?

4.13.1 Annual Budgets. ... j. The School shall not expend any monies in excess of the amount appropriated by resolution for a particular fund and may not have a contingency reserve in excess of [ANY LIMIT IMPOSED BY STATE LAW].

- *Question:* What is the limit?

4.14.2 Subcontract. The School shall not subcontract the implementation of the total educational program without the written approval of the Commission, which shall not be unreasonably withheld.

- *Addition:* See proposed addition in underlined text.
- *Question:* Strike this provision because issue is already addressed in section 4.3.2?

4.14.5 Background Checks.

a. The School will comply with the employee record check requirements in RCW 28A.400.303, and associated rules. The School agrees to obtain and retain copies of fingerprint and background checks for all employees, ~~subcontractors~~, volunteers, ~~and~~ board members, and subcontractors who have their contractors who have regularly unsupervised access to children. This shall be an ongoing requirement; background checks will be periodically renewed to determine whether conduct has occurred post-employment. 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.

- *Addition:* See proposed addition in underlined text.

4.15.2 Insurance Certification. The School shall, for each year it is in operation, by [DATE] of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

- *Addition:* See proposed addition in underlined text.

4.15.5 Faith and/or Credit Contracts with Third Parties. The School shall not have authority to extend the faith and credit of the Commission 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 without the Commission's express consent and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties with a value of more than \$1,000.

- *Addition:* See proposed addition in underlined text.

4.15.6 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. The School's obligation to indemnify, defend, and hold harmless includes any claim by the School's ~~School's~~ agents, employees, representatives, or any subcontractor 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 subcontractor's performance or failure to perform 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.

- *Exception:* Indemnification should be reciprocal.
- *Exception:* Suggest revising to include exception for situations in which the Commission's own errors or omissions give rise to liability.
- *Revision:* See proposed addition in underlined text.

5.1.5 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 revocation is warranted by law.~~

- *Revision:* See revised language above.

6.1.2 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.

- *Revision:* See revised language above.

6.1.3. Termination by the School. Should the School choose to terminate this Contract before the end of the contract term, it may do so in consultation with the Commission at the close of any school year and upon written notice to the

Commission, students and their guardians, **given, when possible, at least one hundred and twenty (120) days before the end of the school year.**

- *Question:* See bolded language above. What if School decides to terminate the contract but doesn't give such notice? The School can't be required to keep the school open.
- *Addition:* See proposed addition in underlined text.

Statement of Assurance #37. 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;

- *Addition:* Suggest revising to include additional underlined language from RCW 28A.710.180(2): "An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this chapter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to charter schools."

Statement of Assurance #43. If a new charter school, the School shall not **seek** or be eligible for local levy moneys approved by the voters unless expressly authorized by law;

- *Exception:* Charter school law contains no prohibition against a charter school "seeking" local levy moneys. Suggest revising language to comport with relevant provision of charter school law (RCW 28A.710.220(6)-(8)): "Conversion charter schools are eligible for local levy moneys approved by the voters before the conversion start-up date of the school as determined by the authorizer, and the school district must allocate levy moneys to a conversion charter school. New charter schools are not eligible for local levy moneys approved by the voters before the start-up date of the school unless the local school district is the authorizer. For levies submitted to voters after the start-up date of a charter school authorized under this chapter, the charter school must be included in levy planning, budgets, and funding distribution in the same manner as other public schools in the district."

Statement of Assurance #44. If a ~~conversion~~ conversion charter school, the School shall be responsible for routine maintenance of the facility it is using including, but not limited to, cleaning, painting, gardening, and landscaping;

- *Suggestion:* Suggest copy edit above.

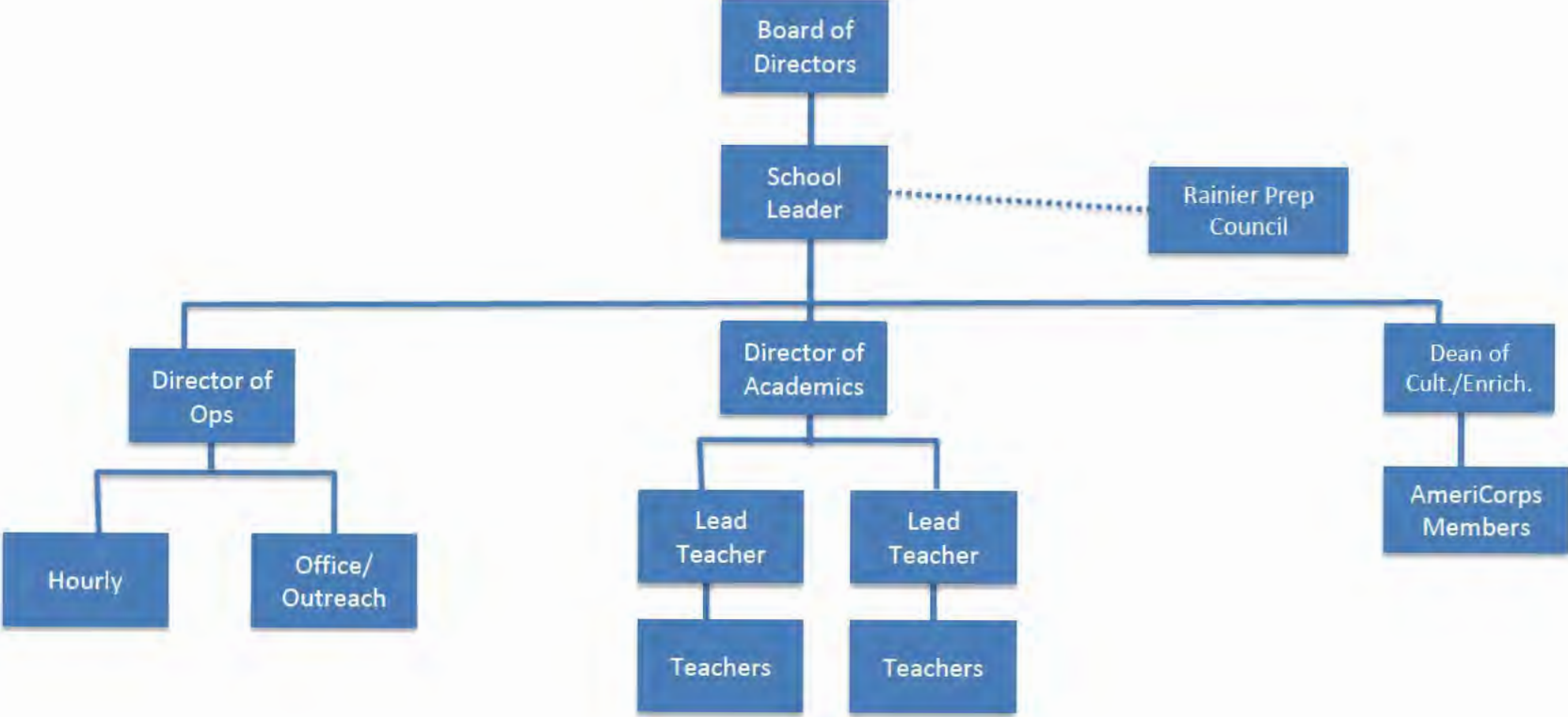
Statement of Assurance #46. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

- *Exception:* Indemnification should be reciprocal. Suggest revising to include exception for situations in which the Commission's own errors or omissions give rise to liability, and/or in cases of gross negligence or willful misconduct.

Statement of Assurance #50. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

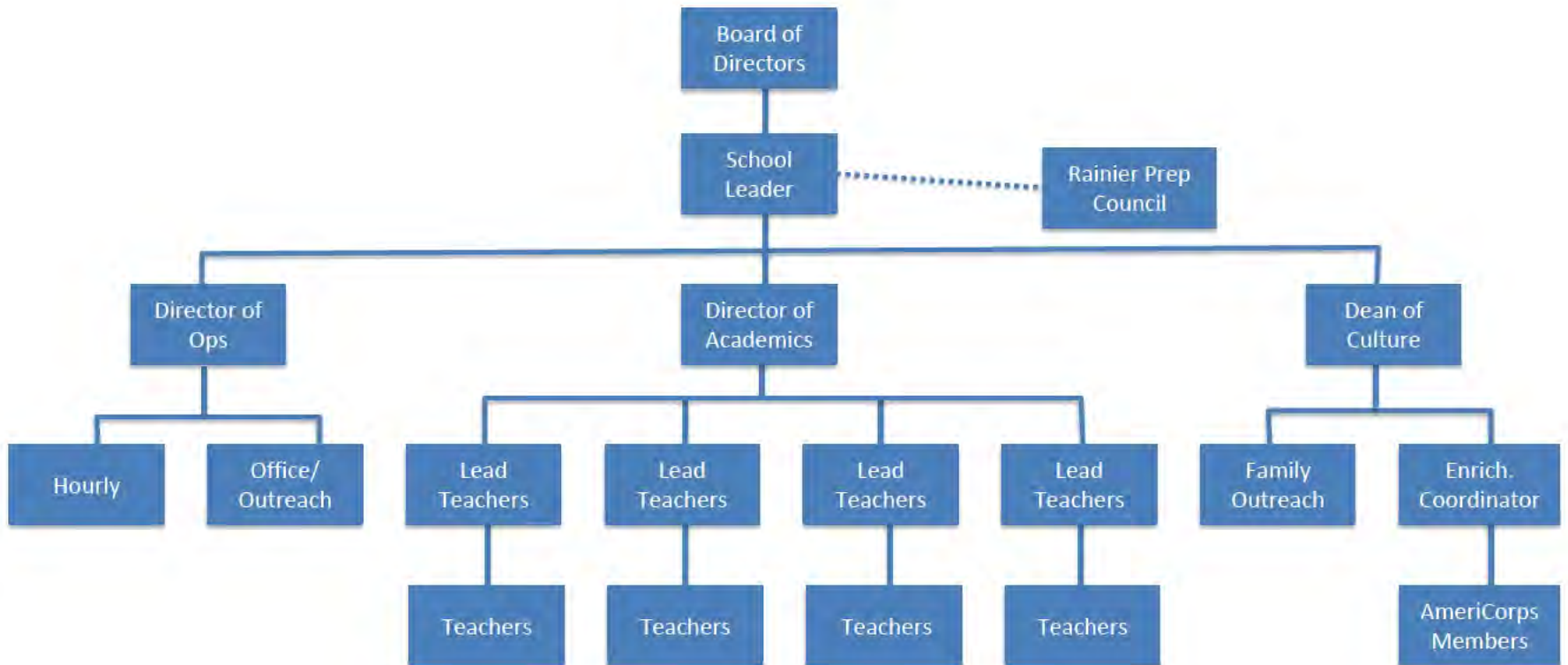
- *Exception:* Does not allow charter school the opportunity to negotiate over key terms of the charter contract, despite language in the law stating that authorizers are responsible for "**negotiating** ... charter contracts with **each** authorized charter school" (RCW 28A.710.100(1)(d)).

Rainier Prep Organizational Chart, Year 1



.....
Indicates an advisory role

Rainier Prep Organizational Chart, Year 5



.....
Indicates an
advisory role

Attachment 14

Board Member Bios and Resumes

A strong board is critical to the success of a charter school and we have recruited an exceptional group to be the founding board. These include leaders from the business, finance, education, legal, policy and nonprofit worlds of the greater Seattle area. Current board members are:

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 16.5 years, building and leading the CRM function, writing the business plan and leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, and leading the creation of Amazon's Cloud Computing business-- Amazon Web Services (AWS), which he's managed since its inception and continues to lead today. Andy also leads Amazon's Technology Infrastructure team, as well as Amazon's Mobile AppStore, Gaming Platform, and Web Browser (Amazon Silk). Along the way, Andy has also led Amazon's Payments Platform and started Amazon's External Payments business. Prior to joining Amazon, Andy managed his own Marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He's served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic planning, start-up operations and growth management, fundraising, performance management principles, finance, and staff leadership development.

Joan Hsiao (Treasurer) –Finance: Joan holds an AB from Harvard and MPPM from Yale. She is currently a teacher with Historian in Residence as well as a community volunteer. She brings critical expertise in financing and budgeting, with private and public sector professional experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York and for the Seattle City Council. As a community volunteer, Joan has enjoyed service for a number of schools. In addition to board memberships, she has held a variety of leadership positions in PTAs and including serving on the Board of Trustees at the Lakeside School.

Adam Porsch (Secretary) – Legal: Adam holds both a BA and an MA from Northwestern as well as a JD from Yale. He is currently a Senior Program Officer for the Bill & Melinda Gates Foundation's College Ready Program. Adam brings a background in law and specifically charter school law and governance, experience in school board leadership management, and a finger on the pulse of broader charter and school reform efforts around the country. Prior to joining the Gates Foundation, Adam served as consultant for the executive team at New Leaders for New Schools in New York City. Adam also served as Director of Performance Management for the District of Columbia Public Schools, where he led the development of the school system's first performance-based budget, worked on a reform plan for Special Education, and developed an innovative partnership with the Maya Angelou Public Charter Schools, a charter management organization working with students who have not succeeded in traditional schools. Earlier in his career, Adam was a strategy consultant with McKinsey & Company, helping to advise leading companies across a wide range of industries.

Max Silverman (Vice Chair) – Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director, Center for Educational Leadership at the University of Washington. Previously, Max served as Assistant

Superintendent (and Principal) in Highline Public Schools. A lifelong educator and resident of South Seattle, Max brings tremendous expertise in all aspects of school and district administration, governance, educational design principles, community engagement, and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area.

Ed Taylor – University Leadership Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education: Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve. He currently serves on the Board of Trustees of Lakeside School and a variety of other non-profit organizations.

Andy Jassy



Education

Harvard Business School, MBA	1995 - 1997
Harvard University, AB	1986 - 1990

Experience

Senior Vice President, Amazon **1997 - Present**

2003- Present: General Manager and Leader of Amazon Web Services, Amazon's industry-leading cloud computing business. Co-created the concept, wrote the vision document and business plan, hired the founding team, defined the services and platform, launched the services, expanded globally to every major continent (with hundreds of thousands of customers in over 190 countries), and have managed and grown the team and business over the last 10 years. AWS is the pioneer and clear market segment leader in the cloud computing space. Managed the Technology Infrastructure team, as well as Amazon's AppStore, Gaming platform, and web browser (Amazon Silk).

Other responsibilities in tenure at Amazon:

2004 - 2009: Global Payments Platform (Amazon's ecommerce payments platform that manages \$60B+ of sales) and External Payments business (started Amazon's External Payments business where other businesses use Amazon's payments products to collect payment on their website or application).

2003 - 2004: Associates business (Amazon's 1M+ affiliate websites that merchandise Amazon Retail items and earn a commission for what refers to sales)

2002 - 2003: Shadow for Jeff Bezos (Chief of Staff to Founder and CEO Jeff Bezos).

2001: Co-Leader of Amazon's Marketing team

2000: General Manager, Amazon's Music Business

1998 - 1999: Group Manager, Customer Relationship Management and Retention

1997: Product Manager, Marketing and Cross-Amazon (performed market analysis and wrote business plan for Amazon Music business)

Founder and President, ARJ Marketing Enterprises
Founded and managed marketing services firm.

1993 – 1995

Associate Product Manager, MBI, Inc.

General Manager responsible for multiple continuity direct response product series.

1991 - 1993

Board Memberships

Commercial Board of Directors

Coupa Software

2007 - 2009

Non-Profit Board of Directors

Rainier Scholars

2011 - Present

JOAN HSI-MIN HSIAO



EDUCATION

University of Washington, College of Education, Seattle, WA **2000 to 2004**
Candidate for Ph.D. in Educational Psychology (Human Development & Cognition).
Completed coursework.

Yale University, New Haven, CT **1992**
M.P.P.M. (Master's degree in Public and Private Management).

Harvard University, Cambridge, MA **1986**
A.B., *cum laude* in East Asian Studies.

CERTIFICATION

Washington State Teacher Certificate (K-8 Endorsement) **2008**

TEACHING EXPERIENCE

Teacher, Historian in Residence, Seattle, WA **2011-present**
Bring in-depth social studies learning to elementary classrooms. Use storytelling, inquiry, deliberation, drawing and drama to cultivate skills in listening, writing, speaking, and critical thinking. Units include: Dynasties of China, Seattle History and Immigration.

Teacher, Art without Borders, Nairobi, Kenya **2011**
Taught art with local artists to children living in wards of Kenyatta National Hospital

Teacher, Fifth Grade, Language Arts, Montlake Elementary, Seattle, WA **2008-2011**
Balanced literacy including Writing Workshop, Six Traits of Writing, Words their Way and Literature Circles. Differentiated instruction for all students in inclusion classrooms. Collaborated with team of 4th/5th grade teachers and other school staff. Cultivated close communication with families via phone, email, meetings, website, and weekly bulletins.

Teaching Assistant, College of Education, University of Washington **2001-2003**
Basic Educational Statistics (Ed Psych 490).

OTHER EXPERIENCE

Washington Research Institute, Seattle, WA **2003-2004**
Performed testing and data collection for Sound Partners

City of Seattle, Legislative Department, Legislative Analyst **1996-1998**
Member of central policy staff serving all Councilmembers. Performed analyses of controversial policy issues in demanding environment. Specialized in finance, utility and public safety issues. Worked

closely with Councilmembers, Executive and department staffs and wide variety of external stakeholders. Made oral and written presentations to small audiences and also in public settings.

Budget and Finance

Lehman Brothers, Associate, Public Finance, New York & Seattle **1992-1995**

Structured, marketed and executed financings for issuers of tax-exempt debt. Worked with public sector, corporate and non-profit issuers of infrastructure, utility, healthcare and education financings. Debt capacity modeling, credit profile analyses and optimized financing structures. Written and oral presentations in responses to Requests for Proposals. Supervised and trained junior professional and clerical staff.

Clinton for President, Budget Manager, New York **1992**

Managed budget for campaign's Democratic National Convention operation. Learned policies and practices of national campaign. Established, managed and shut down satellite operation. Worked with department heads to formulate, administer and account for \$1.5MM budget. Liaison to national campaign operation in Little Rock, AR.

Office of Management and Budget, Senior Analyst, Criminal Justice, New York **1989-1990**

Prepared, monitored and modified the New York Police Dept.'s \$1.6B expense budget. Liaison between NYPD and mayoral budget office. Developed program of productivity initiatives that resulted in increased daily patrol strength. Projected budget impact of collective bargaining negotiations.

The First Boston Corporation, Financial Analyst, Corporate Finance, New York **1986-1988**

Performed financial capacity and structure analyses, wrote marketing materials and provided transaction support for financings. Specialized in structured finance including project and asset finance. Worked with clients in industries including airline, energy and textile.

COMMUNITY

Seattle Young Artists Music Festival: Secretary, Board of Directors

Montlake Elementary PTSA: President, Treasurer, Secretary

Volunteer: Aki Kurose, Bainbridge High, Garfield, Franklin, McGilvra, Meany, Montlake Schools

Lakeside School: Board of Trustees; Alumni Association President

Voyager Montessori: Treasurer, Board of Directors

Montessori Country School: Vice Chair, Steering Committee

Sound Partners Tutor

St. Barnabas Episcopal Church: Vestry Senior Warden

ADAM GRANT PORSCH

PROFESSIONAL EXPERIENCE

Bill & Melinda Gates Foundation, Education Division, Seattle, WA July – August 2006 - Present

Senior Program Officer. Focuses on systems grant-making that advances the foundation's mission of ensuring that all students graduate from high school ready to succeed in a college program that will prepare them to support themselves, engage in their communities, and achieve their dreams.

New Leaders for New Schools, New York, NY 2005 – 2007

Consultant. Work with Founder/CEO and senior management team on various strategic and operational issues including: led a team to create a proposal for a new district-level services pilot program, developed profiles of high performing urban public schools for use in principal training program, and helped to build coalition of community leaders and public education advocates to support potential principal selection and training program in New Orleans.

Jerome N. Frank Legal Services Organization, New Haven, CT 2005 – 2007

Non Profit Organizations Clinic. Provide legal assistance to nonprofit organizations that cannot afford to retain private counsel in obtaining their certificate of incorporation in Connecticut and federal 501(c)(3) status. Activities include interviewing clients, drafting legal documents, and following up with state and local officials.

Education Adequacy Project. Represent a coalition of Connecticut mayors, boards of education, and nonprofit entities seeking to reform the state's school financing system. Activities include researching other state-level school finance adequacy lawsuits, interviewing clients, and writing legal briefs and discovery documents.

Hogan & Hartson, LLP, Washington, DC Summer 2006

Summer Associate. Managed relationship with expert witness in high-profile home foreclosure scam case. Analyzed policy options for large public school system regarding distribution of religious flyers following a lawsuit based on a first amendment claim. Researched issues for inclusion in merits brief for Seattle School District in Supreme Court voluntary school integration case. Researched and wrote client memoranda regarding newly adopted federal regulations related to the Boy Scouts of America and about the extraterritorial application of the Americans with Disabilities Act for foreign and distance learning programs of American educational institutions.

Zhou Dan, HIV/AIDS legal reform research, Shanghai, China July – August 2005

Summer Intern. Researched and analyzed U.S. HIV/AIDS legislation regarding partner notification rules and mandatory HIV testing in prisons, to be incorporated into a report regarding potential Chinese legal reform.

Bill and Melinda Gates Foundation, Avahan AIDS Initiative, New Delhi, India May – July 2005

Summer Intern. Developed recommendations for spurring more corporate involvement in national response to HIV/AIDS, drafted a corporate HIV/AIDS community adoption model based on field visits and corporate best practices, prioritized Indian and international companies to approach with requests for additional involvement, and summarized potential new government policies and initiatives to increase corporate involvement based on international best practices.

D.C. Public Schools, Office of the Superintendent, Washington, D.C. 2001-2004

Director of Performance Management. Led development of first D.C. Public Schools performance-based budget and district-wide monitoring system. Worked with legal team to replicate successful charter school serving youth in juvenile justice system. Led development of Special Education Strategic Plan to improve program management.

Wrote grant request resulting in \$3 million federal award for facilities improvements. Provided analysis to U.S. Congress regarding new policies, strategic initiatives, and spending. Presented budget and policy analysis to Mayor, City Council members, and Council staff.

McKinsey and Company, Washington, D.C. 1999-2001

Consultant. Built financial model for World Bank to assess feasibility of vaccine production in developing countries. Worked in Paris and Dublin on staffing requirements and regulatory issues for a new Pan-European bank. Developed European business expansion plan worth \$1B for top-tier U.S. investment firm. Managed client team in developing product rollout strategy for \$400M telecom start-up. Obtained “mini-MBA” at Tuck Business School at Dartmouth, with courses in accounting, finance and strategy.

U.S. Department of Education, Washington, D.C. 1998

Management/Program Analyst, National Center for Education Statistics. Wrote statistical brief for a Department of Education publication on international comparative education. Taught seminar to sixty professors on effectively using Department of Education national data. Advised technical review panel on upcoming Department of Education national survey. Participated in coursework at University of Maryland in applied statistics and survey methodology.

EDUCATION

Yale Law School, New Haven, Connecticut

J.D., June 2007

- Activities: Project in Law and Education at Yale (Co-Leader)
Yale Law and Policy Review (Editor)
Street Law (teach a law-related course in New Haven high school)
Green Haven Prison Project

Northwestern University, Evanston, Illinois

M.A. in sociology, concentration in quantitative analysis and education, June 1999

B.A. in Mathematical Methods in the Social Sciences (MMSS) and sociology, June 1999

- Honors: *summa cum laude* (top 3%) Arthur E. Siehrs academic scholarship
Phi Beta Kappa (elected junior year) Henry J. Exum writing award
The National Dean’s List ’03-’04 Departmental honors (MMSS)

- Theses: Presented Master’s thesis on home and school factors associated with K-12 student achievement outcomes at American Education Research Association national conference
Undergraduate honors thesis analyzing participatory patterns and policy implications of an employee tuition assistance program at a large telecommunications company

- Activities: Senior Resident Assistant in largest student residence at Northwestern
Teaching Assistant, Center for Talent Development (K-6)

Max Silverman

Associate Director
University of Washington Center for Educational Leadership



Career Brief

As an associate director at the University of Washington Center for Educational Leadership, Max Silverman provides leadership for CEL's district partnership work. He joined the Center in 2009, after leading high school reform efforts in the Highline Public Schools (Wash.) for nine years. As a principal and central office leader, he successfully led the transformation to a portfolio of high schools focused on sustainable instructional improvement and personalization. His central office experience was focused on instructional leadership for ten high schools, particularly in the areas of literacy and math.

Professional Experience

- 2009 – present Associate Director, Center for Educational Leadership, University of Washington, Seattle, WA
- 2007 – 2009 Executive Director High Schools, Highline Public Schools, Burien, WA
- 2006 – 2007 Director of High School Improvement, Highline Public Schools, Burien, WA
- 2002 – 2006 Principal, Tyee High School, SeaTac, WA
- 2000 – 2002 Assistant Principal, Tyee High School, SeaTac, WA
- 1997 – 2000 Social Studies Department Chair, Ballard High School, Seattle, WA
- 1994 – 2000 Social Studies Teacher, Seattle Public Schools, Seattle, WA

Education

- B.A., History, University of Wisconsin, Madison, WI
- M.A., History, San Francisco State University, San Francisco, CA
- Professional Teaching Certificate (4-12), University of Washington, Seattle, WA
- Administrative Credential (4-12), Western Washington University, Bellingham, WA

Professional Appointments, Associations, and Memberships

Professional Recognitions

- 2006 Met Life Foundation Community Bridge Builder Award – National Association of Secondary School Principals
- 1997 Aspiring Principal Program – Seattle School District
- 1995 Outstanding Teacher Award – University of Chicago

Volunteer & Other Leadership Experience

- 2005 – 2007 Instructional Leadership Coach, Center for Educational Leadership – Seattle, WA
- 2005 – 2007 Advisory Board Member, Technology Access Foundation – Seattle, WA
- 2006 – 2007 School Redesign Leadership Coach, Coalition of Essential Schools – Oakland, CA

Presentations

- 2013 “The Superintendent as Instructional Leader – Exercising Reciprocal Accountability.” Presented at the Washington Association of School Administration, Superintendent Workshop, Chelan, WA.
- 2012 “Applying Research on Central Office Transformation to HR Redesign.” Presented at the Council of Great City Schools, Chief Human Resources Officers Meeting, Las Vegas, NV.
- 2011 “Developing the Capacity of Your Central Office Leaders to Support the Improvement of Instructional Leadership District-wide.” Presented at the Council of Great City Schools Fall Conference, Boston, MA.
- 2011 “Transforming the Central Office to Support School Improvement.” Presented at The Department of Education, Western Region School Improvement Grant Conference, Los Angeles, CA.
- 2011 “District Central Office Transformation for Teaching and Learning Improvement.” Presented at the Council of Great City Schools, Chief Human Resources Officers Meeting, Austin, TX.
- 2010 “Developing and Measuring Principals’ Ability to Analyze Instruction and Lead for Instructional Improvement.” Presented at the Council of Great City Schools Annual Conference, Tampa, FL.
- 2007 “All Students College Ready.” Presented at the Center for Educational Leadership High School Institute Series, Seattle, WA.
- 2006 “Transforming Large High Schools into Small, Autonomous, and Equitable Schools.” Presented at the Coalition of Essential Schools Fall Forum, Chicago, Ill.
- 2006 “How Can Schools and Districts Collaborate to Ensure Successful Conversions?” Presented at the Coalition of Essential Schools Summer Institute, Denver, CO.
- 2006 “High School Instructional Leadership.” Presented at the Center for Educational Leadership Summer Institute, Seattle, WA.
- 2006 “Establishing Effective School-Community Relationships.” Presented at the National Association of Secondary School Principals Annual Convention, Reno, NV.
- 2006 “What It Really Means to Lead for Instructional Improvement.” Presented at the Education Trust West Biennial Conference, Los Angeles, CA.
- 2005 “If Students Aren’t Learning, They Are Not Being Taught Powerfully: Leading for Instructional Improvement.” Presented at the Education Trust National Conference, Washington, DC.
- 2005 “Leading for Instructional Improvement – A System-Wide Approach.” Presented at the Northwest Regional Labs Annual Conference, San Diego, CA.

Edward Taylor



EDUCATION

Doctor of Philosophy

Educational Leadership and Policy Studies, University of Washington (1994)

Master of Arts

Department of Psychology, Gonzaga University (1983)

Bachelor of Arts

Department of Sociology, Department of Psychology, Gonzaga University (1982)

ACADEMIC APPOINTMENTS

2006 - present: Vice Provost & Dean of Undergraduate Academic Affairs, University of Washington

2012 - present: Professor, College of Education (Educational Leadership & Policy Studies)
University of Washington

2000 - 2012: Associate Professor, College of Education, University of Washington

1995 - 2000: Assistant Professor, College of Education, University of Washington

1994 - 1995: Post Doctoral Assistant to Dean of Undergraduate Education, University of Washington

1990 - 1994: Teaching Assistant, College of Education, University of Washington

PROFESSIONAL SERVICE

Service to University of Washington (selected)

Senate Committee on Planning and Budgeting (2010-2011)

Diversity Minor Advisory Board (2008-present)

Sustainable Academic Business Plan Steering Committee (2010-present)

Activity Based Budgeting Steering Committee (2010-present)

Community Center for Education Results – Project Sponsors Group (2010-present)
2y2d Steering Committee (2010-present)
Intercollegiate Athletics and Admissions Appeals Committee (2009-present)
Presidential Advisory Committee on Enterprise Risk Management (2009-2011)
Activity Based Budgeting Advisory Committee (2009-2010)
UW Marketing Executive Advisory Group (2009-present)
Athletic Director Search Committee (2008)
Advisory Committee on Intercollegiate Athletics (2007-present)
Board of Deans and Chancellors (2006—present; elected chair 2010-2011)
Faculty Council on Teaching and Learning (previously named Faculty Council on
Instructional Quality) – President’s designee (2006-present)
President’s Cabinet (2006-present)
UW Foundation Board (2006-present)
University Budget Committee (2006-2010)

Service to College of Education

Alumni Advisory Board (2009-present) Faculty Council (2003)
Committee on Student Affairs (1995-1999)
Committee on Student Affairs (1992-1993)
Higher Education Search Committee (1996)
Higher Education Search Committee (1997)

Service to Community

Seattle Arts and Lectures Board Member (2010-2013)
Lakeside School Board (2010-present)
Gonzaga University Board of Trustees (2006-Present)
Gonzaga University Board of Regents (1998-2005)
Rainier Scholars (Scholastic preparation program for high achieving children of color)
Board Chair/Founding board member (2000-present)
Seattle International School Steering Committee (Spring, 1999)
Seattle Children’s Home Chair, Board of Trustees (1996-1997)
Member, Board of Trustees (1992-1997)
Rainier Vista Boys and Girls Club President, Board of Directors (1994-1995) Member,
Board of Directors (1992-1994)

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 (WSCSC) 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 Rainier Prep
2. Full name Andrew Jassy
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
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 am thrilled to serve as Rainier Prep's Board Chair because I am passionate about the mission to prepare all students, especially those who are currently underserved, for success

in high school, college and life. I believe that all students have the right to a high quality education and that parents should have the opportunity to choose the right school for their child. I'm confident that Rainier Prep will be an outstanding option for families in South King County and will eventually be a model for future charter schools across Washington State.

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

A public charter school board member provides expertise and oversight for the school. The board will create the strategic vision for the school and provide financial and academic oversight for the school. A board member's focus is on governance, not daily operations. We are volunteers and will not be paid for our work.

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.

For the last two years, I have served as an active member on the Rainier Scholars' Board. As a board member, I am most effective when focusing on the following:

- Sharing the organization's mission, vision and goals widely
- Providing fiduciary oversight and supporting fundraising efforts
- Providing strategic direction and guidance to meet aggressive goals

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

I bring deep experience in strategic planning, start-up operations and growth management, fundraising, performance management principles, finance, and staff leadership development.

As the Senior Vice President for Amazon, I led the creation of and currently manage Amazon's Cloud Computing business – Amazon Web Services (AWS). During my 16.5 years at Amazon, I have also been responsible for the following: writing the business plan and leading the Music business, co-leading Amazon's Marketing team, and serving as Jeff Bezos's Chief of Staff. I currently lead Amazon's Technology Infrastructure team, as well as Amazon's Mobile AppStore, Gaming Platform, and Web Browser (Amazon Silk).

Prior to joining Amazon, I managed my own Marketing business, and spent nearly three years as a Product Manager at MBI, Inc. I have served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars).

School Mission and Program

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

Rainier Prep’s mission is to prepare all students to excel at four year colleges and serve as leaders in their communities. We are driven by the core values of urgency, curiosity, collaboration, initiative and grit. We believe in supporting all students, a growth mindset of continuous improvement, and partnering closely with families and communities.

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

Rainier Prep will be a four-year middle school. Our education model is designed to engage all students in a rigorous college preparatory curriculum. A student’s day will be divided into three parts:

Foundational Skills (Literacy and Math)

Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)

Leadership (Advisory, Arts, World Languages, Physical Activities)

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

I believe that high expectations and a mission-aligned staff are the foundation of every high performing school and organization. In addition, I believe an engaged parent community and an excellent school leader are key ingredients to success.

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

The board will use the performance management standards as outlined in Rainier Prep’s charter application to measure success and progress. The school leader will set benchmarks to gauge progress against these metrics.

Governance

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

The board will provide the following support to Rainier Prep:

- Share the organization’s mission, vision and goals widely
- Provide fiduciary oversight and support fundraising efforts
- Provide strategic direction and guidance to meet aggressive goals

The board will not be directly involved in day to day school management tasks, which will be handled by Rainier Prep staff.

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

We will know Rainier Prep is successful when we have met all performance management targets for year one, including those related to academics, finances and operations. In addition to the measurable targets, our founding students and families will articulate that they are thrilled with the experience at Rainier Prep.

3. How will you know at the end of four years of the school is successful?
We will know Rainier Prep is successful when we have met all performance management targets for year four, including those related to academics, finances and operations. In addition to the measurable targets, our founding students and families will articulate that the Rainier Prep experience exceeded their expectations. Finally, our founding students will state that they are truly prepared to thrive in high school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
One of the first steps we will take after authorization will be to recruit a few excellent board members to fill needed areas of expertise and to complete our team. After this, we will begin to aggressively fundraise to support our startup costs. After startup, we will focus on guiding the strategic direction of the organization, providing financial oversight and implementing an effective leader evaluation process.

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 follow our conflict of interest and whistle blower policies and address the issue immediately.

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 serve on the Rainier Scholars Board with Ed Taylor.

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

I serve on the board of Rainier Scholars, a non-profit organization. While Rainier Scholars is not a formal partner with Rainier Prep, it has submitted a letter of endorsement for the school.

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, Andrew R Jessy, 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 Rainier Prep Charter School is true and correct in every respect.

Andrew R Jessy
Signature

11-7-13
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 (WSCSC) 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 Rainier Prep
2. Full name Joan Hsi-min Hsiao
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
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 believe firmly in the mission of Rainier Prep and am honored to have the opportunity to contribute to Rainier Prep's success serving 5th-8th grade students in South King County.
6. What is your understanding of the appropriate role of a public charter school board

member?

A public charter school board member provides expertise and oversight for the school. The board will create the strategic vision for the school and provide financial and academic oversight for the school. A board member's focus is on governance, not daily operations. We are volunteers and will not be paid for our work.

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.

My professional experience in finance, budgeting, education and the public sector position me well to guide Rainier Prep in its establishment and operation. Having served on several education and non-profit boards, I have varied and extensive experience in board governance and will bring this experience to the success of Rainier Prep.

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

I have served in a variety of roles for numerous boards. I have experience as a board treasurer in both independent and public education settings and understand the challenges and responsibilities of budget and financial oversight and reporting. In all my professional roles and board memberships I have gained valuable experience working successfully in private and public settings with a diversity of individuals and groups toward institutional missions and goals.

School Mission and Program

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

Rainier Prep's mission is to prepare all students to excel at four year colleges and serve as leaders in their communities. We are driven by the core values of urgency, curiosity, collaboration, initiative and grit. We believe in supporting all students, a growth mindset of continuous improvement, and partnering closely with families and communities.

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

Rainier Prep will be a four-year middle school. Our education model is designed to engage all students in a rigorous college preparatory curriculum. A student's day will be divided into three parts:

Foundational Skills (Literacy and Math)

Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)

Leadership (Advisory, Arts, World Languages, Physical Activities)

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

A successful school actively engages students, parents and the surrounding community. Students flourish in academic, social and physical growth that is enabled and nurtured by the school. Success is measurable and measured through a combination of established standardized tests, other college readiness indicators and other defined and demonstrable measures consistent with the school's mission. Staff and teachers are consistently aligned to the school's mission and dedicated to students' success. Teachers are highly-trained and engage in ongoing professional development. The school is operated responsibly in physical plant and finances. The school plans strategically for future years, and its future is buoyed by the support it cultivates through its success.

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

The board will use the performance management standards as outlined in Rainier Prep's charter application to measure success and progress. The school leader will set benchmarks to gauge progress against these metrics.

Governance

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

The board's role in school governance is separate from the school's operation. The board will conduct oversight of Rainier Prep's academic program and financial health. While the board is held accountable for the school's performance, the board's role is in governance rather than in management of the school's operation. Rainier Prep's school leader will manage the school's operation. The board will select and support Rainier Prep's leader; and when necessary for the success of the school, the board would terminate the selected school leader.

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

Rainier Prep will be successful after its first year if students and families are actively engaged and thriving. Students' academic progress will be measurable. The management team will achieve measurable success in performance management targets, and Rainier Prep will be sound financially. There will be new families hoping to enroll their children in Rainier Prep. Teachers and staff will be satisfied and hopeful in their work enacting Rainier Prep's mission. The building and classrooms will be a vibrant and inviting learning community, ready for growth through the arrival of new students in the second year.

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

Rainier Prep would have more than 400 students enrolled with many families hoping to enroll their own children in future years. Students who have been enrolled at Rainier Prep demonstrate measurable academic and college preparedness success by established measures. Students and families will love coming to school and will be actively engaged members of the Rainier Prep community. Family and community constituents will know widely of Rainier Prep's record of success. Rainier Prep will be fiscally sound with a strategic plan in place for future years' development and growth. Teachers and staff are

enabled in their work by ongoing professional development. Teachers, staff and board members are steadfastly committed to enacting Rainier Prep's mission. The Board will continue to comprise membership that is skilled in all areas relevant to effective governance.

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

For Rainier Prep's success, the board must: maintain itself by recruiting new members to fill areas of expertise, perform financial and budget oversight, participate in necessary fundraising and support and evaluate Rainier Prep's school leader.

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 follow our conflict of interest and whistle blower policies and address the issue immediately.

Disclosures00

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

I know school employees through my work as a Historian in Residence in many schools. I and my spouse are acquainted as friends of many who are employees of schools. To be clear, they are not employees at Rainier Prep.

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, Juan Hsiao, 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 Rainier Prep Charter School is true and correct in every respect.



Signature

7 November 2013
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 (WSCSC) 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 Rainier Prep
2. Full name Adam Grant Porsch
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
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 believe in the mission and strategic plan of Rainier Prep. I also have great confidence in the founder and other board members associated with the proposed school. Maggie

O'Sullivan is the right leader and she has assembled a set of partners and advisors necessary to create an exceptional middle school. I am excited about the opportunity to actively participate in the support and oversight of one of the first public charter school operators in Washington State, which will undoubtedly provide a group of students with an opportunity to achieve their dreams, and will make a positive contribution to the education community in South King County, WA.

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

A public charter school board member provides expertise and oversight for the school. The board will create the strategic vision for the school and provide financial and academic oversight for the school. A board member's focus is on governance, not daily operations. The board takes seriously its role in overseeing a public charter school and is accountable to the public to ensure the organization carries out the purposes for which it was established in a responsible and accountable manner. We are volunteers, driven by the mission of the school, and will not be paid for our work.

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.

Having worked in the legal, non-profit and government sectors, I am well positioned to support the launch of Rainier Prep as one of the early charter schools in Washington State. In my work as a Program Officer at the Bill & Melinda Gates Foundation, I have supported a range of states, district, and networks to improve college ready rates across the country. In particular, I have led efforts in multiple cities to advance productive and collaborative relationships between school districts and high-performing charter schools. I have served on two non-profit boards in the education sector and so I understand the role of board members and feel equipped to provide financial and academic oversight for the new organization.

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

I will bring to the board more than 10 years of experience working in the education field at the Bill & Melinda Gates Foundation, New Leaders for New Schools, the District of Columbia Public Schools, and the U.S. Department of Education (National Center for Education Statistics). During my six years at the Gates Foundation I have made and managed investments to charter networks and support organizations across the country, and have led a major initiative to advance collaboration between district and charter schools to improve college ready graduation rates and spread promising practices across sectors. I also bring a legal education and business experience related to strategic planning, financial modeling, and operations as a consultant at McKinsey and Company.

School Mission and Program

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

The mission of Rainier Prep Charter School is to prepare all students to excel at four year colleges and serve as leaders in their communities. We are driven by the core values of urgency, curiosity, collaboration, initiative and grit. We believe in supporting all students, a growth mindset of continuous improvement, and partnering closely with families and communities. We know that a great school starts with a dedicated staff that plans intentionally, focuses relentlessly on common goals and knows each student well.

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

Rainier Prep will be a rigorous, college preparatory, public 5th – 8th grade school located in South King County. We value diversity and challenge students' thinking through deep authentic learning and we personalize learning in math and literacy to accelerate all students' learning. A student's day will be divided into three parts:

- Foundational Skills (Literacy and Math)
- Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)
- Leadership (Advisory, Arts, World Languages, Physical Activities)

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

I believe that a successful school does several things well, including: (1) Selects, develops, and retains highly effective teachers in every classroom who are mission-aligned and dedicated to students' success; (2) Holds high expectations and provides high levels of support for all students to help them meet those expectations; (3) Teaches both critical thinking and foundational skills; (4) Engages the community and parents in the school; (5) Offers deeply personalized learning, beginning with deep, meaningful relationships between students and adults in the building, and informed by each student's attributes, strengths, and unique needs.

In implementing these and other activities, students will achieve strong results on standardized tests and other college ready indicators, and students and families will actively seek out the educational model provided by the school.

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

The board will use the performance management standards as outlined in Rainier Prep's charter application to measure success and progress. The school leader will set benchmarks to gauge progress against these metrics.

Governance

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

The board will have the responsibility to set organizational direction, ensure necessary resources (both financial and human), and provide oversight of programs, finances, legal and ethical integrity, and the performance of key staff. The board will not manage day to day school operations, as this will be carried out by school staff.

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

We will know that the school is successful at the end of the first year of operation if it is meeting or exceeding performance management targets; students, families, and staff love the school and are returning for the next school year; the organization is financial stable; and there is a shared goal throughout the building to set clear, high expectations for college-readiness for all students, support for great teaching, and provide instruction tailored to the needs of each individual to help all students succeed.

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

We will know at the end of four years that the school is successful if it is meeting or exceeding performance management targets; demand for the school is high among students, families, and staff; and the organization is financial stable. There will also be a focus among all adults within the building to set clear, high expectations for college-readiness for all students, support for great teaching, and provide instruction tailored to the needs of individuals to ensure that all students succeed.

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

The charter school board will need to recruit excellent new board members to fill needed areas of expertise, provide oversight of financial resources, ensure adequate funding through fund raising, and support and evaluate the school leader.

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 follow our conflict of interest and whistle blower policies and address the issue immediately.

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

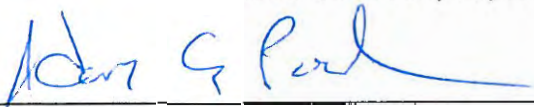
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

I am a Program Officer on the Bill & Melinda Gates Foundation U.S. Program College Ready team. The Bill & Melinda Gates Foundation periodically provides grant and program-related investment support to high-performing charter schools and support organizations in Washington and across the country. In my role, I am not typically responsible for making grants in Washington State, and so I do not anticipate a conflict of interest in my role as a board member of Rainier Prep. However, I will recuse myself on both sides from any conversations or decisions that may present an actual or perceived conflict of interest resulting from my roles at both the Gates Foundation and the Rainier Prep board.

Certification

I, Adam G. Porsch, 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 Rainier Prep Charter School is true and correct in every respect.



Signature

11/15/2013

Date

Charter School Board Member Information

To be completed individually by each proposed charter school board member.

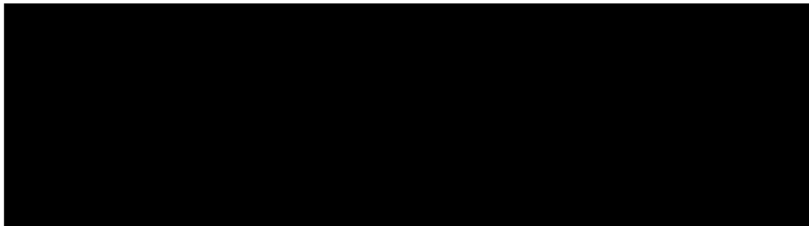
All forms must be signed by hand.

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 (WSCSC) 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 Rainier Prep
2. Full name Max Silverman
Home Address 
Business Name and Address
Phone Number
E-mail address
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 wish to serve on the board of Rainier Prep for a number of reasons including the fact that I fully agree with

its mission and vision, believe its instructional model has potential for success, and I want to be part of a school seeking to serve communities in South King County.

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

A public charter school board member provides expertise and oversight for the school. The board will create the strategic vision for the school and provide financial and academic oversight for the school. A board member's focus is on governance, not daily operations. We are volunteers and will not be paid for our work.

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 over 13 years of leadership experience at the school, district, and university level. Through these experiences I have designed schools, engaged in extensive strategic planning, and provided leadership consulting to education leaders across the country. I believe these experiences position me well to serve on charter school board.

8. Describe the specific knowledge and experience that you would bring to the board.
- 9.

I have specific knowledge and experience as a principal and central office leader responsible for the successful running of 12 schools. From these positions I have strong understanding of teaching and learning, school finance, community engagement, human capital management and education policy (local, state, and federal). In my current position I support school district superintendents and other senior leaders with leadership development and creating high performing central offices.

School Mission and Program

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

Rainier Prep's mission is to prepare all students to excel at four year colleges and serve as leaders in their communities. We are driven by the core values of urgency, curiosity, collaboration, initiative and grit. We believe in supporting all students, a growth mindset of continuous improvement, and partnering closely with families and communities.

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

Rainier Prep will be a four-year middle school. Our education model is designed to engage all students in a rigorous college preparatory curriculum. A student's day will be divided into three parts:

Foundational Skills (Literacy and Math)

Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)

Leadership (Advisory, Arts, World Languages, Physical Activities)

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

I believe successful schools start from a strong vision and mission that is built through community and parent engagement. With this in place successful schools hire and develop teachers who are highly skilled, use a quality curriculum and are relentless in their support of student success. Lastly, a successful school has high and measurable expectations for students and staff and creates a data craving to continually monitor progress and make adjustments.

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

The board will use the performance management standards as outlined in Rainier Prep's charter application to measure success and progress. The school leader will set benchmarks to gauge progress against these metrics.

Governance

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

Provide strategic planning and financial oversight, but not day to day school management which will be handled by school staff

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

We will be financially sound, hitting our performance targets, students and families love the school, and we have a high level of staff retention.

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

Similar to after year one we will be financially sound, hitting our performance targets, students and families love the school, and we have a high level of staff retention.

Additionally, by this time we will have a well deserved reputation in the region and state as a high performing school with a highly talented staff. Lastly, educators and community members from other communities will want to visit to learn from us.

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:

- Recruit great new board members to fill needed areas of expertise

- Provide financial oversight of resources
- Fundraise
- Support and evaluate the school leader

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 follow our conflict of interest and whistle blower policies and address the issue immediately.

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. 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

10. 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, Max Silverman, 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 Rainier Prep Charter School is true and correct in every respect.



Signature

11/7/13

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 (WSCSC) 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 Rainier Prep
2. Full name Ed Taylor

Home Address		
Business Name and Address		
Phone Number		
E-mail address		
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 will serve on the Rainier Prep Board of Directors because I believe that education is the great equalizer and that all families should have the opportunity to attend a high quality,

free, public school in their neighborhood. I believe Rainier Prep has the opportunity to transform students' lives and ultimately revitalize the South King County community.

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

A public charter school board member provides expertise and oversight for the school. The board will create the strategic vision for the school and provide financial and academic oversight for the school. A board member's focus is on governance, not daily operations. We are volunteers and will not be paid for our work.

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 currently serve on a variety of non-profit boards, including Lakeside, Gonzaga and Rainier Scholars. In addition, I understand what it takes to create high-quality schools and educational programs and I am deeply committed and knowledgeable about the diverse populations Rainier Prep seeks to serve.

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

I currently am the Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education. As an educator, I bring knowledge of management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement.

School Mission and Program

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

Rainier Prep's mission is to prepare all students to excel at four year colleges and serve as leaders in their communities. We are driven by the core values of urgency, curiosity, collaboration, initiative and grit. We believe in supporting all students, a growth mindset of continuous improvement, and partnering closely with families and communities.

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

Rainier Prep will be a four-year middle school. Our education model is designed to engage all students in a rigorous college preparatory curriculum. A student's day will be divided into three parts:

Foundational Skills (Literacy and Math)

Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)

Leadership (Advisory, Arts, World Languages, Physical Activities)

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

Excellent schools have high expectations for students and families and systematic supports to help all stakeholders meet collective, rigorous goals. In addition, community and family engagement is a critical component to getting strong results. The entire community (staff, students, families, board, community partners, etc.) needs to be unified around a common, clear and powerful mission.

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

The board will use the performance management standards as outlined in Rainier Prep's charter application to measure success and progress. The school leader will set benchmarks to gauge progress against these metrics.

Governance

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

The board will provide strategic planning guidance, financial oversight, fundraising support and an evaluation of the school leader's performance. The board will not provide day-to-day school management, which will ultimately be handled by the very capable Rainier Prep leader and staff.

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

At the end of the first year of operation, the founding students and families will share that the school is exceeding their expectations. In addition, the school will be meeting its academic goals and will be financially sound. When you walk through Rainier Prep classrooms, the students will be engaged in meaningful and transformative work.

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

At the end of the fourth year of operation, the founding students and families will state that all founding students are prepared to thrive in high school. In addition, the school will be exceeding its academic, operational and financial goals. Many of the founding staff members will still be teaching at Rainier Prep and will be committed to its long-term success.

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

The Rainier Prep Board will need to devote time and energy into raising startup funding to

support a successful school launch. In addition, we will commit time to developing a five-year strategic plan that will guide our work. We will also need to finalize a school leader evaluation tool and process so the experience is both meaningful and supportive.

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 follow our conflict of interest and whistle blower policies and address the issue immediately.

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 know Andy Jassy from our work together with Rainier Scholars.

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

If Rainier Scholars Board member: Check Yes and include "I serve on the board of Rainier Scholars, a non-profit organization. While Rainier Scholars is not a formal partner with Rainier Prep, it has submitted a letter of endorsement for the school."

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, Ed Jayla, 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.

Ed Jayla
Signature

11/7/13
Date

Attachment 15

Conflict of Interest and Code of Ethics

RAINIER PREP CONFLICT OF INTEREST POLICY

ARTICLE 1. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Rainier Prep when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Rainier Prep 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 2. 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:

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

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. Under Article 3, 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 3 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, and after any discussion with the interested person, he or 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.

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 or 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 chair 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 Rainier Prep 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. The governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Rainier Prep'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 Conflict of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflict 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 4. RECORDS OF PROCEEDINGS

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

- a. The names of the 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 5. COMPENSATION

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

ARTICLE 6. PERIODIC STATEMENTS

Each director and officer shall periodically sign a statement that affirms such person:

- a. Has received the conflict of the interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that Rainier Prep is a charitable organization 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.

RAINIER PREP

CONFLICT OF INTEREST POLICY CERTIFICATION

The undersigned hereby acknowledges that the undersigned:

- (a) Has received a copy of the conflict of interest policy,
- (b) Has read and understands the conflict of interest policy,
- (c) Has agreed to comply with the conflict of interest policy, and
- (d) Understands that in order for Rainier Prep to maintain its federal tax exemption as a charitable organization, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Please check one of the following boxes:

- I have no conflicts or potential conflicts to disclose.
- I have the following conflicts or potential conflicts to disclose (please describe):

Dated: _____

Print Name: _____

Title: _____

PROPOSED CODE OF ETHICS POLICY

1. Personal and Professional Integrity

Rainier Prep (the "*School*") is a workplace where all staff and board members of the School act with honesty, integrity, and openness in all their dealings as representatives of the School. The School promotes a working environment that values respect, fairness, and integrity.

2. Mission

The School has a clearly stated mission and purpose, that is approved by the board of directors, in pursuit of the public good. The School's mission is to foster the social and emotional development, safety and well-being of children through education. All of its programs support that mission, and all of those who work for or on behalf of the School should understand and be loyal to that mission and purpose. The mission is responsive to the constituency and communities served by the School and is of value to the society at large.

3. Governance

The School has an active governing body that is responsible for setting the mission and strategic direction of the School and overseeing the finances, operation, and policies of the School.

The governing body:

- Ensures that its board members have the requisite skills and experience to carry out their duties and that all board members understand and fulfill their governance duties and are acting for the benefit of the School and its public purpose;
- Has a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means;
- Is responsible for the hiring, firing, and regular review of the performance of its top level employee and ensures that the compensation of the top level employee is reasonable and appropriate;
- Ensures that its employees provide the governing body with timely and comprehensive information so that the governing body can effectively carry out its duties;

- Ensures that the School conducts all transactions and dealings with integrity and honesty;
- Ensures that the School promotes working relationships with board members, staff, and program beneficiaries that are based on mutual respect, fairness and openness;
- Ensures that the School is fair and inclusive in its hiring and promotion policies and practices for all board and staff positions;
- Ensures that policies of the School are in writing, clearly articulated, and officially adopted;
- Ensures that the resources of the School are responsibly and prudently managed; and
- Ensures that the School has the capacity to carry out its programs effectively.

4. Legal Compliance

The School strives to be knowledgeable of and comply with applicable laws and regulations.

5. Responsible Stewardship

The School manages its funds responsibly and prudently. This should include the following considerations:

- The School should spend a reasonable percentage of its annual budget on programs that enable it to pursue its mission;
- The School should spend an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- The School should compensate staff, and any others who may receive compensation, reasonably and appropriately;
- The School should ensure that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the School; and
- All financial reports should be factually accurate and complete in all material respects.

6. Openness and Disclosure

All information about the School will fully and honestly reflect the policies and practices of the School. All financial, organizational, and program reports will be complete and accurate in all material respects.

7. Program Evaluation

The School regularly reviews its program effectiveness and has mechanisms to incorporate lessons learned into future programs. The School is committed to improving its program and organizational effectiveness and actively develops mechanisms to promote learning from its activities and the field. The School is responsive to changes in its field of activity and is responsive to the needs of its constituencies.

8. Inclusiveness and Diversity

The School has a policy of promoting inclusiveness, and its staff and board reflect diversity in order to enrich the School's programmatic effectiveness. The School takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, and board recruitment and in the constituencies it serves.

Attachment 16

Conversion Support Petitions

Not applicable as Rainier Prep is not planning any ESP contracts at this time.

Staffing Chart Form

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.

Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
School Leader	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Academics	1	1	1	1	1	1
Lead Teacher	2	3	4	4	4	4
Teacher	7	12	16	16	16	16
Learning Specialists	2	3	4	4	4	4
Dean of Culture	.5	1	1	1	1	1
Enrichment Coordinator	.5	1	1	1	1	1
Office Manager/ Outreach Coordinator	1	1	1	1	1	1
Custodian	0	1	1	1	1	1
Receptionist (Hourly)	0	0	.4	.4	.4	.4
Tech Support (Hourly)	.4	.4	.4	.4	.4	.4
Family Outreach/ Social Worker	0	1	1	1	1	1
AmeriCorps Members	5	10	20	20	20	20
Substitutes	0	15	20	20	20	20
Summer School Teachers	2	3	4	4	4	4
Total FTEs	23.4	54.4	76.8	76.8	76.8	76.8

Attachment 18
Leadership Evaluation Tools
WSCSA Leader Evaluation Tool (Modified)

I. Personal Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Demonstrates success in closing the achievement gap*	No evidence of success in closing the achievement gap (FRL, ethnicity, ELL and/or SPED)	Minimal evidence of success in closing the achievement gap (FRL, ethnicity, ELL and/or SPED); vague description of how results were obtained	Sufficient evidence of success in closing the achievement gap (FRL, ethnicity, ELL and/or SPED) in two-three domains; clear description of how results were obtained	Substantial evidence of success in closing the achievement gap (FRL, ethnicity, ELL and/or SPED) in more than three domains; thorough description of how results were achieved, which indicates intentionality and focus
1.2 Demonstrates an unwavering belief in all students	<p>Unable to demonstrate confidence in the potential in every student to achieve at high levels; does not attempt to ensure all staff have high academic expectations; does not confront staff who have low expectations for some or all students</p> <p>Unable to demonstrate confidence in the potential in every student to achieve at high levels</p>	<p>Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in schools serving similar students in an effort to challenge low expectations</p> <p>Asserts belief that all students can achieve at high levels with students, parents, and/or school community</p>	<p>Builds expectations for students, staff and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential</p> <p>Asserts belief that all students can achieve at high levels with students, parents, and/or school community; attempts to learn about and to share successes in schools serving similar students in an effort to challenge low expectations</p>	<p>Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help all students reach their full potential</p> <p>Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for other adults that emphasize their ability to help all students reach their full potential.</p>

1.3 Models a growth mindset	Resists reflecting on own work; closed to learning about self and own growth areas; does not seek feedback and reacts defensively or dismissively to difficult feedback	Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with the intent to improve	Uses a variety of strategies to embed reflection and continuous improvement into own daily work; models a constructive reaction to disappointment and failure and uses failures to grow and develop	Uses own reflective process as a model to encourage others to learn and grow; seeks out feedback regularly to improve practice
1.4 Leads with self-awareness and integrity	Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity; rarely assesses impact of self on others	Is thoughtful about setting a good example but actions are inconsistent; periodically assesses impact of self on others	Displays a high degree of personal integrity; consistently assesses impact of self on others; monitors actions and words when appropriate	Displays a high and unwavering degree of personal integrity; consistently assesses impact of self on others; monitors actions and words when appropriate; de-privatizes leadership practice to build others' capacity by modeling and thinking aloud with colleagues
1.5 Demonstrates relentless drive, follow-through and resourcefulness	Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics	Accesses external resources to solve complex problems with assistance; Consistently holds self accountable for own results; responds appropriately to results	Identifies and takes initiative to seek resources to solve complex problems; consistently holds self and others accountable for school results; creates and follows-up with timely action plans in response to results	Identifies and takes initiative to seek resources to solve complex problems; Consistently holds self and others accountable for school results; creates and follows-up with action plans and milestones in response to results measured; modifies activities according to results; identifies novel solutions to difficult problems involving the strengths of others

1.6 Manages ambiguity well	Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity	Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed	Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances	Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly
1.7 Uses appropriate communication strategies	Does not convey information to staff/community in a timely manner; is a poor listener; does not express ideas clearly; shares unprofessional information	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate venues and language; targets communication to suit the audience; actively listens	Models effective two-way communication to build others' capacity; is able to inspire as well as convey information

II. Mission & Vision

	Unsatisfactory	Basic	Proficient	Distinguished
2.1 Creates a powerful mission and vision*	<p>The school's mission and/or vision are nonexistent and/or don't include a focus on serving underserved students (based on FRL, ELL, SPED and/or ethnicity)</p> <p>The school's mission and/or vision are nonexistent and/or don't include a focus on serving underserved students (based on FRL, ELL, SPED and/or ethnicity).</p>	<p>The school's mission and/or vision are unclear or unrealistic; while they include a focus on serving underserved students (based on FRL, ELL, SPED and/or ethnicity), there is not a proven plan in place for serving all students</p> <p>The school's mission and/or vision are unclear or unrealistic; while they include a focus on serving underserved students (based on FRL, ELL, SPED and/or ethnicity), there are not clear goals or goals of high expectations for all students</p>	<p>The school's mission and vision are clear and realistic; there is a proven plan in place for serving underserved students (based on FRL, ELL, SPED and/or ethnicity) that replicates components of an existing high performing model</p> <p>The school's mission and vision are clear and realistic; goals are clear, diverse, and embody high expectations for serving underserved students (based on FRL, ELL, SPED and/or ethnicity)</p>	<p>The school's mission and vision are clear, realistic and innovative; there is a detailed, proven plan in place for serving underserved students (based on FRL, ELL, SPED and/or ethnicity)</p> <p>The school's mission and vision are clear, realistic and innovative; the mission is grounded in research and best practice; goals are clear, diverse, embody high expectations for underserved students, and include larger goals of impacting the broader community</p>

<p>2.2 Inspires stakeholders to champion the mission and vision</p>	<p>Actions contradict mission and vision; doesn't attempt to articulate the school's mission and vision to stakeholders</p>	<p>Some actions align with mission and vision; references school vision when talking to stakeholders, but does not connect it to all school practices; develops some opportunities for staff and students to learn about the school's mission and vision</p>	<p>Most actions align with mission and vision; enlists stakeholders in developing, maintaining and implementing a mission and vision for high student achievement; aligns the school's practices, messages, and routines with the mission and vision</p>	<p>Speaks a personal vision that inspires others and always aligns words and actions; continuously inspires the school and community to adopt and enact the school's mission and vision</p>
<p>2.3 Actualizes the mission and vision</p>	<p>Unable to identify achievement gaps; is reactive or focused on short-term "fires"; creates crises because of poor planning; can't articulate a theory of action</p> <p>Unable to identify priorities; can't articulate a theory of action; unable to create a plan for addressing the problem</p>	<p>Identifies 1-2 obvious gaps and works to address those needs; articulates goals for this school year but doesn't communicate a theory of action or a long-range strategic plan</p> <p>Identifies 1-2 obvious priorities; articulates goals for the team but doesn't communicate an evidence-based theory of action or a long-range strategic plan</p>	<p>Identifies clear gaps and works to address them through a thoughtful theory of action, long-range strategic plan and short-term goals/action plans; leads a progress monitoring process</p> <p>Identifies clear priorities and addresses them through an evidence-based theory of action, long-range strategic plan and short-term goals/action plans; leads a progress monitoring process</p>	<p>Identifies clear gaps and can name root causes; addresses them by working with the community to build and implement a thoughtful theory of action, long-range strategic plan and short-term goals/action plans; builds the capacity of others to co-lead a progress monitoring process; anticipates future gaps and proactively gets ahead of them</p> <p>Identifies clear priorities and can name root causes; builds the capacity of others to co-lead a progress monitoring process; anticipates future priorities and proactively gets ahead of them</p>
<p>2.4 Makes sound decisions aligned to mission, vision and strategic plan</p>	<p>Makes reactive and/or irrational decisions in an uninformed, careless way</p>	<p>Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action</p>	<p>Consistently makes sound decisions using a rational decision-making process; informs and engages others effectively and appropriately</p>	<p>Makes excellent decisions using a rational decision-making process (even under unusual pressure); exhibits grace under fire</p>

2.5 Engages in strategic thinking and planning	Does not create a structure to break down complex problem-solving; problem-solving does not align to a mission; only considers one-two strategies to solve a problem or dramatically underestimates barriers	Structures complex problem-solving to align with mission; inconsistently breaks complex problems into manageable chunks; considers some strategies to solve a problem and can anticipate barriers	Structures complex problem-solving to align with mission, be goal-oriented, and include data; breaks complex problems into manageable chunks; considers multiple strategies to solve a problem and demonstrates flexible thinking	Structures complex problem-solving to align with mission, be goal-oriented, and include data; breaks complex problems into manageable chunks with progress monitoring; anticipates multiple scenarios, actors and variables in upcoming work and proactively creates a range of strategic options to address them.
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III. Instructional Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
3.1 Demonstrates competence in planning for instruction	Does not lead building in vertical and horizontal curriculum planning	Leads building in vertical and horizontal curriculum planning, however, planning isn't tightly aligned to standards	Leads building in vertical and horizontal curriculum planning that is tightly aligned to standards; holds teachers accountable to following plans	Develops others' capacity to lead vertical and horizontal curriculum planning that is tightly aligned to standards; staff holds one another accountable for following plans
3.2 Demonstrates competence in instructional delivery	Can't identify or describe effective teaching and learning	Can identify and describe effective teaching and learning but doesn't use knowledge to improve teachers' practice Can identify and describe effective teaching and learning but can't use knowledge to explicitly	Can identify and describe effective teaching and learning and uses knowledge to improve teachers' practice through strategic instructional coaching, modeling in professional development and/or co-teaching	Uses deep knowledge of effective teaching and learning to build others' capacity for strategic instructional coaching, modeling in professional development, co-teaching and/or demo classrooms

		explain how to improve teachers' practice	Can identify and describe effective teaching and learning and uses knowledge to describe how to improve teachers' practice through strategic instructional coaching, modeling in professional development and/or co-teaching	
3.3 Uses teacher observation and feedback to increase student achievement	<p>Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers.</p> <p>Does not value time in classrooms observing teachers teaching; values observing teachers but does not have clear plan for follow-up with discussions with teachers; provides ineffective feedback</p>	<p>Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations.</p> <p>Can articulate plan for verbal and written feedback that is effective.</p>	<p>Maintains a regular schedule of classroom observations, spending at least 50% of time in classrooms and/or coaching teachers so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written and/or verbal feedback about observations.</p> <p>Can articulate a regular schedule of classroom observations, spending at least 50% of time in classrooms and/or coaching teachers so that each teacher is informally but substantively observed at least weekly during the school year; values providing teachers with timely written and/or verbal feedback about observations.</p>	<p>Maintains a regular schedule of classroom observations, spending more than 50% of time in classrooms. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations, including a peer observation cycle. Explicitly links observations to educators' personalized learning plans, teacher performance rubric, school goals, and student achievement data in a continuous way.</p> <p>Can articulate a regular schedule of classroom observations, spending more than 50% of time in classrooms; describes a variety of formal and informal methods to provide teachers with timely</p>

				feedback (written and verbal) about observations, including a peer observation cycle; explicitly links observations to educators' personalized learning plans, teacher performance rubric, school goals, and student achievement data in a continuous way.
3.4 Demonstrates knowledge of and the ability to lead the data-driven instruction cycle and adjust instructional practice to meet the needs of all students	<p>Does not use data in making decisions or coaching teachers; does not make data available to staff</p> <p>Does not identify trends or next steps in school- or student-level performance data. May not believe data is a tool to increase student success.</p>	<p>Periodically reviews data provided by the state; reviews and discusses school-wide data with staff</p> <p>Analyzes at least two sources of data to determine the subject's areas of strength and weakness.</p>	<p>Sets goals; analyzes multiple sources of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses a scorecard as a framework for communicating data; uses a system/tech platform regularly as a tool to manage Cycle of Inquiry</p> <p>Analyzes multiple sources of data at different levels (student/teacher/school; school/community/student, etc.) to draw conclusions; aggregates and disaggregates data fluidly to solve problems.</p>	<p>Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses a scorecard to reinforce school goals and guide daily activities; uses a system/tech platform in a sophisticated way to manage Cycle of Inquiry</p> <p>Analyzes multiple sources of data to draw conclusions; aggregates and disaggregates data fluidly; integrates new data, evidence, research, prior knowledge into data analysis to extend its meaning.</p>

IV. School Culture

	Unsatisfactory	Basic	Proficient	Distinguished
4.1 Creates and maintains a sense of urgency and commitment to high academic achievement for all students	Is unable to identify solutions when problems arise; allows adversity to halt progress; may lose confidence in self and ability to move the school forward	Attempts to maintain focus, but may become discouraged in the face of challenges; maintains personal belief in the school, but may have trouble maintaining staff investment; creates a commitment to vision in the face of adversity, but without consistency.	Maintains a constant commitment to his or her vision even in the face of resistance and challenge; anticipates that some strategies may not work, plans for contingency options; maintains staff focus on solutions to move forward from challenges; identifies and employs immediate solutions when setbacks arise	Remains focused on student achievement at all times, maintains belief in self and the school, and turns challenges into opportunities for progress; has structures and processes in place to consistently partner with stakeholders to inform and adjust strategies over time
4.2 Monitors and holds students accountable for college going behavior	Does not make values and behavioral expectations clear to staff or students; tolerates discipline violations and enforces the rules inconsistently; does not ensure that the school is safe for all students	Develops the components of an effective system of conduct for students; creates consistent responses and consequences for students not attending school or missing class; ensures all students have a safe environment	Reinforces the values and behavioral expectations through routines; creates clear rewards and consequences for how well individual students meet conduct expectations and school values; trains staff on delivering clear and consistent messaging of values and behaviors to students; maintains an orderly and safe environment at all times	Builds capacity of the leadership team and master teachers to model and teach the values and behavioral expectations; implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and school values
4.3 Infuses joy within a culture of high expectations	No rituals in place to infuse joy within a culture of high expectations	Some classroom based rituals in place that infuse joy within a culture of high expectations	Some school-wide rituals in place that infuse joy within a culture of high expectations; creates and implements	Several school-wide rituals in place that infuse joy within a culture of high expectations, including

			structures to ensure every student has a strong relationship with at least one adult on campus	structures for morning/community meetings, advisory periods, one-on-one mentoring, or comparable structures that build direct adult-student relationships
4.4 Creates an aligned, clear, transparent culture across adults and students	Cannot consistently articulate mission/vision or core values; little to no structures in place to create a consistent culture across school	Consistently communicates mission/vision and core values but actions of the staff and students do not always align; emerging structures are present to connect core values to staff and student decision-making	Clearly and consistently communicates the mission/vision and core values; staff and students can communicate the mission/vision and core values; staff and student behaviors align to the core values; clear structures are in place to connect core values to staff and student decision-making	Transparent communication of the core values happens on a daily basis and influences decision-making in all aspects of school and community; commitment to core values is internalized by staff and students

V. Parent and Community Engagement

	Unsatisfactory	Basic	Proficient	Distinguished
5.1 Cultivates parent partnerships	<p>Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene a parent advisory group</p> <p>Does not see importance or value of engaging parents in the school design process</p>	<p>Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents; convenes a parent advisory group periodically</p> <p>Articulates value of parents</p>	<p>Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes a parent advisory group on routine action items</p>	<p>Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; effectively uses a parent advisory group to solve challenges within the school community</p>

		partnerships in designing a school; responds to requests to engage with parents; encourages regular communication with parents via newsletter, teacher communication, parent advisory group, etc.	Articulates how to initiate and builds partnerships with parents to strengthen reach and capacity of the school; seeks feedback on school design process from parents	Has vision to create a “partnership school” that builds deep relationships with parents, provides learning opportunities for parents, address differences and diversity, support advocacy, and share power where appropriate with parents.
5.2 Builds strong community partnerships	<p>Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school</p> <p>Does not see importance or value of engaging community in the school design process</p>	<p>Diligently responds to requests from community groups; solicits support from key community groups and leaders</p> <p>Articulates value of community partnerships in designing a school; responds to requests to engage with community groups and leaders</p>	<p>Proactively reaches out to local community groups and leaders and engages them in the work of the school</p> <p>Articulates how to initiate and builds partnerships with community groups and leaders to strengthen reach and capacity of the school; seeks feedback on school design process from community</p>	<p>Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community</p> <p>Has vision to create a school that responds to urgent need of a specific community and evidence of working in partnership with that community prior to school design process</p>

VI. Human Capital Management

	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Attracts and selects top performers	Identifies or selects candidates based on inappropriate (or no) criteria; does not use a sound and consistent process for hiring	Relies on traditional advertising to attract candidates; uses teacher criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses teacher criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers; selects staff that represent a balanced mix of strengths and styles
6.2 Builds a collaborative, high-performing team	Does not promote collaborative behavior	Encourages staff/team to collaborate; deals with	Enables frequent collaboration among staff	Creates a culture of collaboration and mutual

	among staff/team members; allows strong individuals to derail productive group work	internal conflict adequately	or team members; uses individuals' strengths effectively; addresses conflict skillfully	support; uses individuals' strengths effectively; builds employee skills in team-building
6.3 Identifies and provides powerful/effective professional development opportunities	Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory	Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory	Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available	Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory
6.4 Monitors and holds staff accountable for results	Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction	Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation)	Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation)	Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, educator performance rubric, school goals, and student achievement data in a continuous way

6.5 Recognizes and rewards individual and group behavior	Overlooks opportunities for reward and celebration; focuses on the negative	Recognizes good work with occasional celebrations	Uses a variety of approaches to recognize and reward desired actions at the individual and group level	Systematically reinforces school values by thoughtfully using a variety of approaches to reward individual and group behaviors
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VII. Systems & Operations

	Unsatisfactory	Basic	Proficient	Distinguished
7.1 Manages time and priorities strategically	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's/project's core mission	Makes a deliberate effort to spend time on the most mission-critical activities	Organizes time around the school's/project's goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school/project to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff
7.2 Establishes effective systems for school operations	Fails to establish any systems for school operations (e.g. attendance, discipline, procurement, safety drills); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program	Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective
7.3 Maintains a balanced budget	Does not understand the basics of budget management; does not make an effort to learn	Understands basic principles of budget management; makes good budget decisions with the support of Home Office	Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible	Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending

7.4 Adheres to all applicable laws	Fails to follow laws	Follows laws diligently	Follows laws diligently and trains staff to do the same	Follows laws diligently; trains staff to lead procedures
7.5 Maintains a safe facility that supports student learning	Does little to maintain or improve the facility or the use of space	Does a minimum of maintenance; Responds to unsafe conditions	Looks for ways to improve the facility; seeks input from staff to improve safety and use of space	Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

VIII. Board Governance and Management

	Unsatisfactory	Basic	Proficient	Distinguished
8.1 Understands effective charter governance practices	Unable to articulate the roles and responsibilities of a governing board	Struggles to articulate the roles and responsibilities of a governing board	Describes the different roles that charter school boards and schools play in governing a school and can identify pitfalls in poor board governance structures	References personal experience working with or serving on boards in describing the roles that charter school boards and schools play
8.2 Recruits a balanced, high performing board	Struggles to research and identify board members	Struggles to enlist board members; enlists an incomplete or imbalanced founding board	Researches, selects, and enlists the following founding board member positions: facilities, finance; legal; academic achievement; development; pays attention to diversity of skill set and background of board members;	Builds a highly intentional board that reserves key positions to include local talent and reflect the community served
8.3 Develops the capacity of board members	Does not provide support to the board chair; struggles to create effective relationship with board chair	Has built effective relationship with board chair but incomplete tools and process hinder the creation of effective governing structures	Works with board chair to build a strong foundation of board skill, knowledge, tools, and working relationships so that upon opening of the school the	Able to use the board's foundational knowledge to develop long range plans that impact the school's long term results

			board can effectively hold leader and school accountable to results; annual 360 leadership review process is in place	
8.4 Works effectively with board members	Does not maintain productive relationship with board members	Is not able to consistently communicate the school's priorities; does not consistently meet all deadlines; maintains productive relationship with board members	Communicates clearly and effectively with board to ensure school's priorities are met; meets deadlines; maintains collaborative relationship with board members	Communication is visionary and inspiring, leading the board to see new possibility and impact; exceeds expectations on deadlines

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher’s understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students’ learning of content and transferable skills supported through the teacher’s intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher’s understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher’s instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	

5D+™ Teacher Evaluation Rubric

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Teacher Evaluation Rubric – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Teacher Evaluation Rubric

The 5D+ Teacher Evaluation Rubric is based on the 5 Dimensions of Teaching and Learning (5D) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ rubric as five dimensions – Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture – which are divided into 13 subdimensions. The 5D+ rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Teacher Evaluation Rubric

The 5D+ rubric is composed of 37 indicators of teacher performance, each appearing on a separate page of the rubric. In the example below: the dimension is Purpose, the subdimension is Standards, and the indicator is Connection to Standards, Broader Purpose and Transferable Skill. The pages are color-coded by dimension.

P1	Purpose			
	Standards: Connection to standards, broader purpose and transferable skill			
	Unsatisfactory	Basic	Proficient	
	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The less standard align to content or a transferable skill.
	Possible Teacher Observables: A 6 th grade teacher presents a lesson on the American Revolution. Content and skills are 5 th grade standards.	Possible Teacher Observables: A 6 th grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 5 th grade standards.	Possible Teacher Observables: In addition to Basic Teacher explains at the beginning and conclusion of each lesson how the study of African	Possible in addition to Proficient Teacher

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Possible Observables

Possible Observables are examples of teacher or student behavior and are included to help teachers and principals understand the distinctions between performance levels. They are included for illustrative purposes only and are not intended to be used as a checklist during an observation or to determine the evaluative score.

Resources and Support

This 5D+ Teacher Evaluation Rubric is available as a pdf on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

P1 Purpose Standards: Connection to standards, broader purpose and transferable skill				
WA STATE CRITERIA 1: CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT	Unsatisfactory	Basic	Proficient	Distinguished
	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
	<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on the American Revolution. Content and skills are 5th grade standards. A 6th grade teacher presents a lesson on African geography that meets 6th grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economics of the continent or how the skills learned will apply to a subsequent geography lesson. There is no learning target.</p>	<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 6th grade standards. A 6th grade teacher only explains how geography skills are used at the beginning of the unit. Learning target(s) come from the teacher's manual and are aligned to standards</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is repeated each week of the unit. When reviewing the week, teacher explains how the skills learned in the current lesson will be used in subsequent geography lessons.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher explains at the beginning, middle and end of the lesson how the study of African geography is relevant to American students. When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.</p>

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5D, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.

P3 Purpose Teaching Point: Teaching point(s) are based on students' learning needs				
WA STATE CRITERIA 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.
Possible Teacher Observables: The teaching point(s) are copied from a teacher's manual	Possible Teacher Observables: The teaching point(s) address students' prior knowledge of the content.	Possible Teacher Observables: In addition to Basic: The teaching point(s) address students' prior understanding, experiences, and skills with the content. Teaching point(s) address students' ability to work together.	Possible Teacher Observables: In addition to Proficient: The teaching point(s) take into account the language proficiency levels of ELL students. There are teaching point(s) for specific language functions.	

P5 Purpose Learning Target: Success criteria and performance task(s)								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 1: CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT	The success criteria for the learning target(s) are nonexistent or aren't clear to students.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.
<p>Possible Teacher Observables: Teacher states what students will learn by writing personal narratives, but does not share what successful narratives look like.</p> <p>Possible Student Observable: A student asks teacher, "Is this good enough?" Teacher says, "You're getting close. Just keep trying."</p>	<p>Possible Teacher Observables: Teacher explains a four-point rubric for personal narratives and states that the success criteria is to meet level 4 on the rubric.</p> <p>Possible Student Observable: During independent writing time 5 or 6 students in the class ask teacher if their writing meets the expected success criteria. Teacher tells them to look at their rubric.</p>	<p>Possible Teacher Observables: Teacher shows students examples of exemplary personal narratives and has students describe why the writing is exemplary. Teacher states that the success criteria is to meet level 4 on the rubric.</p> <p>Possible Student Observable: Students create a four-point rubric for effective personal narratives. After their independent writing time, students are asked to compare their writing to the rubric they created.</p>	<p>Possible Teacher Observables: In addition to Proficient: The rubric with samples of student writing is posted in the front of the room. In the middle of independent writing, students are asked to reread the rubric before continuing. During the last five minutes of the lesson, students are handed an exit slip that each student has to complete before leaving class.</p> <p>Possible Student Observable: At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.</p>					

SE1 Student Engagement					
Intellectual Work: Quality of questioning					
		Unsatisfactory	Basic	Proficient	Distinguished
		Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
WA STATE CRITERIA 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES	Possible Teacher Observables:	Teacher's questions are at the knowledge level such as, "Where did the Civil War start?" "What states seceded from the Union during the Civil War?"	Possible Teacher Observables: Teacher's questions are primarily at the knowledge level, and occasionally at an application level such as, "Describe in your own words what Lincoln meant by _____" or "Why was Lincoln's speech at Gettysburg significant?"	Possible Teacher Observables: The majority of teacher's questions are at the application, analysis, synthesis or evaluation level such as, "How does what occurred during the final stages of the Civil War compare with what happened during the Revolutionary War?" or "What could have been the outcome of the war if the North had not won the battle at Gettysburg?"	Possible Teacher Observables: In addition to Proficient: Teacher spends the beginning of a lesson explaining the difference between low and high level questions along with a process for students to question and respond to one another.
	Possible Student Observables:	If a student answers incorrectly, teacher "corrects" the student and quickly moves to another knowledge question. Possible Student Observables: One student raises her hand and responds to teacher's question with a one-word answer. Another student answers teacher's next question with another one-word answer.	If a student answers incorrectly, teacher provides a brief explanation of why the answer is incorrect. Possible Student Observable: One student states, "Oh that makes sense, I now see why that answer is incorrect."	If a student has faulty thinking or does not provide enough evidence for their response, teacher asks the entire class to discuss in their table groups and come up with other ideas. Possible Student Observable: At the end of a discussion in response to open-ended questions, students write down how their thinking has changed as a result of the discussion.	Possible Student Observables: In addition to Proficient: A student states to another student, "I do not agree with your analysis of the situation because ..." Another student responds, "That could be correct, but ..." One student says to another, "I used to think this way, but you brought up some good points, so now I think ..."

SE2 Student Engagement								
Intellectual Work: Ownership of learning								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS	Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.	Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support students' learning.
<p>Possible Teacher Observables: During a unit of study on realistic fiction, teacher provides students the same books to read during independent reading time. Students are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions.</p> <p>Possible Student Observables: Students all read the same realistic fiction book during independent reading time. Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p>	<p>Possible Teacher Observables: During a unit of study on realistic fiction, teacher provides students with a choice of three different titles that they can read during independent reading time. Students in the same books are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions and share their answers with each other.</p> <p>Possible Student Observables: Students reading the same realistic fiction book during independent reading time answer questions and check with each other to see if they have the same answers. Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p>	<p>Possible Teacher Observables: During a unit of study on realistic fiction, teacher has the librarian give book talks on 10 different titles. Students are taught how to choose a book at their level and all students read the realistic fiction book of their choice during independent reading time. At the end of each independent reading time, students are asked to reflect on what they are learning about the genre of realistic fiction.</p> <p>Possible Student Observable: After reflecting on their own book, students meet as a whole group to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher prompts students to begin literature circle discussions.</p> <p>Possible Student Observable: Students meet in book groups to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p>					

SE3 Student Engagement Engagement Strategies: High cognitive demand					
		Unsatisfactory	Basic	Proficient	Distinguished
		Teacher expectations and strategies engage few or no students in work of high cognitive demand.	Teacher expectations and strategies engage some students in work of high cognitive demand.	Teacher expectations and strategies engage most students in work of high cognitive demand.	Teacher expectations and strategies engage all students in work of high cognitive demand.
WA STATE CRITERIA 1: CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape. Teacher poses questions such as, "What is the hypotenuse?" "What is the answer?"</p> <p>Possible Student Observable: The same two or three students call out answers to teacher's questions</p>	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape and asks students to work independently to solve the problem. Teacher pulls popsicle sticks out of a jar, calls on five students randomly to explain how they solved the problem, and the other students are asked to pose questions to the five students.</p> <p>Possible Student Observable: Students work independently to solve the problem and respond to teacher's questions when called upon. Some students pose questions to their classmates.</p>	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape, asks students to work independently to solve the problem, and then asks students to turn to a partner and explain how they solved it.</p> <p>Possible Student Observable: Students work independently to solve the problem and all turn to a partner to explain how they solved it.</p>	<p>Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape. Students work independently to solve the problem. Teacher asks students to use their "A/B" partners. "A" partners are asked to turn to their partner and explain how they solved the problem. "B" partners are asked to restate what "A" said and whether they agree or not and why. Teacher monitors for student participation while partners share.</p> <p>Possible Student Observable: Students work independently to solve the problem and all turn to a partner to explain how they solved it. Students restate their partner's reasoning, whether or not they agree, and why.</p>	

SE4 Student Engagement								
Engagement Strategies: Strategies that capitalize on learning needs of students								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS	Teacher rarely or never uses strategies based on the learning needs of students – academic background, life experiences, culture and language of students.	Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experience and culture and language of students – for the whole group.	Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experiences, culture and language of students – for the whole group and small groups of students.
<p>Possible Teacher Observables: Student groups are determined by where the student is sitting in the classroom, not by what teacher knows about students.</p> <p>Students are never allowed to discuss their thinking or how they arrived at their answers</p> <p>Possible Student Observable: Students work individually on assigned tasks even though they are seated in groups.</p>	<p>Possible Teacher Observables: Student groups are created based upon their scores on the previous assessment. Students are encouraged to work together to share their thinking.</p> <p>Teacher asks students how they could apply the concept of perimeter in their own life. Teacher refers to the information when providing math examples.</p> <p>Possible Student Observable: Students talk to each other about how to solve math problems.</p>	<p>Possible Teacher Observables: Student groups are intentionally designed based on the academic background and language of students.</p> <p>Students are asked to go home and gather additional ideas from their family on how perimeter and area could be used in their own life and teacher incorporates this information in future explanations.</p> <p>Teacher asks students to explain their thinking to each other before explaining their thinking to the class</p> <p>Possible Student Observable: Together, pairs of students present their ideas to the entire class.</p>	<p>Possible Teacher Observables: In addition to Proficient: Students have choice in groupings. A new ELL student is assigned to a group with others who speak their language.</p> <p>Possible Student Observable: Students talk to each other about how to solve problems and then come up with ways to share their learning and make sure all in the group can give an explanation.</p>					

SE5 Student Engagement					
Engagement Strategies: Expectation, support and opportunity for participation and meaning making					
		Unsatisfactory	Basic	Proficient	Distinguished
		Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students. Few students have the opportunity to engage in quality talk.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.
WA STATE CRITERIA 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES	Possible Teacher Observables: Students are asked to write in response to the question, "What is the mood the author creates in the story?" and when finished, write a response to the second question, "How do you know?" Teacher asks students to hand their responses to a neighbor to read.	Possible Teacher Observables: Teacher states, "How did this author create the mood for the story?" and calls on students with their hands raised. One time during the whole group lesson teacher asks students to turn and talk to each other for 30 seconds and then calls on those with their hands raised.	Possible Teacher Observables: Teacher states, "Think about the ways the author created the mood for this story, write down your ideas, and then turn to a partner and share your thinking." Teacher monitors the level of conversations of students as well as how many are talking to each other. Teacher calls on students randomly to share their thinking.	Possible Teacher Observables: In addition to Proficient: Teacher listens in on student conversations and picks students to share based on the qualities of their conversations with each other that teacher would like to highlight for the entire class.	
	Possible Student Observables: Half of the students work quietly on the assigned task. Half of the students are reading a book quietly.	Possible Student Observables: There are 9 students out of 30 who respond to all of teacher questions When asked to turn and talk, half of the students in the class have something to say to each other.	Possible Student Observables: Teacher states, "I noticed that most of you were talking to each other. Please jot down in your notebook what you could do next time to increase the quality of talk in your partnerships." Possible Student Observables: When asked to talk, there are 6 students in the back who just listen to the thinking of their partner. When asked what they could do to improve the level of their talk, all 6 write down at least one idea	Possible Student Observables: When asked to talk together, students quickly get into pairs and begin to share their thinking. One student says to another, "That is a great idea, why don't you share that out with the others." If a student was not participating, another student asks them to share their thinking.	

SE6 Student Engagement Talk: Substance of student talk					
		Unsatisfactory	Basic	Proficient	Distinguished
		Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.	Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.
WA STATE CRITERIA 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES	Possible Teacher Observables: The question, "What were the effects of WWI on Japanese society?" is posted on the board when students walk in. Teacher gives students 10 minutes to respond to the question. Teacher gives a 30-minute lecture on his/her response to the question and asks students to take notes.	Possible Teacher Observables: Teacher asks students to write down a response to the question: "What were the effects of WWII on Japanese society?" Teacher asks the question to the whole class and students raise their hands to respond. Teacher calls on students and rephrases what students say before calling on other students. If students do not provide evidence for their thinking, teacher supplies the evidence.	Possible Teacher Observables: Before discussion on the effects of WWII on Japanese society, students are reminded to cite evidence for their thinking. Teacher reminds students to talk to each other, not to teacher.	Possible Teacher Observables: In addition to Proficient: Before discussion on the effects of WWII on Japanese society, teacher asks students to review the chart they created on what it looks like and sounds like when they are providing evidence for their arguments as well as new ideas.	
	Possible Student Observable: If asked a question, three students raise their hand or call out a one-word response.	Possible Student Observable: After the question-answer period, students are asked to go back to their initial response and add evidence for their thinking. Half the class adds evidence.	Possible Student Observable: During group discussions, the same students cite evidence for their thinking, noting page numbers and quotes from resource materials. If a student does not cite evidence, teacher will sometimes ask for evidence, but if it is not provided will ask another student if they have some evidence to share.	Possible Student Observables: Students write in their notebooks a goal they have set to ensure that quality discussions occur. During discussion students cite evidence for their thinking noting page numbers and quotes from resource materials. If a student does not cite evidence, another student asks, "What is your evidence?" A student states, "Based on (three key pieces of evidence), I believe that ..."	

CP1 Curriculum & Pedagogy				
Curriculum: Alignment of instructional materials and tasks				
WA STATE CRITERIA 4: PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM	Unsatisfactory	Basic	Proficient	Distinguished
	Instructional materials and tasks rarely or never align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student's level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student's level of challenge.
	<p>Possible Teacher Observables: Teacher uses materials that have a lower reading level than grade level standard</p> <p>Possible Student Observable: Some students finish task early. Many students indicate boredom with the materials.</p>	<p>Possible Teacher Observables: Teacher uses materials within a grade level standard reading level</p> <p>Possible Student Observable: All students are using the same materials</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher supplements core texts and materials with materials at higher and lower reading levels several times a week</p> <p>Possible Student Observable: Several times a week students have a range of reading and interest level materials available to select from.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher supplements core texts and materials with materials at higher and lower reading levels in each lesson</p> <p>Possible Student Observable: For each lesson, students have a range of reading and interest level materials available to select from</p>

CP2 Curriculum & Pedagogy				
Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding				
WA STATE CRITERIA 4: PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher rarely or never uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.
	<p>Possible Teacher Observables: Teacher asks students to memorize and recite the Gettysburg Address.</p> <p>Possible Student Observable: Student recites the Gettysburg Address.</p>	<p>Possible Teacher Observables: Teacher asks students to identify the purpose and goals of the Gettysburg Address.</p> <p>Possible Student Observable: Using a text as a resource, students are asked to discuss and write about the purpose and goals of the Gettysburg Address</p>	<p>Possible Teacher Observables: Teacher asks students to compare and contrast the Gettysburg Address and speeches from other American presidents during time of war</p> <p>Possible Student Observable: Students research primary source documents then use Venn diagrams or T charts to compare and contrast purpose and goals of presidents' speeches during time of war.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher asks students to identify another country engaged in civil war and write a speech with purpose and goals that match the needs of that country.</p> <p>Possible Student Observable: In addition to Proficient Students research, write and give a speech. Students defend the rationale for the speech.</p>

CP3 Curriculum & Pedagogy Teaching Approaches and/or Strategies: Pedagogical content knowledge					
		Unsatisfactory	Basic	Proficient	Distinguished
		Instruction is rarely or never consistent with pedagogical content knowledge and does not support students in discipline-specific habits of thinking.	Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.
WA STATE CRITERIA 4: PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM	<p>Possible Teacher Observables: Teacher regularly assigns writing prompts, accompanied by isolated writing lessons.</p> <p>Possible Student Observables: Students write to the prompt. They do not consistently incorporate learning from previous lessons into their writing. There is little or no conferencing with teacher or peers. Students primarily answer questions assigned by teacher from a science textbook.</p>	<p>Possible Teacher Observables: Teacher occasionally encourages students to "live like a writer" by going through one cycle of the writing process, but instruction primarily consists of isolated writing lessons.</p> <p>Possible Student Observables: Students engage in the writing process through one cycle. Feedback comes primarily from teacher. Students analyze data during a science assignment, but are not fully aware of how analysis fits into the inquiry process.</p>	<p>Possible Teacher Observables: Teacher frequently encourages students to "live like a writer," as demonstrated through cycles of daily lessons and conferences that embody the writing process.</p> <p>Possible Student Observables: Students engage in multiple cycles of the writing process. Feedback comes from teacher and from students when prompted. With guidance and support, students exercise their understanding of the inquiry process by analyzing data and drawing conclusions from observations during a lab experiment.</p>	<p>Possible Teacher Observables: In addition to Proficient: Conferences give specific feedback to each writer. Students conference with teacher and each other.</p> <p>Possible Student Observables: In addition to Proficient: Students and teacher initiate the feedback process. Feedback is specific to the individual writer. Students independently exercise their understanding of the inquiry process by analyzing data and drawing conclusions from observations during lab experiments</p>	

CP4 Curriculum & Pedagogy					
Teaching Approaches and/or Strategies: Teacher knowledge of content					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 4: PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM		Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.	Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.	Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.	Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.
		<p>Possible Teacher Observables: Teacher tells students learning to subtract that the larger number goes on top, the smaller on the bottom or that the larger number always goes first in the equation.</p> <p>Possible Student Observable: Students complete subtraction problems by procedurally “plugging in the numbers” and checking to see if their answers are correct.</p>	<p>Possible Teacher Observables: Teacher models for students various ways to set up subtraction equations based on the language in the problem.</p> <p>Possible Student Observable: Students correctly explain several ways to set up and solve a subtraction problem.</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher listens to student talk describing how to set up a subtraction problem. Teacher asks probing questions until students can identify their mistake.</p> <p>Possible Student Observable: In partner talk, students describe how to put the larger number on top when setting up a subtraction problem. In response to teacher’s questions, they can state why a certain number should go on top based on the text of the problem.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher explains to students that when they get older they will be learning about something called negative numbers, so it’s important now to understand how subtraction problems are set up.</p> <p>Possible Student Observable: No student observable required. Teacher is explaining future concepts, not something that will be used now.</p>

CP5 Curriculum & Pedagogy					
Teaching Approaches and/or Strategies: Differentiated instruction					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS		Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs.	Teacher occasionally uses strategies that differentiate for individual learning strengths and needs.	Teacher frequently uses strategies that differentiate for individual learning strengths and needs.	Teacher consistently uses strategies that differentiate for individual learning strengths and needs.
		<p>Possible Teacher Observables: Teacher explains a math procedure and provides a single worksheet for all students to complete.</p> <p>Possible Student Observable: All students are working on the same math worksheet.</p>	<p>Possible Teacher Observables: Teacher explains a math procedure and provides a single worksheet for all students to complete that includes three different levels of math problems. Teacher has problem-solving strategies posted on the wall.</p> <p>Possible Student Observable: Students begin working on the worksheet at different places. Students use the problem-solving strategies when prompted by teacher.</p>	<p>Possible Teacher Observables: Teacher explains a math procedure, provides two or three different worksheets with varying levels of difficulty on each. Teacher gives each student one worksheet based on their recent assessment data. Teacher has problem-solving strategies posted on the wall.</p> <p>Possible Student Observable: Students are working on different worksheets. Some students use posted problem-solving strategies without prompting from teacher.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher uses probing questions with targeted groups of students to encourage the development of specific problem-solving strategies.</p> <p>Possible Student Observable: In addition to Proficient: Students engage with teacher and each other about how and when to use specific problem-solving strategies.</p>

CP6 Curriculum & Pedagogy		Scaffolds for Learning: Scaffolds the task			
		Unsatisfactory	Basic	Proficient	Distinguished
		Teacher rarely or never provides scaffolds and structures that are related to and support the development of the targeted concepts and/or skills.	Teacher provides limited scaffolds and structures that may or may not be related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.
WA STATE CRITERIA 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES	<p>Possible Teacher Observables: Teacher asks students to write a five-paragraph essay on the topic of their choice. Teacher explains that there is a paragraph for the introduction, a paragraph for each of three ideas and a paragraph for the conclusion</p> <p>Possible Student Observable: Students listen to directions and work independently on their writing. There is no writing plan or pre-writing activity. Students do not use wall charts or they are not available.</p>	<p>Possible Teacher Observables: In addition to Unsatisfactory Teacher explains how to plan for and write a five-paragraph essay. Teacher models each type of paragraph separately. Teacher provides wall chart(s) with descriptors for each type of paragraph.</p> <p>Possible Student Observable: Students turn and tell their partners what teacher modeled and/or what they will be working on.</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher provides students with exemplary models of each type of paragraph. Teacher models how to use wall chart(s) to assist their thinking.</p> <p>Possible Student Observable: Students turn and tell their partners what was exemplary about each model. Students can explain how wall charts can be used.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher provides students with a range of models for each type of paragraph and asks students to revise them so they are exemplary.</p> <p>Possible Student Observable: Students revise models accurately. They use the wall charts and consult each other for assistance during revision.</p>	

CP7 Curriculum & Pedagogy Scaffolds for Learning: Gradual release of responsibility				
	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.
WA STATE CRITERIA 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES	<p>Possible Teacher Observables: Teacher assigns students a science article to read on their own. No routines or structures are in place to support independent work.</p> <p>Possible Student Observable: Students are uncertain as to how to successfully complete the reading and depend on teacher for assistance.</p>	<p>Possible Teacher Observables: Teacher instructs students on how to "skim and scan" a science article by modeling how to "skim and scan" and then inviting students to try the new strategy on their own. "Skim and scan" routine is posted on the wall.</p> <p>Possible Student Observable: Students work independently with some teacher assistance. Some students use the "skim and scan" routine, some do not.</p>	<p>Possible Teacher Observables: Teacher instructs students on how to "skim and scan" a science article by modeling, then providing guidance and feedback as students try the same strategy, and finally inviting students to try the new strategy on their own.</p> <p>"Skim and scan" routine is posted on the wall. Teacher periodically prompts students to use the routine.</p> <p>Possible Student Observable: Students work independently with some teacher assistance. Students respond to teacher prompting by using the "skim and scan" routine.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher tells students they will be using "skim and scan" routine when reading the science article. Students use the "skim and scan" routine without additional prompting from teacher.</p> <p>Possible Student Observable: Students commence using the "skim and scan" routine independently and successfully without teacher assistance.</p>

A1 Assessment for Student Learning					
Assessment: Self-assessment of learning connected to the success criteria					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING		Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students frequently assess their own learning in relation to the success criteria for the learning target.	Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.
		<p>Possible Teacher Observables: Teacher states the learning target at the beginning of the lesson. At the end of the class session, teacher reminds students about homework, but does not ask students to reflect on their learning.</p> <p>Possible Student Observables: Students write the learning target on their paper Students document their work in a notebook during the lesson, but teacher rarely checks their notebooks.</p>	<p>Possible Teacher Observables: Several times a week, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what students wrote at the end of each week. Teacher uses a "thumbs up" strategy to assess what students know about the learning target at the end of the class. Multiple students' thumbs are down. Teacher states that they will return to the learning target tomorrow.</p> <p>Possible Student Observables: Students document their work and some reflections about their learning in a notebook during or after the lesson. All students engage in the thumbs up process. Multiple students have their thumbs down.</p>	<p>Possible Teacher Observables: At the end of each class session, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what each student wrote on a daily basis. Teacher uses a "thumbs up" strategy at the beginning and end of the lesson to gauge progress towards the learning target.</p> <p>Possible Student Observable: Students' exit slips describe either what they learned that day connected to the success criteria or how close they are to meeting the success criteria</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher prompts students before, during and after the lesson to reflect upon and assess their own learning in relation to the success criteria. Students identify if and to what extent they have met the learning target.</p> <p>Possible Student Observable: In addition to Proficient: Individual students can describe what they need to improve in order to meet the learning target.</p>

A2 Assessment for Student Learning					
Assessment: Demonstration of learning					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING		Assessments are not aligned with the learning targets.	Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.	Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets.	Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.
		<p>Possible Teacher Observables: The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to demonstrate single-digit subtraction</p> <p>Possible Student Observable: Students are unclear what the learning target is or why they are doing the work they are doing.</p>	<p>Possible Teacher Observables: The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly.</p> <p>Possible Student Observable: Students complete the three problems. Students are able to explain how their work is connected to the learning target</p>	<p>Possible Teacher Observables: The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly and explain their thinking to a peer.</p> <p>Possible Student Observable: Students complete the three problems and explain their thinking to a peer. Students are able to explain how their work is connected to the learning target.</p>	<p>Possible Teacher Observables: The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly, explain their thinking to a peer, and determine the most efficient method for completing the problem.</p> <p>Possible Student Observable: Students complete the three problems, explain their thinking to a peer and identify a method they believe is most efficient. Students are able to explain how their work is connected to the learning target.</p>

A3 Assessment for Student Learning				
Assessment: Formative assessment opportunities				
WA STATE CRITERIA 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING				
Unsatisfactory	Basic	Proficient	Distinguished	
Teacher rarely or never provides formative assessment opportunities during the lesson.	Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.	Teacher provides formative assessment opportunities that align with the learning target(s).	Teacher provides a variety of strategies for formative assessment that align with the learning target(s).	
<p>Possible Teacher Observables: Teacher uses a recall strategy, asking, "Who can tell me what we did yesterday?"</p> <p>Possible Student Observable: Students describe the process they should follow for the science lab but cannot describe the concept they are studying</p>	<p>Possible Teacher Observables: Teacher uses a turn-and-talk strategy to assess understanding of the directions and task. Teacher listens to student talk to ensure they understand the task.</p> <p>Possible Student Observable: All students engage in the turn-and-talk and discuss what they are being asked to do.</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher uses a turn-and-talk strategy during the lesson to assess students' current understanding of the task and the concept.</p> <p>Possible Student Observable: All students engage in the turn-and-talk. Responses address conceptual understanding.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher uses an exit slip at the end of the lesson to assess students' current understanding of the concept.</p> <p>Possible Student Observable: Students complete the exit slip. Students' responses on exit slips describe what they do and do not understand about the concept.</p>	

A4 Assessment for Student Learning					
Assessment: Collection systems for formative assessment data					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING		Teacher rarely or never uses an observable system and/or routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.
		<p>Possible Teacher Observables:</p> <p>Teacher confers with students, but does not write anything down.</p> <p>Teacher is unaware of or indifferent to the purpose of using exit slips.</p>	<p>Possible Teacher Observables:</p> <p>Teacher occasionally takes notes while conferring to document students' progress, but the notes are not necessarily filed or revisited.</p> <p>Teacher rarely reads exit slips to check for understanding.</p>	<p>Possible Teacher Observables:</p> <p>Teacher uses a note taking system while conferring to document students' progress and next steps. The system is used to differentiate the lesson the next day.</p> <p>Teacher reads exit slips to check for understanding. The learning target or success criteria for the next day are adjusted accordingly</p>	<p>Possible Teacher Observables:</p> <p>Teacher uses a note taking system to document students' progress and next steps while conferring, listening to turn-and-talk responses, and reading responses from exit slips. The system is used to adjust the next day's lesson, to differentiate for individuals, and for future planning.</p> <p>Teacher reads exit slips to check for understanding, and responds to ones that require further attention</p>

A5 Assessment for Student Learning					
Assessment: Student use of assessment data					
		Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING		Students rarely or never use assessment data to assess their own learning.	Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students frequently use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time.
		<p>Possible Teacher Observables: Teacher does not provide assessment data and/or an opportunity for students to set goals</p> <p>Possible Student Observable: Students do not have learning goals or do not monitor progress towards learning goals.</p>	<p>Possible Teacher Observables: Teacher provides benchmark assessment data and supports students in setting and monitoring learning goals three or four times per year.</p> <p>Possible Student Observable: Students use benchmark assessments to set learning goals. Students monitor progress towards their goals only after benchmark assessments are given and scored</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher uses classroom-based assessments as a source of data for students to set and monitor learning goals for each unit.</p> <p>Possible Student Observable: In addition to Basic: Students set and monitor learning goals at the beginning and end of each unit</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher uses classroom-based assessments as a source of data for students to set and monitor learning goals weekly throughout each unit.</p> <p>Possible Student Observable: In addition to Proficient: Students set and monitor learning goals weekly throughout each unit.</p>

A6 Assessment for Student Learning								
Adjustments: Teacher use of formative assessment data								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS	<p>Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.</p>	<p>Teacher uses formative assessment data to modify future lessons.</p>	<p>Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.</p>
<p>Possible Teacher Observables: Teacher listens to partner turn-and-talk discussion. Teacher only clarifies student misconceptions when a student asks for direct assistance</p> <p>Possible Student Observable: Students work on a task with minimal direction or feedback from teacher or fellow students.</p>	<p>Possible Teacher Observables: Teacher listens to partner turn-and-talk discussion. The next day, teacher addresses a misconception stated by a few students.</p> <p>Possible Student Observable: Students receive feedback from teacher or students, but do not adjust their activity or discussion. Students may focus on completing the final product.</p>	<p>Possible Teacher Observables: Teacher listens to partner turn-and-talk discussion. Teacher poses probing questions to partners to address a misconception. At the end of class, teacher talks about the next day's learning targets, adjusting them based on today's student feedback</p> <p>Possible Student Observable: Students receive feedback from teacher or students and attempt to incorporate feedback into product or discussion.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher monitors the kinds of questions students are asking to determine how to adjust current and future lessons. Teacher tells class how the next day's learning targets will be adjusted based on today's student feedback.</p> <p>Possible Student Observable: Students analyze feedback from teacher and strategize how to incorporate feedback into the final product.</p>					

CEC2 Classroom Environment & Culture																
Use of Physical Environment: Accessibility and use of materials																
					Unsatisfactory	Basic	Proficient	Distinguished								
					WA STATE CRITERIA 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT	<p>The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.</p>				<p>The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.</p>				<p>The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning.</p>		
<p>Possible Teacher Observables: Books, materials, charts, technology, and tools are on shelves where students cannot reach them.</p> <p>Possible Student Observables: Students are unaware of materials and how to use them. Students only use resources that are typically stored in their desks.</p>				<p>Possible Teacher Observables: Books, materials, charts, technology and tools are available, but not referenced by teacher.</p> <p>Possible Student Observables: Students are not sure where certain materials are kept. When they go to get materials they take a lot of time sorting through them to find what they are looking for. Students choose from a collection of resources for learning, but the resources do not necessarily help them with the assigned task.</p>				<p>Possible Teacher Observables: Books, materials, charts, technology, and tools are well organized, labeled and easy to find.</p> <p>Possible Student Observables: Students know where materials are kept and access them with ease. They quickly get what they need, causing minimal interruption to the rest of the class. Students choose from a collection of resources for learning, but teacher reminds them that these resources are available and which ones may work the best for the assigned task. Students find materials that help them with their tasks.</p>				<p>Possible Teacher Observables: In addition to Proficient Teacher encourages students to get materials they need to support their learning</p> <p>Possible Student Observable: In addition to Proficient Students choose from a collection of resources for learning without reminders or prompts from teacher as to which materials may be the most helpful.</p>				

CEC3 Classroom Environment & Culture								
Classroom Routines and Rituals: Discussion, collaboration and accountability								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 1: CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT			
<p>Possible Teacher Observables:</p> <p>Teacher has posted sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but has never formally introduced them to students.</p> <p>Teacher has set few expectations for partner conversations.</p> <p>Teacher shouts or says "shhhhh" to small groups to be quiet.</p> <p>Possible Student Observables:</p> <p>Students are content to have teacher dominate classroom conversations.</p> <p>Individual students focus on socializing with their peers.</p>	<p>Possible Teacher Observables:</p> <p>Teacher has posted and introduced sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but students seem artificial when using them.</p> <p>Teacher occasionally prompts students to use A-B partners, prompts one to go first, then the other, and has set times for the conversation.</p> <p>Teacher tells small groups to "stay on task" but does not provide guidelines for participation.</p> <p>Possible Student Observables:</p> <p>Students robotically use phrases like "I agree with..." or "I disagree with..." but neglect to listen to one another, therefore making the discourse flat and artificial.</p> <p>Students perform closing procedures that include materials/assignment management.</p>	<p>Possible Teacher Observables:</p> <p>Teacher has posted and refers to sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Teacher prompts students to use the sentence stems during their discussion.</p> <p>With teacher prompting, students use an A-B partner structure for their conversation. Students keep track of their own a r t i c l e.</p> <p>Teacher monitors group work and ensures use of participation protocol.</p> <p>Possible Student Observables:</p> <p>With coaching from teacher, students use phrases like "I agree with..." or "I disagree with..." as a routine to listen to and build discourse around a topic.</p> <p>Students perform closing procedures that include individual reflection and materials/assignment management.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient:</p> <p>Teacher has posted, refers to and expects students to use sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Students do so naturally and without teacher prompting.</p> <p>Teacher and students monitor group work and ensure use of participation protocols.</p> <p>Possible Student Observables:</p> <p>Students consistently use phrases like "I agree with..." or "I disagree with..." as a routine to listen to and build discourse around a topic.</p> <p>Students perform closing procedures that include individual/joint reflection and materials/assignment management.</p>					

CEC4 Classroom Environment & Culture								
Classroom Routines and Rituals: Use of learning time								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT	Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.	Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.	Learning time is mostly maximized in service of learning. Transitions are teacher-dependent and maximize instructional time.
<p>Possible Teacher Observables: Teacher does not allow time for student questions or reflection. Teacher provides an ineffectual signal to reconvene in the whole group meeting area, and students are either confused or indifferent.</p> <p>Possible Student Observables: Students enter the classroom and rarely engage in entry tasks due to multiple distractions. Students have never practiced changing the room configuration efficiently to support different groupings. Students have difficulty engaging in learning after a long, belabored transition.</p>	<p>Possible Teacher Observables: Teacher often runs out of time for student questions and reflection. Teacher provides a signal to reconvene in the whole group meeting area, and students eventually transition with teacher monitoring.</p> <p>Possible Student Observables: Students enter the classroom and eventually engage in entry tasks due to momentary distractions. Students are uncertain of their responsibilities when changing the room configuration efficiently to support different groupings. Students eventually engage in learning after a long, belabored transition.</p>	<p>Possible Teacher Observables: Teacher reserves time for student questions and reflection. Teacher provides a signal to reconvene in the whole group meeting area, and students successfully transition quickly with teacher monitoring.</p> <p>Possible Student Observables: Students enter the classroom and immediately engage in entry tasks. With guidance and reinforcement, students change the room configuration efficiently to support different groupings. Students engage in learning shortly after a transition.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher consistently provides ample time for inquiry and exploration. Teacher provides a signal to reconvene in the whole group meeting area, and students successfully transition quickly and quietly.</p> <p>Possible Student Observables: In addition to Proficient: Students change the room configuration quickly and efficiently to support different groupings. Students engage in learning immediately after a transition.</p>					

CEC5 Classroom Environment & Culture				
Classroom Routines & Rituals: Managing student behavior				
WA STATE CRITERIA 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Teacher rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.</p>	<p>Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.</p>	<p>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.</p>	<p>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.</p>
<p>Possible Teacher Observables: After teacher cue, misbehaving student continues poor behavior, and teacher fails to follow through with the appropriate consequence.</p> <p>Possible Student Observables: Students do not adhere to classroom routines and behavioral expectations, and are therefore unpredictable at times. Students often try to lay blame on everyone except themselves. With a prompt from teacher, few students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observables: After teacher cue, misbehaving student stops poor behavior, and with guidance, becomes passively compliant.</p> <p>Possible Student Observables: With prompting and monitoring, some students follow classroom routines and behavioral expectations. Students know that they are responsible for their own work and own behavior, but they do not necessarily agree with these expectations. With a prompt from teacher, some students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observables: After teacher cue, misbehaving student stops poor behavior and, with guidance, attends to the task at hand.</p> <p>Possible Student Observables: With prompting and monitoring, most students follow classroom routines and behavioral expectations. Students know that they are responsible for their own work and behavior. With a prompt from teacher, students remind each other about classroom behavior routines.</p>	<p>Possible Teacher Observables: After teacher cue, misbehaving student stops poor behavior and uses the agreed-upon strategies to attend to the task at hand.</p> <p>Possible Student Observables: Most students independently follow classroom routines and behavioral expectations. Students know and can articulate that they are responsible for their own work and own behavior. Students remind each other about classroom behavior routines.</p>	

CEC6 Classroom Environment & Culture				
Classroom Culture: Student status				
WA STATE CRITERIA 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher does not develop appropriate and positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates appropriate teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for students' status to be elevated.
	<p>Possible Teacher Observables: Teacher models "the only correct way" to think about a problem, and only praises students who answer according to these expectations. Teacher belittles students who get the wrong answer</p> <p>Possible Student Observables: Students are unwilling to share for fear of being embarrassed or ridiculed in front of others Students are fearful of asking for help for fear of appearing "stupid" or "uncool."</p>	<p>Possible Teacher Observables: Teacher models "the only correct way" to think about a problem Teacher uses a wrong answer as an example of why it is so important to get the correct answer.</p> <p>Possible Student Observables: Students will only share their thinking if they are confident they have the correct answer. Students are reluctant to ask for help for fear of appearing "dumb" or "uncool."</p>	<p>Possible Teacher Observables: Teacher models another way of thinking about a problem. Teacher uses a wrong answer to uncover a common misconception and how to avoid it.</p> <p>Possible Student Observables: Student says, "I'm not sure if this is correct, but here is my idea." With prompting from teacher, student brings a problem to the document camera and teacher leads a discussion on how to solve it.</p>	<p>Possible Teacher Observables: Teacher models alternative ways of thinking about problems. Teacher uses a wrong answer to uncover a common misconception and invites students to discuss how to avoid it.</p> <p>Possible Student Observables: Student says, "I'm not sure if this is correct, but here is my idea. And welcome feedback on my idea." Student brings a problem to the document camera and says, "I need help with this!"</p>

CEC7 Classroom Environment & Culture Classroom Culture: Norms for learning				
WA STATE CRITERIA 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT	Unsatisfactory	Basic	Proficient	Distinguished
		<p>Classroom norms are not evident and/or do not address risk taking, collaboration, respect for divergent thinking or students' culture.</p>	<p>Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions occasionally align with the norms.</p>	<p>Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions frequently align with the norms.</p>
	<p>Possible Teacher Observables: Teacher sets the norms for the class with no input from students or "norms" are actually behavioral rules. Teacher displays the written norms, and occasionally refers to them when interacting with students, but students have no ownership in the norms.</p> <p>Possible Student Observables: With direction from teacher, students attempt to engage in a debate over an issue, but the conversation and tone is strained and disrespectful. Students are unfamiliar with discussion/behavioral norms.</p>	<p>Possible Teacher Observables: Teacher dominates the discussion during a norm-setting activity for the class. Teacher displays the written norms, and occasionally refers to them when interacting with students</p> <p>Possible Student Observables: With intervention from teacher, students engage in a debate over an issue in a controlled manner. Students occasionally refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior.</p>	<p>Possible Teacher Observables: Teacher engages students in a norm-setting activity for the class. Teacher displays the written norms and refers to them when interacting with students.</p> <p>Possible Student Observables: With support from teacher, students engage in a debate over an issue in a respectful manner. Students refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior when prompted by teacher.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher and students provide the class with feedback on adhering to the norms.</p> <p>Possible Student Observables: In addition to Proficient: Students can independently engage in a debate over an issue in a respectful manner. Students regularly refer to discussion/behavioral norms on a chart or in their notebook to redirect a student behavior.</p>

PCC1 Professional Collaboration & Communication				
Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning				
WA STATE CRITERIA 8: EXHIBITING COLLABORATIVE AND COLLEAGIAL PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work.
	<p>Possible Teacher Observables:</p> <p>Teacher attends only required professional development activities and does not attempt to apply new learning.</p> <p>Teacher does not reflect on his/her teaching or is not accurate about its effectiveness.</p> <p>Teacher avoids interaction with administrators or indicates that they are only welcome on the formal evaluation cycle.</p>	<p>Possible Teacher Observables:</p> <p>Teacher engages in continuing education to maintain certification and attempts to apply new learning.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and attempts to change instructional practice accordingly.</p> <p>Teacher is respectful to administrators but does not discuss instruction and student learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher seeks and takes advantage of opportunities for continuous growth.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and identifies ways to improve.</p> <p>Teacher shares lessons and asks for feedback.</p> <p>Teacher can demonstrate improved student learning as a result of his/her changed practices.</p> <p>Teacher welcomes administrators into the classroom and engages in reflective conversation about students and their learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher pursues specific goals and identifies relevant ways to learn, including action research, networking and professional organizations.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective, and incorporates improvements.</p> <p>Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation.</p> <p>Teacher works with a colleague to set professional goals related to student achievement.</p> <p>Teacher works with administration to share instructional leadership and improvement throughout the school.</p>

PCC2 Professional Collaboration & Communication								
Professional Learning and Collaboration: Professional and collegial relationships								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 8: EXHIBITING COLLABORATIVE AND COLLEAGIAL PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING	<p>Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher may subvert professional and collegial relationships.</p>	<p>Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.</p>	<p>Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</p>
<p>Possible Teacher Observables: Teacher works in isolation, only attends required staff meetings, and/or avoids conversations about his/her students' learning</p>	<p>Possible Teacher Observables: Teacher participates in formal and informal meetings about teaching and learning. Teacher acknowledges differences in evidence of student learning. Teacher shares resources with other members of the department or grade level. Teacher focuses on student achievement during collaboration time.</p>	<p>Possible Teacher Observables: Teacher initiates conversations with colleagues and shares challenges of student learning Teacher knows how to communicate with peers in a way that is honest about practice but respects the individual In a team setting, teacher gives fair air time, participates, shares ideas and workload, and helps teammates Teacher works with a colleague to set professional goals related to student achievement</p>	<p>Possible Teacher Observables: Teacher sets and works towards common instructional practice goals with colleagues. Teacher is able to pose inquiry questions to peers that stimulate professional dialogue. Teacher deprioritizes practice by inviting colleagues to visit, observe and provide feedback.</p>					

PCC3 Professional Collaboration & Communication								
Communication and Collaboration: Parents and guardians								
					Unsatisfactory	Basic	Proficient	Distinguished
					WA STATE CRITERIA 7: COMMUNICATING AND COLLABORATING WITH PARENTS AND THE SCHOOL COMMUNITY	Teacher rarely or never communicates in any manner with parents and guardians about student progress.	Teacher occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
Possible Teacher Observables: Even when prompted, teacher does not send required information to parents and guardians or is late in doing so.	Possible Teacher Observables: Teacher sends required progress reports and requires return with a signature. Teacher contacts parents and guardians over behavior problems. Teacher keeps electronic records (e.g., district data system) current for parent and guardian access. Teacher contacts parents and guardians in a timely manner when student begins to have academic problems. Teacher meets with parents and guardians at scheduled conference times and is fully prepared. Teacher provides timely responses to parent and guardian questions via phone or email.	Possible Teacher Observables: In addition to Basic: Teacher sends regular updates to parents and guardians about progress in the classroom using print and/or technology (e.g., backpack bulletins, email, news flash). Teacher anticipates when content will become difficult for students and tells parents and guardians ahead of time how to support their student. Teacher is aware of potential barriers in language and technology and ensures that important learning documents are translated into the first language of parents and guardians as needed.	Possible Teacher Observables: In addition to Proficient: Teacher uses all available technology (e.g., social media) to communicate about class content, special events, and student progress. Teacher maintains web page, updated weekly. Teacher sets additional conference times with parents and guardians as needed. Teacher prepares and engages students in student-led conferences. Teacher develops individual communication plan (e.g., initiating assignment book daily) with specific students.					

PCC6 Professional Collaboration & Communication				
Professional Responsibilities: Ethics and advocacy				
WA STATE CRITERIA 8: EXHIBITING COLLABORATIVE AND COLLEGIAL PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING	Unsatisfactory	Basic	Proficient	Distinguished
		Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.
	<p>Possible Teacher Observables:</p> <p>Teacher goes without speaking to another adult all day. When others initiate conversation, teacher is curt and/or too busy.</p> <p>Teacher shows preferential treatment to some students.</p> <p>Teacher is over-friendly and/or inappropriately affectionate with some students.</p> <p>Teacher shares no or too much personal information.</p> <p>Teacher blames lack of student learning on the characteristics of students or makes pejorative comments about groups of students.</p>	<p>Possible Teacher Observables:</p> <p>Teacher complies with all school and district policies and procedures.</p> <p>Teacher extends ordinary courtesies and positive nonverbal behavior to all adults and students.</p> <p>Teacher is honest and reliable.</p> <p>Teacher is genuinely concerned about all students, but may lack cultural awareness that affects relationships in the school setting.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Basic:</p> <p>Teacher actively seeks experiences that will enhance understanding of student backgrounds.</p> <p>Teacher shares knowledge of students' backgrounds and life experiences to help colleagues focus on positive assets and appropriate supports.</p> <p>Teacher encourages all students to participate in academic and non-academic activities of the school.</p>	<p>Possible Teacher Observables:</p> <p>In addition to Proficient:</p> <p>Teacher reflects on school programs and extracurricular activities, recognizes barriers to participation, and advocates to increase students' opportunities through strategies such as changes in scheduling and transportation.</p> <p>Teacher recognizes a student's strengths or talents and personally connects student with coach or sponsor.</p> <p>Teacher recognizes implications of home language and advocates for responsive practices in school communications, parent conferences and school programs.</p>

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Attachment 20

The purpose of this document is to describe the process for identifying and securing a facility. The first page you will see is the timeline for securing a facility from Identifying Target Regions until School Open. The following pages identify facility options.

SUNNYDALE ELEMENTARY SCHOOL

15631 Des Moines Memorial Dr | Burien, WA 98148



BUILDING 1

Stories: 2
Bldg Gross SF: 14,139
Construction: Masonry
Year Built: 1928
Eff. Year: 1975

BUILDING 2

Stories: 2
Bldg Gross SF: 58,616
Construction: Wood Frame
Year Built: 1939
Eff. Year: 1975

BUILDING 3

Stories: 1
Bldg Gross SF: 7,308
Construction: Wood Frame
Year Built: 1952
Eff. Year: 1975

TOTAL LAND SIZE

7.66 Acres (2 parcels)

PARCEL #'S

202304-9031 & 202304-9032



New Testament Church



New Testament Church
 18635 8th Ave S
 Burien WA 98148
 King County

Location

Map: 685/A1
Market Area: Burien/Normandy Park

Building Information

Building Status: Existing
Total Building SF: 39,048
Net Rentable Area: 39,048
Total Office SF: 39,048
Year Built: 1969
Year Renovated: 1985
Sprinklers: No
Building Class: C
of Buildings: 4
of Floors: 2
A/C: No

Property Information

Tax ID #s: 3223049015
 3223049333
Total Land SF: 347,609
Acres: 7.98
Zoning: RS 7200
Investment: No
Owner User: Yes
Owner: New Testament Church
Anchors: New Testament Church

Sustainability/Green Building

LEED Cert: No
Energy Star Cert: No

Space Information (Listing # 530080)

Asset Class: Office	Days on Mkt: 85
Lease Type: Modified Gross	Rent Min: \$ 12.00 \$/sf/yr
Status: Available	Rent Max: \$ 24.00 \$/sf/yr
Date Avail: 8/21/2013	Avail SF: 30,000
Entire Floor: No	Divide To SF: 1,000
Sub Lease: No	Call Listing Agent: Yes
Move In: Immediately	Use Discretion: No

Prepared By

Agent: Tina Whitlock
Office: Neil Walter Company
Phone: (253) 395-4848

Showing Instructions:

Showings with LA only and minimum 48 hour notice. No showings during worship service times. Potential tenants must agree & adhere with landlord statement of faith.

Listing Broker Comments:

Public Comments:

School or Church Plant Opportunity

Landlord wants to share space. Ideal school or church plant opportunity. Rent rates to be determined and space needed and schedule of use.



Strategic Facilities Advisor

Christa Chambers

**Chief Financial Officer, Sr. Vice
President
Kemper Development Company**



Kemper is a privately held commercial real estate owner, manager and developer located in Bellevue, Washington which owns the Bellevue Collection, a portfolio of properties including the well-known Bellevue Square shopping center, the Bellevue Hyatt, the Westin Bellevue, and Lincoln Square, along with other commercial office and retail properties. In this role, she is primarily responsible for the leadership of the finance and accounting group as well as serving on the company's executive management team.

Prior to joining Kemper Development, Christa worked for Keybank since 1994, primarily in the Real Estate Capital Group. Christa was most recently the Regional Executive and Senior Vice President for the Northwest Region. In this role, she was responsible for the leadership of a team of people that served large, private commercial real estate owners and developers located in San Francisco, Seattle, Portland, Las Vegas and Salt Lake City. Prior to Keybank, Christa started her professional career as a Certified Bank Examiner for Federal Deposit Insurance Corporation.

Christa serves on the Board of the Bellevue Police Foundation and the Bellevue Boys and Girls Club. She has held past positions on the Executive Committee and as Treasurer of the Bellevue Downtown Association and led the PDC at her children's elementary school in Bellevue. She is a member of commercial real estate industry organizations including ULI, NAIOP, and ICSC.

Christa holds a Bachelors Degree in Business Administration with a Finance Concentration from Pacific Lutheran University. She lives in Clyde Hill, Washington with her husband and two children who attend Bellevue High School and one of Bellevue's choice schools, Bellevue Big Picture.

Rainier Prep Startup Plan

(Last Revised: November 18, 2013)

Where applicable date indicated

A. CHARTER BACKGROUND INFORMATION	People Responsible	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept		
Closely review charter application process, including applicable laws	Founding Leader	X																												
Research high quality charter schools	Founding Leader	X	X	X	X	X																								
NACSA Training for Charter Application	Founding Leader	16																												
Bay Area Charter Visit-Leadership, Aspire, Summit, Lighthouse	Founding Leader	17-19																												
Establish Design Team and set meeting times	Founding Leader	X																												
Draft educational model	Design Team with Founding Leader		X	X																										
Finalize educational model with Design Team	Design Team with Founding Leader			X	X																									
Build school culture model	Design Team with Founding Leader			X	X																									
NOLA Site Visit - Crescent City Schools, SCI Academy, KIPP Believe, etc.	Founding Leader			16-19																										
Submit charter application	Founding Leader					X																								
Participate in a charter school residency with a high performing charter leader	Founding Leader								X					X	X															
B. ENROLLMENT		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept		
Work with district enrollment coordinator to research districts enrollment period and ensure alignment if possible	Founding Leader										X	X																		
Draft enrollment policy for charter application	Founding Leader				X																									
Secure sites for informational events	Founding Leader			X																										
If building is not ready during enrollment period, secure a temporary office where parents can enroll students	Founding Leader															X														
Hold monthly informational events	Founding Leader				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
develop new school handbook; Include technology policy	Founding Leader							X	X																					
Conduct lottery and establish wait lists (if applicable)	Founding Leader																						X							

Attachment 22

Rainier Prep Proposed Insurance Coverage

Rainier Prep worked with Kibble and Prentice to develop these levels of coverage, and is exploring working with the firm to purchase insurance coverage. If chartered, Rainier Prep plans to secure the following levels of insurance coverage:

<u>Coverage</u>	<u>Amount</u>
Comprehensive general liability <i>- (including a general liability policy plus a \$4 million umbrella)</i>	\$5 million
Officers, directors and employees errors and omissions	\$5 million
Property insurance	As required by landlord
Motor vehicle liability <i>- (including an auto liability policy plus the \$4 million umbrella referenced above)</i>	\$5 million
Workers' compensation	As required by state law

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
****PLEASE NOTE**** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1 or option 2.
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.
Option 2; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
**** PLEASE NOTE**** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns D - J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during **YEAR 1** in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Rainer Prep

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Maggie O'Sullivan	
Contact Email:	mosullivan@rainierprep.org	
Contact Phone:	(206) 725-1174	
Year One:	2015-16	
School Days:	188	

Rainer Prep

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	-	-	-	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-	-	-	-
5th Grade	108.00	100.00	100.00	100.00	100.00	-	-	-	-
6th Grade	108.00	108.00	100.00	100.00	100.00	-	-	-	-
7th Grade	-	108.00	108.00	100.00	100.00	-	-	-	-
8th Grade	-	-	108.00	108.00	100.00	-	-	-	-
9th Grade	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	108.00	100.00	100.00	100.00	100.00	-	-	-	-
Total Middle School Enrollment	108.00	216.00	316.00	308.00	300.00	-	-	-	-
Total High School Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	216.00	316.00	416.00	408.00	400.00	-	-	-	-
Change in Net Enrollment from Prior Year	216.00	100.00	100.00	(8.00)	(8.00)	(400.00)	-	-	-

STUDENT POPULATION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Average Daily Membership %	95%	95%	95%	95%	95%	0%	0%	0%	0%
Average Daily Membership (ADM)	205.20	300.20	395.20	387.60	380.00	0.00	0.00	0.00	0.00
Average Daily Attendance %	95%	95%	95%	95%	95%	0%	0%	0%	0%
Average Daily Attendance (ADA)	205.20	300.20	395.20	387.60	380.00	0.00	0.00	0.00	0.00
Special Education Students %	13%	13%	13%	13%	13%	0%	0%	0%	0%
Special Education Student Count (SPED)	27.43	40.13	52.83	51.82	50.80	0.00	0.00	0.00	0.00
English Language Learner %	20%	20%	20%	20%	20%	0%	0%	0%	0%
English Language Learner Count (ELL)	43.20	63.20	83.20	81.60	80.00	0.00	0.00	0.00	0.00
% Student Qualifying for Free Lunch	65%	65%	65%	65%	65%	0%	0%	0%	0%
Student Count Qualifying for Free Lunch	140.40	205.40	270.40	265.20	260.00	0.00	0.00	0.00	0.00
% Student Qualifying for Reduced Lunch	10%	10%	10%	10%	10%	0%	0%	0%	0%
Student Count Qualifying for Reduced Lunch	21.60	31.60	41.60	40.80	40.00	0.00	0.00	0.00	0.00
Free and Reduced Lunch Student %	75%	75%	75%	75%	75%	0%	0%	0%	0%
Student Count Qualifying for Free or Reduced Lunch	162.00	237.00	312.00	306.00	300.00	0.00	0.00	0.00	0.00
Learning Assistance Program	75%	75%	75%	75%	75%	0%	0%	0%	0%
Learning Assistance Program Count	162.00	237.00	312.00	306.00	300.00	0.00	0.00	0.00	0.00
Transitional Bilingual	20%	20%	20%	20%	20%	0%	0%	0%	0%
Transitional Bilingual Count	43.20	63.20	83.20	81.60	80.00	0.00	0.00	0.00	0.00
Highly Capable	10%	10%	10%	10%	10%	0%	0%	0%	0%
Highly Capable Count	21.60	31.60	41.60	40.80	40.00	0.00	0.00	0.00	0.00
Student Transportation	100%	100%	100%	100%	100%	0%	0%	0%	0%
Student Transportation Count	216.00	316.00	416.00	408.00	400.00	0.00	0.00	0.00	0.00



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REVENUE AND EXPENSE ASSUMPTI

2015-16 2016-17 2017-18 2018-19 2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

Enter the % increase below for which the amount entered in column F should increase each year.

REVENUE

STATE REVENUES

Per Pupil Funding - Basic Education	1	5,297.00
Per Pupil Funding - Special Education	1	5,048.00
Per Pupil Funding - Learning Assistance Program	1	466.00
Per Pupil Funding - Transitional Bilingual	1	891.00
Per Pupil Funding - Highly Capable	1	9.00
Per Pupil Funding - Transportation	1	381.08
Custom State Funding #1	1	0
Custom State Funding #2	1	0
Custom State Funding #3	1	-

0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL STATE REVENUES

FEDERAL REVENUES

Free Breakfast Reimbursement	1	1.58
Reduced Breakfast Reimbursement	1	1.28
Paid Breakfast Reimbursement	1	0.28
Free Lunch Reimbursement	1	2.93
Reduced Lunch Reimbursement	1	2.53
Paid Lunch Reimbursement	1	0.28
Snack Reimbursement	1	0.8
Title I	1	375
Title II	1	46
Title III	1	171.00
DEA Funding	1	1,613.00
CSP	2	-
Custom Federal Funding #1	1	0
Custom Federal Funding #2	1	0
Custom Federal Funding #3	1	0

0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL FEDERAL REVENUES

LOCAL & OTHER REVENUES

Contributions and Donations	2	0
Fundraising (Rev.)	2	200000
Erate Reimbursement	1	0
Earnings on Investments	1	0
Interest Income	1	0
Food Service (Income from meals)	1	160.74
Text Book	1	0
Local Levy Funding - Highline	1	1222.37
Custom Local & Other Funding #2	1	0
Custom Local & Other Funding #3	1	0

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	-50.00%	-100.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	100.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

REVENUE AND EXPENSE ASSUMPTI

2015-16 2016-17 2017-18 2018-19 2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
Other - Administrative		

2015-16	2016-17	2017-18	2018-19	2019-20

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other - Instructional		

2015-16	2016-17	2017-18	2018-19	2019-20

TOTAL INSTRUCTIONAL PERSONNEL COSTS

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		
Librarian		
Custodian		
Security		
Other - Non-Instructional		

2015-16	2016-17	2017-18	2018-19	2019-20

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security		
Medicare		
State Unemployment		
Worker's Compensation Insurance		
Custom Other Tax #1		
Custom Other Tax #2		
Health Insurance		
Dental Insurance		
Vision Insurance		
Life Insurance		
Retirement Contribution		
Custom Fringe #1		
Custom Fringe #2		

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
1.72%	1.72%	1.72%	1.72%	1.72%	1.72%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10.40%	10.40%	10.40%	10.40%	10.40%	10.40%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10.39%	10.39%	10.39%	10.39%	10.39%	10.39%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit	2	12,500.00
Legal	2	5,000.00
Management Company Fee	2	-
Nurse Services	1	25.00
Food Service / School Lunch	1	1,071.60
Payroll Services	2	2,500.00
Special Ed Services	1	95.25
Titlement Services (i.e. Title I)	2	-
Back Office Services	2	63,000.00
Curriculum Writing and Alignment	2	-
Technology Set Up and Service	2	2,500.00

Enter the % increase below for which the amount entered in column F should increase each year.					
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	25.00%	20.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	2.50%	2.50%	2.50%
0.00%	25.00%	25.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	2.50%	2.50%	2.50%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%

TOTAL CONTRACTED SERVICES

REVENUE AND EXPENSE ASSUMPTI

2015-16 2016-17 2017-18 2018-19 2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

SCHOOL OPERATIONS

Board Expenses	2	0
Classroom / Teaching Supplies & Materials	1	50
Special Ed Supplies & Materials	1	12.7
Textbooks / Workbooks	1	100
Supplies & Materials other	2	0
Equipment / Furniture	1	50
Telephone	2	1800
Technology	2	70,650
Student Testing & Assessment	1	55
Field Trips	1	100.00
Transportation (student)	2	162,219.00
Student Services - other	2	-
Office Expense	2	19000
Staff Development	2	8000
Staff Recruitment	2	2000
Student Recruitment / Marketing	2	2500
School Meals / Lunch	2	0
Travel (Staff)	2	3000
Fundraising	2	0
Student Information System	2	10000
Oversight Fees	1	211.88
Cost of Capital	2	35000

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	1	85
Janitorial Services	2	18000
Building and Land Rent / Lease	1	780
Repairs & Maintenance	2	2500
Equipment / Furniture		
Security Services		
Utilities		
Custom Facilities Operations #1		
Custom Facilities Operations #2		
Custom Facilities Operations #3		

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)

Expenses under Other would include:	
- Interest	
- Bank Charges	
- Bad Debt	
- Misc. Fees (i.e. Licensing)	
- Dues & Membership	
- All Other	

	2015-16	2016-17	2017-18	2018-19	2019-20
Board Expenses	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	0.00%	2.00%	2.00%	2.00%	2.00%
Special Ed Supplies & Materials	0.00%	2.00%	2.00%	2.00%	2.00%
Textbooks / Workbooks	0.00%	2.00%	2.00%	2.00%	2.00%
Supplies & Materials other	0.00%	34.80%	0.00%	0.00%	0.00%
Equipment / Furniture	0.00%	-66.00%	-33.00%	-80.00%	0.00%
Telephone	0.00%	10.00%	10.00%	2.00%	2.00%
Technology	0.00%	-66.66%	2.00%	50.00%	2.00%
Student Testing & Assessment	0.00%	2.50%	2.50%	2.50%	2.50%
Field Trips	0.00%	2.00%	2.00%	2.00%	2.00%
Transportation (student)	0.00%	50.00%	33.33%	2.00%	2.00%
Student Services - other	0.00%	0.00%	0.00%	0.00%	0.00%
Office Expense	0.00%	-40.00%	2.00%	2.00%	2.00%
Staff Development	0.00%	-62.50%	2.00%	2.00%	2.00%
Staff Recruitment	0.00%	2.00%	2.00%	2.00%	2.00%
Student Recruitment / Marketing	0.00%	2.00%	2.00%	2.00%	2.00%
School Meals / Lunch	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	0.00%	2.00%	2.00%	2.00%	2.00%
Fundraising	0.00%	2.00%	2.00%	2.00%	2.00%
Student Information System	0.00%	2.00%	2.00%	2.00%	2.00%
Oversight Fees	0.00%	2.00%	2.00%	2.00%	2.00%
Cost of Capital	0.00%	-50.00%	-100.00%	0.00%	0.00%
TOTAL SCHOOL OPERATIONS					
Insurance	0.00%	2.00%	2.00%	2.00%	2.00%
Janitorial Services	0.00%	-100.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	0.00%	2.00%	2.00%	2.00%	2.00%
Repairs & Maintenance	0.00%	2.00%	2.00%	2.00%	2.00%
Equipment / Furniture	0.00%	0.00%	0.00%	0.00%	0.00%
Security Services	0.00%	-79.00%	2.00%	2.00%	2.00%
Utilities	0.00%	2.00%	2.00%	2.00%	2.00%
Custom Facilities Operations #1	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL FACILITY OPERATION & MAINTENANCE					
RESERVES / CONTINGENCY	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL EXPENSES					
NET OPERATING INCOME (before Depreciation)					
DEPRECIATION & AMORTIZATION	0.00%	0.00%	0.00%	0.00%	0.00%
NET OPERATING INCOME (including Depreciation)					

ONS

NOTES

Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC

Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts

Assumes collection of money for food service from 15% of student at \$5.70 per day

Total Levy funding of \$49,000,000 in Highline/ total enrollment of 20,043 - Half funding in 2015-15 due to levy cycle

ONS

NOTES

Federal Rate
Federal Rate
<http://workforcesecurity.doleta.gov/unemploy/docs/aetr-2012est.pdf>
Average of CA Charter Schools

Similar ratio as CA schools, roughly \$5 5K per employee, includes dental and vision

State Retirement System

Based on Quotes from auditors that specialize in non-profits, includes audit and 990 filing

Care Plan for Students
\$5.70 per day per student (\$1.90 breakfast, \$3 lunch, \$.8 snack), 188 days
Contract with Payroll Processing Company like ADP or Paychecks
Contract out Speech, OT, PT, School Psych. - \$750 Per SPED student

Quote from EdTec - Would use EdTec or similar provider

Beginning of year Tech set up

ONS

NOTES

Software, Other Materials, Music
Supplemental Curriculum - \$100 Per Sped student
Most curriculum with be delivered through technology

\$100 Per New Student, minimal replacements in year 4 and 5
Landlines with extensions for classrooms

K), Chromebooks - \$300 for every two kids and computer for staff \$750, 11 projectors and doc cameras @ \$650, Replace computers starting year 4
Assessment kits, materials

Quote from Harlow Trailways 188 days + 19 summer school days

Office Furniture \$8K in year 1, ongoing office supplies \$500 per month, copier lease \$5K per year
Mostly done in house, money for outside speakers
To recruit staff
Advertising and Community Events

Yearly trip with leadership team to high performing charters

Powerschool or similar SIS system
4% of Basic Education Funding
Cost of financing fundraising and cash flow gaps at 7% if funds aren't received on time

General Liability, D&O
Contracted in Year one, in house in subsequent years
65 cent per sq/ft per month - 100 sq feet per student
Necessary repairs to the building

Lobby Guard - Set up fee in year 1 and yearly fee after
Ten cents per square foot

Rainer Prep
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PER

SUMMARY					
Total Revenue	2,261,760	3,555,147	4,619,179	4,601,006	4,581,448
Total Expenses	2,238,508	3,218,871	4,186,534	4,249,189	4,308,837
Net Income	23,251	336,276	432,645	351,818	272,611
Revenue Per Pupil	10,471	11,250	11,104	11,277	11,454
Expenses Per Pupil	10,363	10,186	10,064	10,415	10,772

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

REVENUE

STATE REVENUES					
Per Pupil Funding - Basic Education	1,144,152	1,707,329	2,292,576	2,293,457	2,293,457
Per Pupil Funding - Special Education	138,477	206,638	277,470	277,577	277,577
Per Pupil Funding - Learning Assistance Program	75,492	112,651	151,266	151,324	151,324
Per Pupil Funding - Transitional Bilingual	38,491	57,437	77,126	77,156	77,156
Per Pupil Funding - Highly Capable	194	290	390	390	390
Per Pupil Funding - Transportation	82,313	122,830	164,934	164,997	164,997
Custom State Funding #1	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-
TOTAL STATE REVENUES	\$1,479,120	\$2,207,175	\$2,963,761	\$2,964,901	\$2,964,901
FEDERAL REVENUES					
Free Breakfast Reimbursement	39,619	59,121	79,386	79,417	79,417
Reduced Breakfast Reimbursement	4,938	7,368	9,894	9,898	9,898
Paid Breakfast Reimbursement	2,700	4,030	5,411	5,413	5,413
Free Lunch Reimbursement	73,471	109,635	147,216	147,273	147,273
Reduced Lunch Reimbursement	9,760	14,564	19,557	19,564	19,564
Paid Lunch Reimbursement	2,700	4,030	5,411	5,413	5,413
Snack Reimbursement	30,862	46,053	61,839	61,863	61,863
Title I	60,750	90,653	121,727	121,774	121,774
Title II	7,452	11,120	14,932	14,938	14,938
Title III	7,387	11,023	14,802	14,808	14,808
IDEA Funding	44,248	66,028	88,661	88,695	88,695
CSP	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-
TOTAL FEDERAL REVENUES	\$283,888	\$423,624	\$568,836	\$569,055	\$569,055
LOCAL & OTHER REVENUES					
Contributions and Donations	-	-	-	-	-
Fundraising (Rev.)	200,000	100,000	-	-	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	34,720	51,810	69,569	69,596	69,596
Text Book	-	-	-	-	-
Local Levy Funding - Highline	264,032	772,538	1,017,012	997,454	977,896
Custom Local & Other Funding #2	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	\$498,752	\$924,348	\$1,086,581	\$1,067,050	\$1,047,492
TOTAL REVENUE	\$2,261,760	\$3,555,147	\$4,619,179	\$4,601,006	\$4,581,448

Rainer Prep
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PER

SUMMARY					
Total Revenue	2,261,760	3,555,147	4,619,179	4,601,006	4,581,448
Total Expenses	2,238,508	3,218,871	4,186,534	4,249,189	4,308,837
Net Income	23,251	336,276	432,645	351,818	272,611
Revenue Per Pupil	10,471	11,250	11,104	11,277	11,454
Expenses Per Pupil	10,363	10,186	10,064	10,415	10,772

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	100,000	102,000	104,040	106,121	108,243
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	150,000	173,000	176,460	179,989	183,589
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	30,000	62,600	63,852	65,129	66,432
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$280,000	\$337,600	\$344,352	\$351,239	\$358,264

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	470,200	789,704	1,065,598	1,086,910	1,108,648
Teachers - SPED	90,000	136,800	184,536	188,227	191,991
Substitute Teachers	-	9,750	13,195	13,459	13,728
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other - Instructional	20,000	40,400	41,208	42,032	42,873
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$580,200	\$976,654	\$1,304,537	\$1,330,628	\$1,357,240

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	31,000	31,620	32,252	32,897
Security	-	-	-	-	-
Other - Non-Instructional	61,400	112,628	223,431	227,899	232,457
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$61,400	\$143,628	\$255,051	\$260,152	\$265,355

TOTAL PERSONNEL EXPENSES

\$921,600	\$1,457,882	\$1,903,940	\$1,942,018	\$1,980,859
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PAYROLL TAXES AND BENEFITS

Social Security	57,139	90,389	118,044	120,405	122,813
Medicare	13,363	21,139	27,607	28,159	28,722
State Unemployment	9,216	14,579	19,039	19,420	19,809
Worker's Compensation Insurance	15,852	25,076	32,748	33,403	34,071
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	95,846	151,620	198,010	201,970	206,009
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	95,754	151,474	197,819	201,776	205,811
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$287,171	\$454,276	\$593,268	\$605,133	\$617,236

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$1,208,771	\$1,912,158	\$2,497,207	\$2,547,151	\$2,598,094
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CONTRACTED SERVICES

Accounting / Audit	12,500	12,750	13,005	13,265	13,530
Legal	5,000	5,100	5,202	5,306	5,412
Management Company Fee	-	-	-	-	-
Nurse Services	5,400	8,058	10,820	10,824	10,824
Food Service / School Lunch	231,466	345,398	463,795	463,974	463,974
Payroll Services	2,500	3,125	3,750	3,825	3,902
Special Ed Services	20,574	30,099	39,624	39,639	39,639
Titlement Services (i.e. Title I)	-	-	-	-	-
Back Office Services	63,000	78,750	98,438	98,438	98,438
Curriculum Writing and Alignment	-	-	-	-	-
Technology Set Up and Service	2,500	2,550	2,601	2,653	2,706
TOTAL CONTRACTED SERVICES	\$342,940	\$485,830	\$637,235	\$637,924	\$638,425

Rainer Prep
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PER

SUMMARY					
Total Revenue	2,261,760	3,555,147	4,619,179	4,601,006	4,581,448
Total Expenses	2,238,508	3,218,871	4,186,534	4,249,189	4,308,837
Net Income	23,251	336,276	432,645	351,818	272,611
Revenue Per Pupil	10,471	11,250	11,104	11,277	11,454
Expenses Per Pupil	10,363	10,186	10,064	10,415	10,772

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	10,800	16,116	21,640	21,649	21,649
Special Ed Supplies & Materials	2,743	4,093	5,497	5,499	5,499
Textbooks / Workbooks	21,600	32,232	43,281	43,297	43,297
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	10,800	5,372	4,738	929	911
Telephone	1,800	1,980	2,178	2,222	2,266
Technology	70,650	23,555	24,026	36,039	36,759
Student Testing & Assessment	11,880	17,815	24,038	24,165	24,284
Field Trips	21,600	32,232	43,281	43,297	43,297
Transportation (student)	162,219	243,329	324,437	330,926	337,544
Student Services - other	-	-	-	-	-
Office Expense	19,000	11,400	11,628	11,861	12,098
Staff Development	8,000	3,000	3,060	3,121	3,184
Staff Recruitment	2,000	2,040	2,081	2,122	2,165
Student Recruitment / Marketing	2,500	2,550	2,601	2,653	2,706
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	3,000	3,060	3,121	3,184	3,247
Fundraising	-	-	-	-	-
Student Information System	10,000	10,200	10,404	10,612	10,824
Oversight Fees	45,766	68,293	91,703	91,738	91,738
Cost of Capital	35,000	17,500	-	-	-
TOTAL SCHOOL OPERATIONS	\$439,358	\$494,766	\$617,714	\$633,314	\$641,469

FACILITY OPERATION & MAINTENANCE

Insurance	18,360	27,397	36,789	36,803	36,803
Janitorial Services	18,000	-	-	-	-
Building and Land Rent / Lease	168,480	251,410	337,589	337,719	337,719
Repairs & Maintenance	2,500	2,550	2,601	2,653	2,706
Equipment / Furniture	10,800	5,372	4,738	929	911
Security Services	3,380	710	724	738	753
Utilities	25,920	38,678	51,937	51,957	51,957
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$247,440	\$326,117	\$434,378	\$430,799	\$430,849

RESERVES / CONTINGENCY

	-	-	-	-	-
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TOTAL EXPENSES	\$2,238,508	\$3,218,871	\$4,186,534	\$4,249,189	\$4,308,837
NET OPERATING INCOME (before Depreciation)	\$23,251	\$336,276	\$432,645	\$351,818	\$272,611
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$23,251	\$336,276	\$432,645	\$351,818	\$272,611

IOD

Description of Assumptions

Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC
Amount provided by WSCSC

Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Federal Meal Reimbursement Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts
Based on Highline Revenue Amounts

per day

Levy funding from Highline starting in May of year 1

IOD

Description of Assumptions

Federal Rate
Federal Rate
[http //workforcesecurity.doleta.gov/unemploy/docs/aetr-2012est.pdf](http://workforcesecurity.doleta.gov/unemploy/docs/aetr-2012est.pdf)
Average of CA Charter Schools
-
-
and vision
-
-
-
-
State Retirement System
-
-
and 990 filing
-
-
Care Plan for Students
\$5.70 per day per student (\$1.90 breakfast, \$3 lunch, \$.8 snack), 188 days
Contract with Payroll Processing Company like ADP or Paychecks
Contract out Speech, OT, PT, School Psych. - \$750 Per SPED student
-
Quote from EdTec - Would use EdTec or similar provider
-

IOD

Description of Assumptions

Software, Other Materials, Music
Supplemental Curriculum - \$100 Per Sped student
Most curriculum will be delivered through technology

\$100 Per New Student minimal replacements in year 4 and 5
Landscapes with extensions for classrooms
starting year 4
Assessment kits, materials

Quote from Harlow Trailways 188 days + 19 summer school days

copier lease \$5K per year
Mostly done in house, money for outside speakers
To recruit staff
Advertising and Community Events

Yearly trip with leadership team to high performing charters

Powerschool or similar SIS system
4% of Basic Education Funding
received on time

General Liability, D&O
Contracted in Year one, in house in subsequent years
65 cent per sq/ft per month - 100 sq feet per student
Necessary repairs to the building
Should be no expense here, model error.
Lobby Guard - Set up fee in year 1 and yearly fee after
Ten cents per square foot

PROJECTI

SUMMARY	
Total Revenue	500,000
Total Expenses	485,814
Net Income	14,186
Revenue Per Pupil	
Expenses Per Pupil	

Start-Up Period

REVENUE

STATE REVENUES	
Per Pupil Funding - Basic Education	-
Per Pupil Funding - Special Education	-
Per Pupil Funding - Learning Assistance Program	-
Per Pupil Funding - Transitional Bilingual	-
Per Pupil Funding - Highly Capable	-
Per Pupil Funding - Transportation	-
Custom State Funding #1	-
Custom State Funding #2	-
Custom State Funding #3	-
TOTAL STATE REVENUES	\$-
FEDERAL REVENUES	
Free Breakfast Reimbursement	-
Reduced Breakfast Reimbursement	-
Paid Breakfast Reimbursement	-
Free Lunch Reimbursement	-
Reduced Lunch Reimbursement	-
Paid Lunch Reimbursement	-
Snack Reimbursement	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	-
Custom Federal Funding #1	-
Custom Federal Funding #2	-
Custom Federal Funding #3	-
TOTAL FEDERAL REVENUES	\$-
LOCAL & OTHER REVENUES	
Contributions and Donations	-
Fundraising (Rev.)	500,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
Local Levy Funding - Highline	-
Custom Local & Other Funding #2	-
Custom Local & Other Funding #3	-
TOTAL LOCAL & OTHER REVENUES	\$500,000
TOTAL REVENUE	\$500,000

PROJECT

SUMMARY	
Total Revenue	500,000
Total Expenses	485,814
Net Income	14,186
Revenue Per Pupil	
Expenses Per Pupil	

Start-Up Period

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	100,000
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	25,000
Administrative Staff	40,000
Other - Administrative	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$165,000

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	10,000
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$10,000

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$-

TOTAL PERSONNEL EXPENSES	\$175,000
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PAYROLL TAXES AND BENEFITS	
Social Security	10,850
Medicare	2,538
State Unemployment	1,750
Worker's Compensation Insurance	3,010
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	14,667
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-
TOTAL PAYROLL TAXES AND BENEFITS	\$32,814

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$207,814
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CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Transportation Services (i.e. Title I)	-
Back Office Services	-
Curriculum Writing and Alignment	40,000
Technology Set Up and Service	5,000

PROJECT

SUMMARY	
Total Revenue	500,000
Total Expenses	485,814
Net Income	14,186
Revenue Per Pupil	
Expenses Per Pupil	

Start-Up Period

TOTAL CONTRACTED SERVICES

\$45,000

PROJECT

SUMMARY	
Total Revenue	500,000
Total Expenses	485,814
Net Income	14,186
Revenue Per Pupil	
Expenses Per Pupil	

Start-Up Period

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	3,500
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	2,900
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	2,000
Staff Recruitment	-
Student Recruitment / Marketing	3,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Student Information System	-
Oversight Fees	-
Cost of Capital	35,000
TOTAL SCHOOL OPERATIONS	\$46,400

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	186,600
Repairs & Maintenance	-
Equipment / Furniture	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$186,600

RESERVES / CONTINGENCY

	-
TOTAL EXPENSES	\$485,814
NET OPERATING INCOME (before Depreciation)	\$14,186
DEPRECIATION & AMORTIZATION	-
NET OPERATING INCOME (including Depreciation)	\$14,186

Rainer Prep
ED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

Description of Assumptions

Rainer Prep
ED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

Description of Assumptions

Principal - \$100,000 - 12 months

Dir of Ops. - 5 months
Administrative, Outreach - 12 months

Director of Academics - 2 Months

Health Benefits \$5.5K annualized, paid while employees are working

To develop school curriculum

Rainer Prep
ED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

Description of Assumptions

Rainer Prep
ED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

Description of Assumptions

\$350 for ten classes

- 3 staff \$750, 1 projectors and doc cameras @ \$650,

Assumes 7% rate if \$500K of startup needs to be financed

Building Renovation - \$150,000, Four months of temporary office space, two months full facility, permits and fees \$4k

Rainer Prep
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY							
Total Revenue	500,000	-	-	-	-	-	500,000
Total Expenses	173,758	52,784	52,784	52,784	75,852	77,852	485,814
Net Income	326,242	(52,784)	(52,784)	(52,784)	(75,852)	(77,852)	14,186
Cash Flow Adjustments	-	-	-	-	-	-	471,628
Beginning Cash Balance	-	326,242	273,458	220,675	167,891	92,038	14,186
Net Income	326,242	273,458	220,675	167,891	92,038	14,186	500,000

CHECK vs. Budget
(Must Be Zero)

January	February	March	April	May	June	TOTAL
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	58,333	8,333	8,333	8,333	8,333	8,333	100,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	5,000	5,000	5,000	5,000	5,000	25,000
Administrative Staff	23,333	3,333	3,333	3,333	3,333	3,333	40,000
Other - Administrative	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$81,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$165,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	5,000	5,000	10,000
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$-	\$-	\$-	\$-	\$5,000	\$5,000	\$10,000

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$-	\$-	\$-	\$-	\$-	\$-	\$-

TOTAL PERSONNEL EXPENSES

\$81,667	\$16,667	\$16,667	\$16,667	\$21,667	\$21,667	\$175,000
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PAYROLL TAXES AND BENEFITS

Social Security	5,063	1,033	1,033	1,033	1,343	1,343	10,850
Medicare	1,184	242	242	242	314	314	2,538
State Unemployment	817	167	167	167	217	217	1,750
Worker's Compensation Insurance	1,405	287	287	287	373	373	3,010
Custom Other Tax #1	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	8,556	1,222	1,222	1,222	1,222	1,222	14,667
Dental Insurance	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$17,024	\$2,951	\$2,951	\$2,951	\$3,469	\$3,469	\$32,814

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$98,691	\$19,617	\$19,617	\$19,617	\$25,136	\$25,136	\$207,814
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CONTRACTED SERVICES

Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Back Office Services	-	-	-	-	-	-	-
Curriculum Writing and Alignment	6,667	6,667	6,667	6,667	6,667	6,667	40,000
Technology Set Up and Service	-	-	-	-	2,500	2,500	5,000
TOTAL CONTRACTED SERVICES	\$6,667	\$6,667	\$6,667	\$6,667	\$9,167	\$9,167	\$45,000

Rainer Prep
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY							
Total Revenue	500,000	-	-	-	-	-	500,000
Total Expenses	173,758	52,784	52,784	52,784	75,852	77,852	485,814
Net Income	326,242	(52,784)	(52,784)	(52,784)	(75,852)	(77,852)	14,186
Cash Flow Adjustments	-	-	-	-	-	-	471,628
Beginning Cash Balance	-	326,242	273,458	220,675	167,891	92,038	14,186
Net Income	326,242	273,458	220,675	167,891	92,038	14,186	500,000

CHECK vs. Budget
(Must Be Zero)

January	February	March	April	May	June	TOTAL
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SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	1,750	1,750	3,500
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	2,900	-	-	-	-	-	2,900
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	2,000	2,000
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	500	500	500	500	500	500	3,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Student Information System	-	-	-	-	-	-	-
Oversight Fees	-	-	-	-	-	-	-
Cost of Capital	35,000	-	-	-	-	-	35,000
TOTAL SCHOOL OPERATIONS	\$38,400	\$500	\$500	\$500	\$2,250	\$4,250	\$46,400

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-
Building and Land Rent / Lease	30,000	26,000	26,000	26,000	39,300	39,300	186,600
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$30,000	\$26,000	\$26,000	\$26,000	\$39,300	\$39,300	\$186,600

RESERVES / CONTINGENCY

	-	-	-	-	-	-	-
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TOTAL EXPENSES	\$173,758	\$52,784	\$52,784	\$52,784	\$75,852	\$77,852	\$485,814
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NET OPERATING INCOME (before Depreciation)	\$326,242	\$(52,784)	\$(52,784)	\$(52,784)	\$(75,852)	\$(77,852)	\$14,186
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DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
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NET OPERATING INCOME (including Depreciation)	\$326,242	\$(52,784)	\$(52,784)	\$(52,784)	\$(75,852)	\$(77,852)	\$14,186
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SUMMARY

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

Description of Assumptions

REVENUE

STATE REVENUES

Per Pupil Funding - Basic Education
Per Pupil Funding - Special Education
Per Pupil Funding - Learning Assistance Program
Per Pupil Funding - Transitional Bilingual
Per Pupil Funding - Highly Capable
Per Pupil Funding - Transportation
Custom State Funding #1
Custom State Funding #2
Custom State Funding #3

TOTAL STATE REVENUES

FEDERAL REVENUES

Free Breakfast Reimbursement
Reduced Breakfast Reimbursement
Paid Breakfast Reimbursement
Free Lunch Reimbursement
Reduced Lunch Reimbursement
Paid Lunch Reimbursement
Snack Reimbursement
Title I
Title II
Title III
DEA Funding
CSP
Custom Federal Funding #1
Custom Federal Funding #2
Custom Federal Funding #3

TOTAL FEDERAL REVENUES

LOCAL & OTHER REVENUES

Contributions and Donations
Fundraising (Rev.)
Erate Reimbursement
Earnings on Investments
Interest Income
Food Service (Income from meals)
Text Book
Local Levy Funding - Highline
Custom Local & Other Funding #2
Custom Local & Other Funding #3

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

SUMMARY

Total Revenue	Description of Assumptions
Total Expenses	
Net Income	
Cash Flow Adjustments	
Beginning Cash Balance	
Net Income	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	Inc. Jul - Dec.
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	Inc. Jul - Dec.
Other - Administrative	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other - Instructional	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	
Librarian	
Custodian	
Security	
Other - Non-Instructional	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	
TOTAL PERSONNEL EXPENSES	
PAYROLL TAXES AND BENEFITS	
Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	Inc. Jul - Dec.
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Back Office Services	
Curriculum Writing and Alignment	
Technology Set Up and Service	
TOTAL CONTRACTED SERVICES	

SUMMARY
Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

Description of Assumptions

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Student Information System
- Oversight Fees
- Cost of Capital

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial Services
- Building and Land Rent / Lease
- Repairs & Maintenance
- Equipment / Furniture
- Security Services
- Utilities
- Custom Facilities Operations #1
- Custom Facilities Operations #2
- Custom Facilities Operations #3

Renovations over six months,

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)

Rainer Prep
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIA

SUMMARY

Total Revenue	200,000	-	136,593	136,593	101,229	152,998	171,895	161,847	161,847	180,745	370,669
Total Expenses	139,799	180,708	181,384	188,211	186,609	188,211	188,627	188,627	188,627	188,627	187,025
Net Income	60,201	(180,708)	(44,791)	(51,618)	(85,380)	(35,213)	(16,732)	(26,780)	(26,780)	(7,882)	183,643
Cash Flow Adjustments	(485,814)	150,000	50,000	50,000	(50,000)	50,000	50,000	25,000	50,000	-	(150,000)
Beginning Cash Balance	500,000	74,387	43,679	48,888	47,270	(88,110)	(73,323)	(40,055)	(41,834)	(18,614)	(26,496)
Net Income	74,387	43,679	48,888	47,270	(88,110)	(73,323)	(40,055)	(41,834)	(18,614)	(26,496)	7,147

July	August	September	October	November	December	January	February	March	April	May
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REVENUE

STATE REVENUES

Per Pupil Funding - Basic Education	-	-	102,974	102,974	62,928	102,974	102,974	102,974	102,974	102,974	62,928
Per Pupil Funding - Special Education	-	-	12,463	12,463	7,616	12,463	12,463	12,463	12,463	12,463	7,616
Per Pupil Funding - Learning Assistance Program	-	-	6,794	6,794	4,152	6,794	6,794	6,794	6,794	6,794	4,152
Per Pupil Funding - Transitional Bilingual	-	-	3,464	3,464	2,117	3,464	3,464	3,464	3,464	3,464	2,117
Per Pupil Funding - Highly Capable	-	-	17	17	11	17	17	17	17	17	11
Per Pupil Funding - Transportation	-	-	7,408	7,408	4,527	7,408	7,408	7,408	7,408	7,408	4,527
Custom State Funding #1	-	-	-	-	-	-	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-	-	-	-	-	-	-
TOTAL STATE REVENUES	\$-	\$-	\$133,121	\$133,121	\$81,352	\$133,121	\$133,121	\$133,121	\$133,121	\$133,121	\$81,352

FEDERAL REVENUES

Free Breakfast Reimbursement	-	-	-	-	3,962	3,962	3,962	3,962	3,962	3,962	3,962
Reduced Breakfast Reimbursement	-	-	-	-	494	494	494	494	494	494	494
Paid Breakfast Reimbursement	-	-	-	-	270	270	270	270	270	270	270
Free Lunch Reimbursement	-	-	-	-	7,347	7,347	7,347	7,347	7,347	7,347	7,347
Reduced Lunch Reimbursement	-	-	-	-	976	976	976	976	976	976	976
Paid Lunch Reimbursement	-	-	-	-	270	270	270	270	270	270	270
Snack Reimbursement	-	-	-	-	3,086	3,086	3,086	3,086	3,086	3,086	3,086
Title I	-	-	-	-	-	-	15,188	-	-	15,188	-
Title II	-	-	-	-	-	-	1,863	-	-	1,863	-
Title III	-	-	-	-	-	-	1,847	-	-	1,847	-
DEA Funding	-	-	-	-	-	-	-	8,850	8,850	8,850	5,408
CSP	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUES	\$-	\$-	\$-	\$-	\$16,405	\$16,405	\$35,302	\$25,255	\$25,255	\$44,152	\$21,813

LOCAL & OTHER REVENUES

Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-
Fundraising (Rev.)	200,000	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472
Text Book	-	-	-	-	-	-	-	-	-	-	-
Local Levy Funding - Highline	-	-	-	-	-	-	-	-	-	-	264,032
Custom Local & Other Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-	-	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	\$200,000	\$-	\$3,472	\$3,472	\$3,472	\$3,472	\$3,472	\$3,472	\$3,472	\$3,472	\$267,504

TOTAL REVENUE	\$200,000	\$-	\$136,593	\$136,593	\$101,229	\$152,998	\$171,895	\$161,847	\$161,847	\$180,745	\$370,669
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Rainer Prep
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIA

SUMMARY

Total Revenue	200,000	-	136,593	136,593	101,229	152,998	171,895	161,847	161,847	180,745	370,669
Total Expenses	139,799	180,708	181,384	188,211	186,609	188,211	188,627	188,627	188,627	188,627	187,025
Net Income	60,201	(180,708)	(44,791)	(51,618)	(85,380)	(35,213)	(16,732)	(26,780)	(26,780)	(7,882)	183,643
Cash Flow Adjustments	(485,814)	150,000	50,000	50,000	(50,000)	50,000	50,000	25,000	50,000	-	(150,000)
Beginning Cash Balance	500,000	74,387	43,679	48,888	47,270	(88,110)	(73,323)	(40,055)	(41,834)	(18,614)	(26,496)
Net Income	74,387	43,679	48,888	47,270	(88,110)	(73,323)	(40,055)	(41,834)	(18,614)	(26,496)	7,147

July	August	September	October	November	December	January	February	March	April	May
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SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	982	982	982	982	982	982	982	982	982	982
Special Ed Supplies & Materials	-	249	249	249	249	249	249	249	249	249	249
Textbooks / Workbooks	-	8,640	8,640	480	480	480	480	480	480	480	480
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	4,320	4,320	240	240	240	240	240	240	240	240
Telephone	150	150	150	150	150	150	150	150	150	150	150
Technology	70,650	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080
Field Trips	-	1,964	1,964	1,964	1,964	1,964	1,964	1,964	1,964	1,964	1,964
Transportation (student)	-	14,747	14,747	14,747	14,747	14,747	14,747	14,747	14,747	14,747	14,747
Student Services - other	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583
Staff Development	667	667	667	667	667	667	667	667	667	667	667
Staff Recruitment	167	167	167	167	167	167	167	167	167	167	167
Student Recruitment / Marketing	-	-	-	-	-	417	417	417	417	417	417
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	3,000	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Student Information System	833	833	833	833	833	833	833	833	833	833	833
Oversight Fees	-	-	4,119	4,119	2,517	4,119	4,119	4,119	4,119	4,119	2,517
Cost of Capital	17,500	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591
TOTAL SCHOOL OPERATIONS	\$91,550	\$39,973	\$41,092	\$28,852	\$27,250	\$28,852	\$29,269	\$29,269	\$29,269	\$29,269	\$27,667

FACILITY OPERATION & MAINTENANCE

Insurance	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530
Janitorial Services	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Building and Land Rent / Lease	14,040	14,040	14,040	14,040	14,040	14,040	14,040	14,040	14,040	14,040	14,040
Repairs & Maintenance	208	208	208	208	208	208	208	208	208	208	208
Equipment / Furniture	-	4,320	4,320	240	240	240	240	240	240	240	240
Security Services	282	282	282	282	282	282	282	282	282	282	282
Utilities	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$19,720	\$24,040	\$24,040	\$19,960	\$19,960	\$19,960	\$19,960	\$19,960	\$19,960	\$19,960	\$19,960

RESERVES / CONTINGENCY

	-	-	-	-	-	-	-	-	-	-	-
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TOTAL EXPENSES	\$139,799	\$180,708	\$181,384	\$188,211	\$186,609	\$188,211	\$188,627	\$188,627	\$188,627	\$188,627	\$187,025
NET OPERATING INCOME (before Depreciation)	\$60,201	\$(180,708)	\$(44,791)	\$(51,618)	\$(85,380)	\$(35,213)	\$(16,732)	\$(26,780)	\$(26,780)	\$(7,882)	\$183,643
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$60,201	\$(180,708)	\$(44,791)	\$(51,618)	\$(85,380)	\$(35,213)	\$(16,732)	\$(26,780)	\$(26,780)	\$(7,882)	\$183,643

L CHARTER PERIOD

SUMMARY				CHECK vs. Budget (Must Be Zero)	
Total Revenue	114,524	1,888,940		(372,820)	Description of Assumptions
Total Expenses	187,254	2,193,709		(44,800)	
Net Income	(72,730)	(304,769)		(328,020)	
Cash Flow Adjustments	75,000	2,498,478			
Beginning Cash Balance	7,147	9,417			
Net Income	9,417	2,203,125			
	June	TOTAL			
REVENUE					
STATE REVENUES					
Per Pupil Funding - Basic Education	68,649	915,322	(228,830)		Follows WA state schedule
Per Pupil Funding - Special Education	8,309	110,781	(27,695)		Follows WA state schedule
Per Pupil Funding - Learning Assistance Program	4,530	60,394	(15,098)		Follows WA state schedule
Per Pupil Funding - Transitional Bilingual	2,309	30,793	(7,698)		Follows WA state schedule
Per Pupil Funding - Highly Capable	12	156	(39)		Follows WA state schedule
Per Pupil Funding - Transportation	4,939	65,851	(16,463)		Follows WA state schedule
Custom State Funding #1	-	-	-		
Custom State Funding #2	-	-	-		
Custom State Funding #3	-	-	-		
TOTAL STATE REVENUES	\$88,747	\$1,183,296	(295,824)		
FEDERAL REVENUES					
Free Breakfast Reimbursement	3,962	31,695	(7,924)		Monthly with 2 month processing lag
Reduced Breakfast Reimbursement	494	3,950	(988)		Monthly with 2 month processing lag
Paid Breakfast Reimbursement	270	2,160	(540)		Monthly with 2 month processing lag
Free Lunch Reimbursement	7,347	58,777	(14,694)		Monthly with 2 month processing lag
Reduced Lunch Reimbursement	976	7,808	(1,952)		Monthly with 2 month processing lag
Paid Lunch Reimbursement	270	2,160	(540)		Monthly with 2 month processing lag
Snack Reimbursement	3,086	24,690	(6,172)		Monthly with 2 month processing lag
Title I	-	30,375	(30,375)		Plan Approval
Title II	-	3,726	(3,726)		Plan Approval
Title III	-	3,694	(3,694)		Plan Approval
DEA Funding	5,900	37,856	(6,391)		counts to be generated
CSP	-	-	-		
Custom Federal Funding #1	-	-	-		
Custom Federal Funding #2	-	-	-		
Custom Federal Funding #3	-	-	-		
TOTAL FEDERAL REVENUES	\$22,305	\$206,892	(76,996)		
LOCAL & OTHER REVENUES					
Contributions and Donations	-	-	-		
Fundraising (Rev.)	-	200,000	-		Start up funding
Erate Reimbursement	-	-	-		
Earnings on Investments	-	-	-		
Interest Income	-	-	-		
Food Service (Income from meals)	3,472	34,720	-		12 months
Text Book	-	-	-		
Local Levy Funding - Highline	-	264,032	-		Historical levy schedule
Custom Local & Other Funding #2	-	-	-		
Custom Local & Other Funding #3	-	-	-		
TOTAL LOCAL & OTHER REVENUES	\$3,472	\$498,752	-		
TOTAL REVENUE	\$114,524	\$1,888,940	(372,820)		

L CHARTER PERIOD

SUMMARY	
Total Revenue	114,524
Total Expenses	187,254
Net Income	(72,730)
Cash Flow Adjustments	75,000
Beginning Cash Balance	7,147
Net Income	9,417

CHECK vs. Budget
(Must Be Zero)

	1,888,940
	2,193,709
	(304,769)
	2,498,478
	9,417
	2,203,125

(372,820)
(44,800)
(328,020)

Description of Assumptions

June	TOTAL
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	8,333	100,000	-	12 months
Instructional Management	-	-	-	-
Deans, Directors & Coordinators	13,636	150,000	-	11 months
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	2,500	30,000	-	12 months
Other - Administrative	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$24,470	\$280,000	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	42,745	470,200	-	11 months
Teachers - SPED	8,182	90,000	-	11 months
Substitute Teachers	-	-	-	11 months
Teaching Assistants	-	-	-	-
Specialty Teachers	-	-	-	-
Aides	-	-	-	-
Therapists & Counselors	-	-	-	-
Other - Instructional	1,818	20,000	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$52,745	\$580,200	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other - Non-Instructional	5,582	61,400	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$5,582	\$61,400	-	-

TOTAL PERSONNEL EXPENSES

\$82,797 \$921,600

PAYROLL TAXES AND BENEFITS

Social Security	5,133	57,139	-	Based on payroll
Medicare	1,201	13,363	-	Based on payroll
State Unemployment	828	9,216	-	Based on payroll
Worker's Compensation Insurance	1,321	15,852	-	12 month payment
Custom Other Tax #1	-	-	-	-
Custom Other Tax #2	-	-	-	-
Health Insurance	7,987	95,846	-	12 month payment
Dental Insurance	-	-	-	-
Vision Insurance	-	-	-	-
Life Insurance	-	-	-	-
Retirement Contribution	8,603	95,754	-	Based on payroll
Custom Fringe #1	-	-	-	-
Custom Fringe #2	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$25,073	\$287,171	-	-

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$107,870 \$1,208,771

CONTRACTED SERVICES

Accounting / Audit	-	-	(12,500)	Expense accrued year 1, paid in year 2
Legal	417	5,000	-	12 Month
Management Company Fee	-	-	-	-
Nurse Services	450	5,400	-	12 Month
Food Service / School Lunch	23,147	208,319	(23,147)	Paid Over ten months with one month lag
Payroll Services	208	2,500	-	12 Month
Special Ed Services	2,057	20,574	-	10 Month
Titlement Services (i.e. Title I)	-	-	-	-
Back Office Services	5,250	63,000	-	12 Month
Curriculum Writing and Alignment	-	-	-	-
Technology Set Up and Service	-	2,500	-	All in August
TOTAL CONTRACTED SERVICES	\$31,529	\$307,293	(35,647)	

L CHARTER PERIOD

SUMMARY		CHECK vs. Budget (Must Be Zero)		
Total Revenue	114,524	1,888,940	(372,820)	Description of Assumptions
Total Expenses	187,254	2,193,709	(44,800)	
Net Income	(72,730)	(304,769)	(328,020)	
Cash Flow Adjustments	75,000	2,498,478		
Beginning Cash Balance	7,147	9,417		
Net Income	9,417	2,203,125		
	June	TOTAL		
SCHOOL OPERATIONS				
Board Expenses	-	-	-	
Classroom / Teaching Supplies & Materials	982	10,800	-	12 Month
Special Ed Supplies & Materials	249	2,743	-	12 Month
Textbooks / Workbooks	480	21,600	-	Front Loaded - 80% Aug/Sep
Supplies & Materials other	-	-	-	
Equipment / Furniture	240	10,800	-	Front Loaded - 80% Aug/Sep
Telephone	150	1,800	-	12 Month\
Technology	-	70,650	-	All in July
Student Testing & Assessment	1,080	11,880	-	11 Months
Field Trips	1,964	21,600	-	11 Months
Transportation (student)	14,747	162,219	-	11 Months
Student Services - other	-	-	-	
Office Expense	1,583	19,000	-	12 Month
Staff Development	667	8,000	-	12 Month
Staff Recruitment	167	2,000	-	12 Month
Student Recruitment / Marketing	417	2,500	-	Last six months to prep for following year
School Meals / Lunch	-	-	-	
Travel (Staff)	-	3,000	-	August Trip
Fundraising	-	-	-	
Student Information System	833	10,000	-	12 Month
Oversight Fees	2,746	36,613	(9,153)	Follows revenue schedule
Cost of Capital	1,591	35,000	-	
TOTAL SCHOOL OPERATIONS	\$27,896	\$430,205	(9,153)	
FACILITY OPERATION & MAINTENANCE				
Insurance	1,530	18,360	-	12 Month
Janitorial Services	1,500	18,000	-	12 Month
Building and Land Rent / Lease	14,040	168,480	-	12 Month
Repairs & Maintenance	208	2,500	-	12 Month
Equipment / Furniture	240	10,800	-	Should be no expense here, model error.
Security Services	282	3,380	-	12 Month
Utilities	2,160	25,920	-	12 Month
Custom Facilities Operations #1	-	-	-	
Custom Facilities Operations #2	-	-	-	
Custom Facilities Operations #3	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$19,960	\$247,440		
RESERVES / CONTINGENCY				
	-	-	-	
TOTAL EXPENSES	\$187,254	\$2,193,709	(44,800)	
NET OPERATING INCOME (before Depreciation)	\$(72,730)	\$(304,769)	(328,020)	
DEPRECIATION & AMORTIZATION	-	-	-	
NET OPERATING INCOME (including Depreciation)	\$(72,730)	\$(304,769)	(328,020)	

Attachment 24

Budget Narrative

The following budget narrative provides a description of the first five years of the school's submitted budget as well as a cash flow projection covering the six months of the startup period and the first operational year. Sections have been organized around the various enrollment and student assumptions, an overview of revenue and expense assumptions, cash flow, and finally, contingency plans.

In the absence of an evolved charter sector, the application budget represents a well-informed estimate on many of the budget details. The details in the budget are subject to change as the school's plans evolve. Rainer Prep is committed to being financially sustainable and successful and decisions will be made with this in mind. Additional details can be found in the sections covering revenue and cash flow contingencies.

Apart from the submitted budget, if the school is approved for opening, it will submit its budget in the required state format to the Washington State Charter School Commission prior to commencement of the fiscal year.

Enrollment Assumptions

The school has built out a five year financial outlook based on the following enrollment plan:

	Year 1	Year 2	Year 3	Year 4	Year 5
5 th	108	100	100	100	100
6 th	108	108	100	100	100
7 th	0	108	108	100	100
8 th	0	0	108	108	100
Total	216	316	416	408	400

Other Demographic Factors

The school anticipates the demographics of the charter school will be similar to that of the district. As such, it has assumed:

- 75% of students will qualify for free or reduced lunch
- 20% of the students will be considered English Language Learners
- 12.7% of students will be special education students

Revenue Assumptions

Rainier Prep is assuming startup funding of \$500,000 prior to opening and an additional \$300,000 in year one. Rainier Prep will spend the next 18 months actively fundraising to cover start-up costs and is deeply engaged with the Washington State Charter Schools Association (WA Charters), a statewide charter support organization. WA Charters is currently working toward the creation of a charter school start-up fund for newly awarded charters. Various potential partners for the fund include the U.S. Department of Education Charter Schools Program (CSP) grant fund as well as local and national funders, including the 1240 supporters who together gave over 12 million dollars to the campaign for public charter schools in Washington. If chartered, Rainier Prep will seek funds from this pool and directly from funders as needed, which would provide substantial support for the first two years of operation for the school. The range of start-up funds from CSP and local and national funders is expected to be \$250K - \$1M. The founding board and school partners have a strong background in fundraising and anticipate raising approximately 1.2 million dollars for the startup funds. Rainier Prep has budgeted conservatively by building the budget on less than half that estimate in the event that the school is not able to raise the full amount. Although the school will continue to aggressively pursue grants and fundraising opportunities, no fundraising has been included in years 3 – 5, because we want to show that we can be sustainable on the public dollar.

Rainier Prep projects that it will receive local levy funding from Highline Public Schools starting in year one. The per student amount is projected at \$2,444.74, which is based on a per-pupil average of the total approved levy funding from the most recent Maintenance and Operations levy (\$49,000,000) divided by the total district enrollment of 20,320. Highline's next Maintenance and Operations levy will be part of a local election in February 2015. Washington state law (RCW.28A.710.220(8)) states that "For levies submitted to voters after the start-up date of a charter school authorized under this chapter, the charter school must be included in levy planning, budgets, and funding distribution in the same manner as other public schools in the district." If authorized, Rainier Prep will have been in existence and in start-up as an approved school option for a year prior to the February 2015 vote, and children will have begun the enrollment process for an August 2015 opening. Assuming the levy passes, Rainier Prep thus operates under the assumption that it will be eligible for levy funds with the first disbursement coming in May of 2016. We are aware that levy funding may not be available to us, and we have created a contingency plan in the event that happens. Please see the Contingency Planning- Revenues section below for more detail.

All revenues are assumed to grow at 2% per year, except for the local levy funding, which is projected to remain flat.

Rainer Prep anticipates the following state sources of public funding:

Revenue	Rate	Driver	Source of Rate Assumption
Basic Education	\$5,297	Enrollment	WSCSC
Special Education	\$5,048	# of SPED Student (capped at 12.7%)	WSCSC
Learning Assistance	\$466	# of LAP Students	WSCSC
Transitional Bilingual	\$891	# of English Language Learners	WSCSC
Highly Capable	\$9	# of Highly Capable Students	WSCSC
Student Transportation	\$381.08	Enrollment	WSCSC

Rainer Prep anticipates the following federal sources of revenue:

Revenue	Rate	Driver	Source of Rate Assumption
Title I	\$375	# FRL Students	Highline #
Title II	\$46	# FRL Students	Highline #
Title III	\$171	# of English Language Learners	Highline #
IDEA Part B	\$1,613	# of SPED Students	Highline #

Federal Meal Reimbursement Rates:

Reimbursement Rates	Free Meals	Reduced Price Meals	Paid Meals
Breakfast	\$1.58	\$1.28	\$0.28
Lunch	\$2.93	\$2.53	\$0.28
Snack	\$0.80	\$0.40	\$0.07

In addition to the federal meal reimbursement, the school will also collect revenues from students that don't qualify for free or reduced price meals. The assumption is that the school will collect from 15% of students, which conservatively allows for a 10% loss on meal service when combined with the 75% of students that qualify for free or reduced lunch.

Expense Assumptions

Startup Expenses

Startup staffing expenses include salaries for the school leader (\$100,000) and an office manager/outreach and student recruitment position (\$40,000) for the full year prior to opening. There is also five months budgeted for the Director of Operations (\$25,000) and two months pay for a Director of Academics (\$10,000). Health benefits, Social Security, Medicare and state unemployment have been included for all employees for the period they will be working.

Rainer Prep is budgeting \$1,000 per month from January through April to pay for office space and \$14,300 per month in May and June when the school would plan to move into the full school space. There is \$150,000 budgeted for improvements to the facility as well as \$4,000 for any necessary permits that will need to be obtained. Curriculum consultants have also been included in the startup for \$40,000, as well as expenses for technology, recruiting and staff development.

Staffing

Please see the staffing matrix provided in the budget template for salaries and staffing allocation.

Compensation

Salaries have been indexed against existing compensation information available on the Highline School District. Rainer Prep is expecting a mix of experience levels with an average of approximately six years for regular teachers and 11 years for lead teachers.

A 2% year-over-year increase has been applied to future year salaries. The inclusion of the 2% of the year-over-year increase is not meant to imply a culture of guaranteed compensation increases regardless of performance, but rather to ensure that the school has adequately planned for possible increases in general. Should revenue increases be less than anticipated, the school would reevaluate the increases in salaries.

Employer Benefits and Liabilities

The school has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions. State unemployment has been budgeted at 1% per staff member based on available data on Washington employer contributions for unemployment insurance <http://workforcesecurity.doleta.gov/unemploy/docs/aetr-2012est.pdf>. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.72% of total compensation; this will also be adjusted based on how the organization is rated, number of claims, etc. The current estimate is based on the average worker's compensation percentage for charter schools in California.

For the purposes of estimating employer retirement contributions Rainer Prep is assuming participation in the state retirement system, which has an employer contribution of 10.39%. If the WA plan is unavailable to charter schools, Rainier Prep will provide an alternative option(s).

Health, dental, vision, and life insurance employer contributions have been approximated at 10.4% of salary, which is currently the average rate that school districts pay in Washington. This ranges from \$5,900 to \$6,400 per enrolled employee per year over the five year budget.

Special Education

Rainer Prep will provide special education services through a mix of staff members and consultants. In year one there will be at least one full time special education teacher, with that number increasing to at least two full time special education teachers by year three.

The school will also use contractors to provide additional services such as psychologist's assessments, speech therapy, occupational therapy, and behavioral services, which has been budgeted at \$750 per special education student.

Facilities Operation and Maintenance

Rainer Prep is making the following assumptions around facilities:

- \$150,000 in necessary facilities renovations in the startup phase.
- Facilities rent or lease expense at \$.65 per square foot per month.
- 100 square feet per enrolled student.
- Utilities costs of \$.10 per square foot.
- \$1,500 per month in year one for janitorial services, this will be performed by in house staff starting in year two with the addition of a full time custodian.
- \$2,500 per year for minor repairs and maintenance
- Security services with an annual fee of \$690 and a set up fee of \$2,690.
- Insurance costs of \$85 per student to provide general liability and directors and officers coverage.

Technology

- One Chromebook for every two students at \$300 per Chromebook.
- One computer for each staff member at \$750 per computer.
- A projector and a document camera for each classroom for \$650.
- Educational software totaling \$22,000 in year one

The school will begin replacing computers and other technology beginning in year four.

Food Service

Rainier Prep is planning to contract with a food service provider to serve breakfast, lunch and snack to all students. The cost for providing meals is projected at \$3.00 per lunch, \$1.90 per breakfast and \$.80 per snack. Meals will be provided for all 188 days of school.

Transportation

Transportation services will be contracted to provide bussing to students that need it. In year one there will be two bus routes and the estimate, provided by Harlow Trailways, is that each route will take a total of six hours per day at a cost of \$69 per hour, per route. Bussing will also be provided for 18 days of summer school, with just one bus route provided. Transportation costs will grow proportionately with student growth in years two and three.

Other Expenses

Rainier Prep will contract with a back office provider to assist the school with financial management, accounting, payroll and compliance support until such a time as Rainier Prep has the capacity to bring this in house. The estimate in the budget is provided by EdTec, a company that specializes in providing back office services to charter schools in several states.

Rainier Prep is budgeting \$12,500 for an annual audit and any necessary tax filings to be performed by an independent auditor. Projections are based on estimates provided by auditors with non-profit experience in Washington. Additionally, the school is budgeting \$5,000 per year in legal fees for outside legal counsel and \$2,500 to contract for technology set up and services.

Rainier Prep has budgeted financing expenses if the school needs to fund any lag in anticipated fundraising or grants and to bridge the gap in state cash flow delays. The assumed cost of capital is 7% of the total fundraising amount. Rainier Prep hopes that this won't be necessary to use funds in this way, but has allocated expenses in case financing is necessary.

Cash Flow

A cash flow has been provided for six months of startup operations as well as the first fiscal year. Revenues have been aligned to historical distribution patterns and expenses have been aligned to typical schedules experienced by schools. Where possible, schedules have been differentiated to reflect the nature of how charter schools receive and spend money based on the time of the year. The amounts in Column AA of the cash flow occur because there are revenues and expenses that are related to the 2015-16 fiscal year, but the cash impact won't

occur until after June of 2016. These accounts receivable and payable are common for charter schools that use accrual based accounting.

The cash flow assumes the major following assumptions:

- The school will start fiscal year 15-16 with \$14,186 in cash, which is the carryover from the startup budget year. (Note: Due to an error in the budget template an adjustment has been made in July 2015 to fix the cash flow. This adjustment can be seen in cell N12.)
- The state revenue will be distributed starting in September of 2015 and will arrive on a monthly basis with the final 20% of funding arriving after the end of the fiscal year.

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
0.0%	0.0%	9.0%	9.0%	5.5%	9.0%	9.0%	9.0%	9.0%	9.0%	5.5%	6.0%	10.0%	10.0%

- Other sources like Title funding has been projected conservatively at a quarterly interval, but not starting until January to account for the processing of funding requests, compliance documents, FRL counts, etc.
- Staffing and benefit expenses are projected over 12 months, with the exception of select staff whose schedules will align more with the instructional calendar and less the fiscal year.
- Most other expense categories are aligned to a 10, 11 or 12 month schedule with some targeted spending to occur in July. August and September to align with expenses incurred when the school is opening up, particularly in the curriculum, technology and equipment areas.

Given the lack of state funding during this period combined with a slightly higher than average level of spending necessary in the first couple of months of operation, the school would potentially need financing if fundraising money does not arrive in July. Should that be the case, Rainier Prep has assumed a 7% cost of capital for financing the \$300,000 that is assumed in year 1. Additionally, the same assumption has been made about the \$500,000 of fundraising and grants that is included in the startup budget and \$100,000 in year two.

Rainier Prep will also need \$300,000 to fund the delays in cash flow from the state. Ideally, the school would be able to receive a line of credit in that amount, but will also explore other borrowing options. The school is assuming a 7% cost of capital for those funds that will need to be borrowed. At the end of this document, you will note a letter from Charter School Capital which shows that we have qualified for up to 500,000 dollar loan to cover cash flow challenges.

It's important to note that any startup charter school in Washington, given the state schedule, will always run into this cash issue unless they have 1) a significant carryover of startup funding,

2) an in-kind resource like a charter management organization or affiliated school to temporarily borrow from.

Contingency Planning - Revenues

If there are revenue sources that do not materialize or if revenues are less than projected, Rainer Prep will make necessary reductions to ensure that the school is financially sustainable, while still providing necessary services to students. The school's current projected operating income, which improves from \$116K in year one to \$432K by year 3, gives Rainer Prep a cushion in the event that revenues are less than currently projected. In addition, although the school is not budgeting any fundraising after year two, school management, board members and community partners will continue to pursue additional fundraising opportunities, especially if they are necessary to provide a balanced budget and an outstanding program for the scholars.

The budget developed is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to evolve and change over the next year. If there was material revision on the revenue or expense side, the budget would have to be reevaluated and redeveloped. The startup budget might have to be modified to fit available startup resources or to generate a sufficient startup year carryover into Year 1. Given its share of the budget, the staffing plan would have to be reevaluated given the reduced resources; positions would have to be reduced to part-time or delayed to a later year. Certain equipment and furniture purchases might have to be delayed. Service contracts might have to be renegotiated for a reduced scope. Additionally, Rainier Prep would work closely with the Highline School District for any possible reduction in lease, maintenance, and utilities for the building during that time period. The school is committed to maintaining a positive fund balance in all years and that commitment is what will drive a lot of the budget decisions and budget revisions in order to address any potential shortfalls.

Should the Highline public levy not pass or these funds not become available, Rainier Prep is committed to making cuts to non-essential components of its program and fundraising to cover the difference. The Board has a demonstrated history of raising significant funds (see Financial Capacity) and would likely add member(s) with a strong fundraising track record to help in this effort.

Contingency Planning – Cash Flow

Rainer Prep is evaluating all financing options available. The school will be pursuing lines of credit with local banks and individual donors as a way to have available cash if there are delays in revenue or unexpected expenses. In addition, Rainer Prep has been talking to community development financing institutions that are interested in supporting charter schools in

Washington, similarly to how they have in California and other states, by providing loans to bridge gaps in the state cash flow, investing in growth and facilities lending.

Rainer Prep will seek to establish strong credit relationships with vendors to arrange favorable payment terms on purchases in order to match the timing of payments to the timing of state revenues. If funds are not available and payment terms can't be worked out with vendors, the school will delay purchases until funds are received.

See next page for letter from Charter School Capital regarding loan qualification.



November 5, 2013

VIA EMAIL AND U.S.MAIL

Maggie O'Sullivan, Founding Director
mosullivan@rainierprep.org
Rainier Prep, Inc
210 S. Hudson St.
Seattle, WA 98134

Re: Qualification for Funding - Rainier Prep, Inc

Dear Maggie:

You have advised us that Rainier Prep, Inc, a to-be-formed Washington nonprofit corporation, will be applying for authorization to establish a charter school in SeaTac, Washington (hereinafter, the "School").

Please be advised that based on the information submitted to Charter School Capital, Inc. (CSC), the School will qualify for funding in the amount of \$500,000. The facility will be for the term of the charter, including any renewal or extension periods thereof. The actual amount funded will be determined by actual enrollment and average daily membership weighted. Funding for the School is generally contingent upon satisfaction of CSC's underwriting requirements, including but not limited to the following requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
 2. Having a nonprofit corporation in good standing with the Washington Secretary of State;
 3. Having applied for federal tax-exempt status;
 4. A Compliance Verification Form being executed by the School's authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
 5. Being in compliance with its charter and state and federal laws governing charter schools.
- Please feel free to call if any other information is needed.

Sincerely,

Brian Rose
Charter School Capital, Inc.

Direct: Ph: 971-634-1884
brose@charterschoolcapital.org

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Introduction

The Washington State Charter School Commission (the Commission) was created in 2013, after the approval of Initiative 1240, to serve as a statewide charter school authorizer. The nine-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 Schools 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, and responsiveness to all students and their families, and effective, engaged governance boards.

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

Eligibility

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

Administrative Requirements

Reservation of Rights

The Commission reserves the right to reject any and all Responses bids for any reason, reissue the solicitation, or cancel the solicitation, as deemed appropriate by the Commission.

RFP Coordinator (Proper Communication)

Upon release of this RFP, all Applicant communications concerning this solicitation must be directed to the RFP Coordinator listed below. Unauthorized contact regarding this solicitation with other state employees or representatives involved with the solicitation may result in disqualification. All oral communications will be considered unofficial and non-binding on the State. Applicants should rely only on written statements issued by the RFP Coordinator.

RaShelle Davis, RFP Coordinator
Washington Charter School Commission
Governor’s Policy Office
PO Box 43113
Olympia, WA 98504-3113

Telephone: 360.902.0551
E-mail: RaShelle.Davis@gov.wa.gov

Applicant Questions

Applicant questions regarding this RFP will be allowed consistent with the respective dates and times specified in the *Timeline*. All Applicant questions must be submitted in writing (e-mail acceptable) to the RFP Coordinator. Official written Commission responses will be provided for Applicant questions received by the respective deadlines. Written responses to Applicant questions will be posted on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

Key Contacts	
For questions regarding the Commission, its policies and authorizing practices, Washington State Charter Law and other local concerns:	Rashelle Davis, rashelle.davis@gov.wa.gov
For questions regarding application submission (including the online portal, template documents, etc.):	Kristen Vandawalker, kristenv@qualitycharters.org (copy Carly Bolger, carlyb@qualitycharters.org)
For questions regarding the application process, timeline, and RFP content:	Carly Bolger, carlyb@qualitycharters.org

The Applicant that submitted the questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission web site listed above will be considered official and binding.

Applicant Comments Invited

Applicants are encouraged to review the requirements of this RFP carefully, and submit any comments and recommendations to the RFP Coordinator. Where requirements appear to prohibit or restrict your firm's participation, an explanation of the issue with suggested alternative language should be submitted in writing to the RFP Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

Applicant Questions or Complaints Regarding Requirements and Specifications

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the RFP requirements early in the RFP process. Applicants may submit specific complaints to the RFP Coordinator if the Applicant believes the RFP contains inadequate or improper criteria or that the solicitation evaluation process unnecessarily restricts competition is flawed or unfair.

The complaint must be made in writing to the RFP Coordinator before the Applicant Complaints 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 period.

The solicitation process will continue while complaints are being reviewed and responses are occurring.

Should an Applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this RFP accordingly. The modification to the RFP will be in writing and made in the form of an amendment to the RFP.

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

Delivery of Responses

The Response, in its entirety, must be received by Commission no later than the time indicated in the *Timeline*. All Responses must be submitted using the Review Room platform, with hard copies mailed to the RFP Coordinator. Submissions and time stamped when the submissions are uploaded to Review Room. No submissions will be accepted after the deadline.

Applicants should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late Responses will not be accepted and will be automatically disqualified from further consideration.

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

All proposals and any accompanying documentation become the property of Commission and will not be returned.

Responses may not be transmitted using facsimile transmission.

Response Contents

The Response must contain information responding to all requirements in the RFP. Applicant Certification and Assurances with Applicant's exceptions and/or proposed revisions to the Proposed Master Contract must be attached, if applicable, and must include the signature (or electronic verification) of an authorized Applicant representative on all required documents.

Failure to provide any requested information may result in disqualification of the Applicant.

Proposal Format and Organization

Proposals must be written in English and submitted using the Review Room platform.

Signatures – Documents requiring signatures must be signed by a representative authorized to bind the Applicant to their proposal. After documents that require signatures are completed and signed the document should be scanned into a separate file, in *.bmp*, *.jpg*, *.tiff*, or PDF format.

Response/answers should be clearly linked to the RFP sections to which they pertain. Applicants should follow the numbering scheme used in the RFP.

Cost of Response Preparation

Commission will not reimburse Applicants for any costs associated with preparing or presenting a Response to this RFP.

Response Property of Commission

All materials submitted in response to this solicitation become the property of Commission. Commission has the right to use any of the ideas presented in any material offered. Selection or rejection of a Response does not affect this right.

Proprietary or Confidential Information

Any information in the proposal that the Applicant desires to claim as proprietary and exempt from disclosure under the provisions of Chapter 42.56 RCW, or other state or federal law that provides for the nondisclosure of your document, must be clearly designated. Each page containing the information claimed to be exempt from disclosure must be identified by the words "Proprietary Information" printed on the lower right hand corner of the page. **Marking the entire Response as proprietary, confidential, or exempt from disclosure will not be honored.** Applicants must state clearly in their response whether their Response contains any proprietary or confidential information.

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

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

Waiver of Minor Administrative Irregularities

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

Errors in Response

Applicants are liable for all errors or omissions contained in their Responses. Applicants will not be allowed to alter Response documents after the deadline for Response submission. Commission is not liable for any errors in Responses. Commission reserves the right to contact Applicant for clarification of Response contents; this may occur through the interview process. Information provided during the interview process will be considered in conjunction with the written Response to evaluate the Applicant's proposal.

Amendments and Revisions

Commission reserves the right to revise the Schedule or other portions of this RFP at any time. Commission may correct errors in the solicitation document identified by Commission or an Applicant. Any changes or corrections will be by one or more written amendment(s), dated, and posted with this solicitation document on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

Applicants are responsible for checking this site for changes and should do so frequently. 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 RFP Coordinator. If there is any conflict between amendments, or between an amendment and the RFP, whichever document was issued last in time shall be controlling.

Incorporation of Documents into Contract

This solicitation document, including any amendments or revisions, and the Response will be incorporated into any resulting Contract, unless otherwise indicated in the contract.

No Obligation to Contract

Commission reserves the right to refrain from selecting or contracting with any and all Applicants.

Withdrawal of Response

Applicants may withdraw a Response that has been submitted at any time up to the Response due date and time (identified on the *Timeline*). To accomplish Response withdrawal, a written request signed by an authorized representative of Applicant must be submitted to the RFP Coordinator. After withdrawing a previously submitted Response, Applicant may submit another Response at any time up to the Response submission deadline.

Optional Applicant Debriefing

Only Applicants who submit a Response may request an optional debriefing conference to discuss the evaluation of their Response. The requested debriefing conference must occur within the date range specified in the *Timeline*. The request must be in writing (e-mail acceptable) and addressed to the RFP Coordinator.

The optional debriefing will not include any comparison between the Response and any other Responses submitted. However, Commission, or its representative, will discuss the factors considered in the evaluation of the requesting the Response and address questions and concerns about Applicant's performance with regard to the solicitation requirements.

Protest Procedures

Only Applicants who have submitted a Response to this solicitation and have had a debriefing conference may make protests. Upon completion of the debriefing conference, a Applicant is allowed five (5) Business Days to file a formal protest of the solicitation with the RFP Coordinator.

Protests must be received by the RFP Coordinator no later than 4:30 PM, local time, in Olympia, Washington on the fifth business day following the debriefing. Protests may be submitted by e-mail but must be followed by the document with an original signature.

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures shall not be considered. This protest procedure constitutes the sole administrative remedy available to Applicants under this procurement.

All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested. A description of the relief or corrective action being requested should also be included.

Only protests stipulating an issue of fact concerning the following subjects shall be considered:

- **A matter of bias, discrimination or conflict of interest on the part of an evaluator;**
- **Errors in computing the score;**
- **Non-compliance with procedures described in the procurement document or Commission policy.**

Protests not based on procedural matters will not be considered. Protests must clearly articulate the basis for the complaint and should include a proposed remedy.

Protests will be rejected as without merit if they address issues such as: 1) an evaluator's professional judgment on the quality of a proposal, or 2) Commission's assessment of its own and/or other agencies or communities' needs or requirements.

Upon receipt of a protest, a protest review will be held by the Commission. A person who was not involved in the procurement will consider the record and all available facts and issue a decision within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

In the event a protest may affect the interest of another Applicant that also submitted a proposal, such Applicant will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

The final determination of the protest shall:

- **Find the protest lacking in merit and uphold the Commission’s action; or**
- **Find only technical or harmless errors in the Commission’s acquisition process and determine the Commission to be in substantial compliance and reject the protest; or**
- **Find merit in the protest and provide the Commission options which may include:**
 - **Correct the errors and re-evaluate all proposals, and/or**
 - Reissue the solicitation document and begin a new process, or**
 - Make other findings and determine other courses of action as appropriate.**

If the Commission determines that the protest is without merit, the Commission will enter into a contract with the apparently successful contractor. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken.

Notification of Approval of Application

All Applicants responding to this solicitation will be notified by e-mail after a decision has been made to approve and Application. The date of notification will be the date the e-mail is sent.

Electronic Availability

The contents of this RFP and any amendments or revisions and written answers to questions will be available at <http://www.governor.wa.gov/issues/education/commission/>. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

Revisions to the RFP

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via e-mail to all individuals, who have made the RFP Coordinator aware of their interest. Addenda will also be published on <http://www.governor.wa.gov/issues/education/commission/>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

If you downloaded this RFP from the Agency website located at:

<http://www.governor.wa.gov/issues/education/commission/> you are responsible for sending your name, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP addenda.

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

Minority & Women-Owned Business Participation

In accordance with chapter 39.19 RCW, the state of Washington encourages participation in all of its contracts by organizations certified by the Office of Minority and Women’s Business Enterprises

(OMWBE). Participation may be either on a direct basis in response to this solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award, and proposals will not be rejected or considered non-responsive on that basis.

Terms and Provision of the Sample Contract

Submission of an Application constitutes acceptance of the solicitation contents and the attached 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 and on the Review Room portal.

Guidelines for Submission

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 Request for Proposals (RFP) requires information that will allow the Commission to consider and determine if the proposal presents a school that is sufficiently well planned and researched – and that it not only has a compelling and rigorous academic model but that it is fiscally and operationally sound, as well. The RFP 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 RFP. Failure to address all questions may result in the application being deemed incomplete and ineligible for review. Additionally, applicants are encouraged to reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission’s performance framework (Chapter 108-30 WAC) which is available on the website, and incorporated by reference. All applicants must submit a letter of intent, using the template provided in Fluid Review, no later than 5:00PM PST on October 22, 2013. All application materials must be submitted no later than **5:00pm PST on November 22, 2013**. Commission rules governing the RFP application and approval process (Chapters 108-10 and 108-20 WAC) are incorporated by reference and available on the Commission’s website. All applicants must initially submit their proposals electronically. For the 2013 RFP all electronic submission must be uploaded to the online application portal, hosted by Fluid Review at <http://wscsc-charterapp.fluidreview.com>, by the deadline. Orientation sessions covering the application process and online submission process will be conducted via webinar on September 30 and October 7, 2013. It is *strongly* encouraged that all prospective applicants attend one of these sessions to ensure that all submissions are made correctly, completely, and on time.

Online Submission Instructions

1. **Develop your application materials using the Fluid Review templates. The online application portal, with template documents and instructions, will be available no later than September 30, 2013.** In the interim, you may begin developing application content in standard MS Word format. Any such content can subsequently be pasted into the template documents and uploaded via the standard process. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.
2. Upload each of your documents to the online application system at <http://wscsc-charterapp.fluidreview.com>. **Be sure to upload the documents in the file format specified.** An overview of how to use Fluid Review will be included in the orientation sessions for applicants.
3. You may SUBMIT your application after you have uploaded all required documents. Fluid Review will not allow you to SUBMIT your application until you have met these requirements.
4. Once the system has accepted your SUBMIT command, your application will be both submitted and locked. You will not be able to make additional revisions.

5. **Fluid Review will automatically shut down access to all applications at 5:00PM PST on November 22, 2013.** Applications not SUBMITTED, including applications that are partially uploaded, will not be accepted.

Once the electronic submission is received and a completeness determination has been issued, all eligible applicants must submit **10 complete hard copies, prepared following the guidance provided by the Commission, to:**

Rashelle Davis
Governor's Policy Office
PO Box 43113
Olympia, WA 98504-3113

Specifications

- Applicants **MUST** submit applications electronically through the Fluid Review platform and must use the following templates:
 - Proposal Coversheet and Enrollment Projection Template-ALL APPLICANTS (MS Word Document)
 - Proposal Narrative Template-ALL APPLICANTS (MS Word Document)
 - Staffing Chart Template-ALL APPLICANTS (MS Word Document)
 - Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word Document)
 - Financial Plan Workbook-ALL APPLICANTS (MS Excel Document)
 - Portfolio Summary Template-EXISTING OPERATORS ONLY (MS Excel Document)
- Observe all page limits. Although page limits are not mandatory, they should be adhered to as closely as possible. Page limits do **NOT** include attachments.
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in the designated spaces in the templates.
- Each major section of the proposal (Executive Summary, Education Program, etc.) must begin on a separate page, as indicated in the template document.
- If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
- All required attachments should be uploaded in the file format specified.
- The following is a list of attachments to accompany the application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure they submit all relevant attachments:
 1. Background check authorization
 2. Course scope and sequence
 3. Curriculum development plan
 4. Exit standards for graduation
 5. School calendar & schedule
 6. Enrollment policy
 7. Discipline policy
 8. Conversion support petitions
 9. Evidence of community support
 10. School leader resume and/or job description

11. Leadership team job descriptions and/or resumes
12. Governance documents
13. Organizational charts
14. Board member documents
15. Code of ethics and conflict of interest policy
16. ESP contract term sheet
17. Staffing chart
18. Leadership evaluation tools
19. Teacher evaluation tools
20. Facility documents
21. Start-up plan
22. Insurance coverage
23. Financial plan workbook
24. Budget narrative
25. Portfolio Summary Template

- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Review all elements of your application for completeness before submitting.
- Late or incorrectly formatted submissions will not be accepted.
- All applications will be reviewed for completeness before they are accepted and distributed to evaluation teams. If an application is found to be incomplete or incorrectly formatted, the applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their application. Applicants failing to rectify the issue within the allotted time will not continue in the 2013 application process; all applicants are welcome to reapply in future years.

Timeline

Below represents the timeline for the 2013 RFP process. The deadlines and due dates are mandatory and non negotiable. *Failure to meet the RFP submission deadline will result in disqualification from participation.* All times are Pacific Standard Time. The Commission reserves the right to revise the schedule; in the event of a change, it will be posted on the Commission’s website and all applicants will receive email notification.

Date	Activity
September 22, 2013	RFP Released
September 30, 2013	Online application portal launch. Applications will only be accepted via upload to the Fluid Review online application submission platform: http://wscsc-charterapp.fluidreview.com/
September 30 and October 7, 2013	Webinar orientation sessions. The sessions will provide information about the RFP content and process, including a demonstration of the online application upload process. Applicants will have the opportunity to ask questions during these orientations.
October 7, 2013	Applicant questions and comments due
October 21, 2013	Commission’s written answers to questions issued
October 22, 2013 by 5:00PM PST	Letter of Intent due via Fluid Review. Requirements for the letter of intent can be found on the Commission website.
October 23, 2013	Applicant Complaints due
October 28, 2013	Commission’s written response to Complaints issued
November 22, 2013 5:00 PM PST	Deadline for online application submissions
November 26, 2013	Completeness findings distributed.
November 27, 2013 5:00 PM PST	Deadline for corrections, only accepted via upload to http://wscsc-charterapp.fluidreview.com/ .
December 2, 2013	Final completeness determinations distributed.
December 11, 2013	Deadline for eligible applicants to deliver hard copies of applications
Dates and locations to be determined	Public Forums
Dates and locations to be determined	Capacity Interviews
February 24, 2014/2015	Commission makes final decision to approve or deny new charter schools

February 27, 2014	Applicant request for optional debriefing due
March 3 and 4, 2014	Optional applicant debriefings
Five Business Days after Debriefing	Decision on Complaint
May 24, 2014	Deadline for final contracts to be signed.

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity

Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the district in which the school is located.

Does the school intend to contract or partner with a non-profit education service provider (ESP) or other organization to provide school management services? Yes No

If yes, identify the ESP: _____

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the CMO/Partner: _____

Proposed Principal/Head of School Information:

Provide the following information, if known

Name of proposed principal candidate: _____

Current employment: _____

Phone Number: Day _____ Evening _____

Email: _____

School Enrollment Projections

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

Executive Summary (2 pages)

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

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

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

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Articulate the goals for the school;
- Illustrate what success will look like; and
- Align with the purposes of the Washington charter school law and the Commission’s stated priorities for new schools.

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

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

4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

5. **Leadership and Governance.** List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). A complete application requires the Applicant to submit a signed Certification and Authorization Form for A Criminal History Background Check (Criminal History Authorization Form) for each of the school’s proposed leadership team and governing board. The Criminal History Authorization Form, which is incorporated by reference, is located at the Commission’s website and on the Review Room portal. Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Full Name	Current Job Title and Employer	Position with Proposed School

Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of students must include the minimum and maximum planned enrollment per grade per year.

6.

Grade Level	Number of Students					
	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

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

Section 1. Educational Program Design and Capacity (25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

Curriculum and Instructional Design

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

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school will serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
5. If the curriculum is not already developed, provide, as **Attachment 3**, 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.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with state standards.

1. Describe the student performance standards for the school as a whole.
2. Provide the school's plan for using internal and external assessments to measure and report student progress.

3. If the applicant 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 how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students.
5. Provide, as **Attachment 4** the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet the state graduation standards.

1. Describe how the school will meet these requirements. 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.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 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 5**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you 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. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language learners, 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 your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Supplemental Programming

1. If after-school or summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to 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 Individualized Education Programs or Section 504 plans; English Language learners; 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, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. 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 students.
3. Explain more specifically how you 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 you 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 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 Individualized Education Program (IEP);
 - d. Plans for promoting graduation for students with special education needs (high school only); and
 - e. Plans for qualified staffing adequate 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 progress and success of ELL students, including exiting students from ELL services;
 - d. Means for providing qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2). *"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting 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. Explain 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 progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the plan for outreach to at-risk students.
2. Provide, as **Attachment 6** the school's Enrollment Policy, which should be culturally inclusive and include the following:

- a. Tentative dates for application period; and enrollment deadlines and procedures, including 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;
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- e. Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

Describe in detail the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
4. 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.
5. Discuss how students and parents/guardians will be informed of the school's Discipline Policy.

Conversion Schools

Proposed conversion schools must provide a detailed plan for how they intend to engage the entire school community and any information regarding steps already taken.

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all students who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of students in the school.

3. Provide evidence of the organization’s prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

1. Identify the key members of the school’s leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These 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.

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; and
- d. Family and community engagement.

Describe the group’s ties to and/or knowledge of the target community.

2. 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 role and any resources they have contributed or plan to contribute to the school’s development.

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

5. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.
6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Section 2. Operations Plan and Capacity (25 pages)

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, 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.

Governing Board

1. Explain 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. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
 - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

- b. If the non-profit's current board will govern the charter school, what steps have been 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.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. 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.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Advisory Bodies

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

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

District Partnerships

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

Education Service Providers (ESP) and Other Partnerships

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

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

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Staffing

Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain 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 your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Professional Development

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

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain 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.
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 and how such time will typically be used.

Performance Management

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider 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 may propose to supplement the Commission's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

3. In addition to all mandatory assessments, identify the primary interim 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 curriculum, performance goals, and state standards.
4. Explain 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. Explain 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.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. 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.

Start-Up and Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (explained in Section 3).
2. Describe the transportation 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. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Provide the school plan for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability, property, indemnity, directors and officers, automobile, and other.

Operations Capacity

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

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

Section 3. Financial Plan and Capacity (15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.
7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
 - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
 - b. 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. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**.
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.

Section 4. Existing Operators (8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

Updated: May 25, 2016

Attachment 12: Charter Public School Application