

CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF SOAR ACADEMY CHARTER SCHOOL

Washington State Charter School Commission

**2016 CHARTER
SCHOOL CONTRACT**

Issue Date: April 20, 2016

Updated: May 25, 2016

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

SOAR ACADEMIES;

UBI NUMBER: 603-347-597;

EIN NUMBER: 46-4081539

CONTRACT NUMBER: CSC-14-05

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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 SOAR Academies (“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, SOAR Academies non-profit corporation submitted an application to open and operate a charter school referred to as SOAR Academy Charter School; and

WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution #14-12A; 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 SOAR Academies 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 SOAR Academy 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 17, 2015, and will remain in full force and effect through August 17, 2020, 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 Re-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: Charter Public 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 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 provide 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: It is the mission of SOAR Academy to provide students with a rigorous engaged and personalized educational experience; allowing them to become positive contributing members of a diverse, global society, prepared and equipped academically and socially for success in college, career and beyond.

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

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

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

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

Section 4.2 Governance Documents

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

Section 4.3 Non-Profit Status

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

Section 4.4 Organizational Structure and Plan

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

Section 4.5 Composition

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

Section 4.6 Change in Status or Governance Documents

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

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

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

Section 4.7 Affiliation

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

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

Section 4.8 Conflicts of Interest

The Board adopted the Conflicts of Interest Policy attached to this agreement as and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be 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: Charter Public School Application, pages 78-79.

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.

- c.** 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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 members 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 104 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

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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 May 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

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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: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

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

Section 13.2 Insurance Certification

The School shall, by August 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.

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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.

Updated: May 25, 2016

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:

SOAR Academy
Kristina Bellamy-McClain
2136 Martin Luther King Way
Tacoma, WA 98405
(907) 830-3226


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 17, 2016.

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


Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:


Thelma Jackson, President
SOAR Academy Charter School Board

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

Updated: May 25, 2016

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. | 3/15 | 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. | 3/31 | 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. | 5/31 | Previously verified, documents on file with Commission | Yes |
| The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission. | 8/1 | Previously verified, documents on file with Commission | Yes |
| The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission. | 8/1 | Previously verified, documents on file with Commission | Yes |
| School Operations: | | | |
| Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI and approval from OSPI are on file with the Commission. | 2/15 | Previously verified, documents on file with Commission | Yes |
| If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time | 7/15 | | |

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| employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission. | | | |
| 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). | 4/14 | Previously verified, documents on file with Commission | Yes |
| Copy of Employee Handbook and related employee communication which includes at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements. | 6/15 | Previously verified, documents on file with Commission | Yes |
| 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. | 6/30 | Previously verified, documents on file with Commission | Yes |
| 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. | 6/30 | | |
| Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended. | 7/15 | | |
| 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. | 7/1 | Previously verified, documents on file with Commission | Yes |
| The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, | 7/1 | Previously verified, documents on file with | Yes |

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| please visit: https://www.k12.wa.us/safetycenter/Planning/Manual.aspx | | Commission | |
| 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 Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open. | 7/15 | | |
| State assessment schedule is on file with the Commission. | 7/15 | | |
| The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan. | 8/1 | Previously verified, documents on file with Commission | Yes |
| An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission. | 8/1 | | |
| The school has policy and procedures for requesting, maintaining, securing and forwarding student records. | 8/1 | | |
| 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 | | |
| 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 | 8/1 | | |

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| by state and federal law. | | | |
| The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission. | 8/1 | | |
| Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience. | 8/15 | | |
| 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. | 1/1 | | |
| Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service). | 3/31 | | |
| Resume of each board member is on file with the Commission. | 3/31 | | |
| Board Disclosure forms are complete and on file with the Commission. | 3/31 | | |
| For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS). | 3/31 | Previously verified, documents on file with Commission | Yes |
| Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the | 5/31 | | |

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| management team. | | | |
| Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation | 7/1 | | |
| 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 | |
| The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports. | 7/1 | 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

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

SOAR ACADEMIES

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

Date: 11/6/2013

UBI Number: 603-347-597



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

Kim Wyman, Secretary of State

Date Issued: 11/8/2013

**ARTICLES OF INCORPORATION
OF
SOAR ACADEMIES**

The undersigned, acting as an incorporator under the provisions of the Washington Nonprofit Corporation Act, Chapter 24.03 RCW, hereby adopts and executes the following Articles of Incorporation.

**ARTICLE I
NAME**

The name of the Corporation shall be SOAR Academies (hereinafter referred to as the "Corporation").

**ARTICLE II
EFFECTIVE DATE**

The Corporation shall be effective upon filing by the Secretary of State.

**ARTICLE III
DURATION**

The Corporation shall have perpetual existence.

**ARTICLE IV
PURPOSES**

The Corporation is organized exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code (the "Code"), or any corresponding section of any future federal tax code.

The specific purpose of the Corporation is to provide education to students in the state of Washington in any combination of grades ranging from kindergarten through grade twelve.

The corporation is further organized to do any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes.

**ARTICLE V
POWERS**

Subject to such limitations and conditions as may be prescribed by law, or in these Articles of Incorporation or the Corporation's Bylaws, the Corporation shall have all powers which are now or hereafter conferred by law upon a corporation organized for the purposes set forth above, and as are necessary or incidental to the power so conferred and to the accomplishment of its purposes.

ARTICLE VI LIMITATIONS

All references to sections of the Code shall include those sections as they may later be amended, or the corresponding provisions of any subsequently enacted federal tax laws.

(a) The Corporation shall have no capital stock, 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, to the extent allowed by the Code, the Corporation is authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

(b) The Corporation shall not carry on any propaganda, or otherwise attempt to influence legislation, except as permitted for corporations of like status under the Code.

(c) The Corporation shall not publish or distribute any statements or otherwise participate or interfere in any political campaign on behalf of any candidate for public office, except as permitted for corporations of like status under the Code.

(d) If the Corporation becomes a private foundation within the meaning of section 509 of the Code, so long as its private foundation status continues the following provisions shall apply in the management of its affairs:

(1) The Corporation shall distribute its income in a manner as to avoid the tax imposed by Section 4942 of the Code;

(2) The Corporation shall not engage in any act of "self-dealing" (as defined in Section 4941(d) of the Code) which would give rise to any liability for the tax imposed by section 4941(a) of the Code;

(3) The Corporation shall not retain any "excess business holdings" (as defined in Section 4943(c) of the Code) which would give rise to any liability for the tax imposed by section 4943(a) of the Code;

(4) The Corporation shall make investments in a manner as to avoid the tax imposed by Section 4944 of the Code; and

(5) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

(f) Notwithstanding any other provision of these Articles, the Corporation shall not engage in activities not permitted by an organization exempt under Section 501(c)(3) of the Code, or an organization to which contributions are deductible under Section 170(c)(2) of the Code.

**ARTICLE VII
BOARD OF DIRECTORS**

The management of the Corporation will be vested in a Board of not less than three (3) directors. The number, qualifications, terms of office, manner of election, time and place of meeting, and powers and duties of the Directors shall be prescribed in the Bylaws of the Corporation. The authority to make, alter, amend or repeal the Bylaws, as well as the authority to amend the Articles of Incorporation, is vested in the Board of Directors, and may be exercised at any regular or special meeting of the Board.

The names and addresses of the initial Directors who will manage the affairs of the Corporation until their successors are elected and qualified, are as follows:

1. Kristina Bellamy-McClain
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
2. George Meng
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
3. Carmela Dellino
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE VIII
DISTRIBUTION UPON DISSOLUTION**

Upon the winding up and dissolution of the Corporation, the assets remaining after payment of, or provision for, payment of all debts and liabilities of the corporation shall be distributed by the Board of Directors to one or more organizations having similar purposes and qualifying for exemption under section 501(c)(3) of the Code.

**ARTICLE IX
DIRECTOR LIABILITY LIMITATIONS**

A director or officer shall have no liability to the Corporation for monetary damages for conduct as a director or officer, except for acts or omissions that involve intentional misconduct by the director or officer, or a knowing violation of law by the director or officer, or for any transaction from which the director or officer will personally receive a benefit in money, property or services to which the director or officer is not legally entitled. If the Washington Nonprofit Corporation Act is hereafter amended to authorize corporate action further eliminating or limiting the personal liability of director or officers, then the liability of a director or officer shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as

so amended. Any repeal or modification of this Article shall not adversely affect any right or protection of a director or officer of the corporation existing at the time of such repeal or modification for or with respect to an act or omission of such director or officer occurring prior to such repeal or modification.

ARTICLE X INDEMNIFICATION

Section 1. Right to Indemnification.

Each director, officer, employee, or agent of the corporation who is threatened to be made a party to or is otherwise involved (including, without limitation, as a witness) in any actual or threatened action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee, or agent of the Corporation or he or she is or was serving at the request of the Corporation as a director, trustee, officer, employee or agent of another corporation or of a partnership, joint venture, trust or other enterprise, including service with respect to employee benefit plans, whether the basis of such proceeding is alleged action in an official capacity as a director, trustee, officer, employee or agent or in any other capacity while serving as a director, trustee, officer, employee or agent, shall be indemnified and held harmless by the corporation, to the full extent permitted by applicable law as then in effect, against all expense, liability and loss (including attorney's fees, judgments, fines, ERISA excise taxes or penalties and amounts to be paid in settlement) actually and reasonably incurred or suffered by such person in connection therewith, and such indemnification shall continue as to a person who has ceased to be a director, trustee, officer, employee or agent and shall inure to the benefit of his or her heirs, executors and administrators; provided, however, that except as provided in Section 2 of this Article with respect to proceedings seeking solely to enforce rights to indemnification, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the board of directors of the corporation. The right to indemnification conferred in this Section 1 shall be a contract right and shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition; provided, however, that the payment of such expenses in advance of the final disposition of a proceeding shall be made only upon delivery to the Corporation of an undertaking, by or on behalf of such director or officer, to repay all amounts so advanced if it shall ultimately be determined that such director or officer is not entitled to be indemnified under this Section 1 or otherwise.

Section 2. Right of Claimant to Bring Suit.

If a claim for which indemnification is required under Section 1 of this Article is not paid in full by the Corporation within sixty (60) days after a written claim has been received by the Corporation, except in the case of a claim for expenses incurred in defending a proceeding in advance of its final disposition, in which case the applicable period shall be twenty (20) days, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, to the extent successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. The claimant shall be presumed to be entitled to indemnification under this Article upon submission of a written claim (and, in an action brought to enforce a claim for expenses incurred in defending any proceeding in

advance of its final disposition, where the required undertaking has been tendered to the corporation), and thereafter the Corporation shall have the burden of proof to overcome the presumption that the claimant is not so entitled. Neither the failure of the Corporation (including its board of directors or independent legal counsel) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses to the claimant is proper in the circumstances nor an actual determination by the Corporation (including its board of directors or independent legal counsel) that the claimant is not entitled to indemnification or to the reimbursement or advancement of expenses shall be a defense to the action or create a presumption that the claimant is not so entitled.

Section 3. Non-exclusivity of Rights.

The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this Article shall not be exclusive of any other right which any person may have or hereafter acquire under any statute, provision of the Articles of Incorporation, Bylaws, agreement, or vote of disinterested directors or otherwise.

Section 4. Insurance, Contracts and Funding.

The Corporation may maintain insurance to protect itself and any director, trustee, officer, employee or agent of the Corporation or another corporation, partnership, joint venture, trust or other 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 RCW 24.03.043 of the Washington Nonprofit Corporation Act and RCW 23B.08.510 of the Washington Business Corporation Act, or any successor provision(s).

Section 5. Indemnification of Employees and Agents of the Corporation.

The Corporation may, by action of its board of directors from time to time, provide indemnification and pay expenses in advance of the final disposition of a proceeding to employees and agents of the Corporation with the same scope and effect as the provisions of this Article with respect to the indemnification and advancement of expenses of directors and officers of the corporation or pursuant to rights granted pursuant to, or provided by, the Washington Business Corporation Act, as applied to nonprofit corporations, or otherwise.

ARTICLE XI NO MEMBERS

The Corporation shall have no members.

ARTICLE XII BYLAWS

Bylaws of the Corporation may be adopted by the Board of Directors at any regular meeting or any special meeting called for that purposes, so long as they are not inconsistent with the provisions of these Articles. The authority to make, alter, amend or repeal bylaws is

vested in the Board of Directors and may be exercised at any regular or special meeting of the Board of Directors.

**ARTICLE XIII
REGISTERED OFFICE AND AGENT**

The registered office address and name of the registered agent of the Corporation is as follows:

Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE XIV
INCORPORATOR**

The name and address of the incorporator are as follows:

Ashley Raymond
Ashley Raymond, PLLC
651 Strander Blvd., Suite 215
Tukwila, WA 98188

Ashley Raymond, Incorporator
Dated: October 28, 2013

CONSENT TO APPOINTMENT AS REGISTERED AGENT

Washington State Charter Schools Association hereby consents to serve as registered agent in the state of Washington for SOAR Academies, a Washington nonprofit corporation. 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 officers of the Corporation; and to immediately notify the Office of the Secretary of State of my resignation or of any change in the address of the registered office of the corporation for which I am agent.

DATED: October __, 2013

WASHINGTON STATE CHARTER SCHOOLS
ASSOCIATION

By: _____
(Name)

(Position)

BYLAWS OF SOAR ACADEMIES

ARTICLE I CORPORATE OFFICE

The principal office of SOAR Academies (the "Corporation") in the State of Washington shall be located at such place as the Board may from time to time designate (in its sole discretion). The Corporation may have such other offices, either within or without the State of Washington, as the business of the Corporation may require from time to time.

ARTICLE II PURPOSES

The Corporation is organized and shall be operated for the following purposes:

(a) To engage exclusively in charitable and educational purposes within the meaning of Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code, including but not limited to the following areas: providing education to students in any combination of grades ranging from kindergarten through twelve in the State of Washington.

(b) To engage in any and all other lawful purposes that are permitted by the Washington Nonprofit Corporation Act so long as such purposes do not otherwise violate or exceed those purposes permitted by a private foundation under the Internal Revenue Code.

ARTICLE III MEMBERS

The Corporation shall have no members.

ARTICLE IV DIRECTORS

Section 1. General Powers. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of directors of the Corporation shall be not be less than three (3), nor more than fifteen (15). Subject to such limitation, the number of directors shall be fixed by these Bylaws, and may be increased or decreased from time to time by amendment to these Bylaws. No decrease shall have the effect of shortening the term of any incumbent director. In the absence of a bylaw fixing the number of directors, the number shall be the same as that stated in the articles of incorporation.

(a) **Term.** The term of office of each director shall be two (2) years, beginning

upon such director's election. Each director shall hold office for the term for which he or she is elected and until his or her successor has been elected and qualified. No Director shall serve more than three (3) consecutive terms, after which he/she must take a minimum of two years off before being reconsidered for nomination as a Director. Directors need not be residents of the State of Washington. The directors constituting the initial Board of Directors shall be named in the Articles of Incorporation and shall hold office until the first annual election of directors. Thereafter, directors shall be elected at the annual meeting or a special meeting of the Board of Directors. Staggered terms may be set by resolution of the Board.

(b) **Non-Voting Members.** The Board may appoint such *ex officio* and other advisory non-voting members as the Board may authorize from time to time. All such additional advisory members of the Board shall serve in a non-voting capacity.

Section 3. Duties and Powers. The Board of Directors shall have control and management of the business and affairs of the Corporation. The directors shall in all cases act as a Board, regularly convened, and, in the transaction of business, the act of a majority present at a meeting except as otherwise provided by law, these Bylaws or the articles of incorporation shall be the act of the Board, provided a quorum is present. The directors may adopt such rules and regulations for the conduct of their meetings and the management of the Corporation as they may deem proper, not inconsistent with law or these Bylaws.

Section 4. Annual Meeting. The annual meeting of the Board of Directors, for the purpose of electing or appointing directors and officers and for the transaction of any other business which may come before the meeting, shall be held each year at a time and location designated by the Board of Directors.

Section 5. Regular Meetings. The Board of Directors may provide by resolution the time and place, either within or without the State of Washington, for the holding of additional regular meetings without other notice than such resolution.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair at any time. The Chair or Secretary shall, upon a written request of at least one-half (½) the number of directors, call a special meeting to be held not more than seven (7) days after the receipt of such request. The Chair may fix any place, either within or without the State of Washington as a place for holding any special meeting of the Board of Directors.

Section 7. Meetings; Voting by Communications Equipment. Members of the Board of Directors (or others, as applicable) may participate in any by means of a telephone conference, Skype, or similar communications equipment permitting all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 8. Notice. Notice of any special Board meeting shall be given to each Director in writing, by personal communication, or via electronic communication with such Director not less than two days before the meeting. Notices in writing may be delivered or mailed to the Director at his or her address shown on the records of the Corporation. Neither the business to be transacted at, nor the purpose of any special meeting need be specified in the

notice of such meeting. Any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except that 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.

(a) **Electronic Transmission.** Notice in an electronic transmission is effective only with respect to those Directors that have consented, in the form of a record, to receive electronically transmitted notices and designated in such consent the address, location or system to which these notices may be electronically transmitted. A Director who has consented to receipt of electronically transmitted notices may revoke the consent by delivering a revocation to the Corporation in the form of a record. Furthermore, the consent is automatically revoked if the Corporation is unable to electronically transmit two (2) consecutive notices given by the Corporation, and this inability becomes known to the person responsible for giving notice. Notice provided in an electronic transmission is effective when it is electronically transmitted to an address, location or system designated by the recipient for that purpose.

Section 9. Quorum. Unless otherwise provided by bylaw, a majority of the number of directors shall constitute a quorum for the transaction of business at any regular or special meeting. In no event shall a quorum consist of less than one-third of the number of directors. A quorum, once attained at a meeting, shall be deemed to continue until adjournment notwithstanding a voluntary withdrawal of enough directors to leave less than a quorum. The act of the majority of the directors present at a meeting at which a quorum is present, unless otherwise provided by law, these Bylaws or the articles of incorporation, shall be the act of the Board of Directors. If less than a majority of the directors are present at any meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 10. Manifestation of Dissent. A director who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 11. Vacancies. Any vacancy occurring in the Board of Directors or any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. Any directorship to be filled by reason of an increase in the number of directors shall be filled by the Board of Directors for a term of office continuing only until the next annual meeting of directors.

Section 12. Removal of Directors. At a directors' meeting called expressly for that purpose, one or more directors, or the entire Board of Directors, may be removed, with or without cause, by a vote of a majority of the disinterested directors.

Section 13. Resignation. A director may resign at any time by delivering written notice to the Board of Directors, its Chair, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a later effective date.

Section 14. Committees.

(a) **Delegation Generally.** The Board of Directors by resolution adopted by a majority of the Directors in office may designate and appoint a Committee which shall consist of two (2) or more directors and exercise such authority as the Board of Directors may specify in said resolution; provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such Committee or any Director or Officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such Committee. The designation and appointment of any such Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual director of any responsibility imposed upon it or him or her by law.

(b) **Creation of Executive Committee.** The Board of Directors may, in its discretion, create and appoint an Executive Committee to manage the day-to-day affairs of the Corporation. If created, the Executive Committee shall be composed of: (1) the Corporation's officers; and (2) such other additional members (if any) that the Board appoints to the Executive Committee.

(c) **Other Committees.** The Board of Directors may create standing committees, delegate authority, and appoint chairpersons and members of those committees as required by the business of the Corporation. The Executive Committee (if created in accordance with subsection (b) above) also has the authority to create *ad hoc* committees and to appoint members to those committees from time to time as the need arises.

Section 15. Action by Board Without a Meeting; Electronic Voting. Subject to the provisions of the laws of the State of Washington, any action that is required or permitted to be taken at a meeting of the Board of Directors may be taken without such a meeting if approved by either (a) written consent; or (b) electronic voting.

(a) **Written Consent.** Any action required or which may be taken at a meeting of the Board of Directors may be taken without a meeting if the Board members holding at least the minimum number of votes that would be necessary to authorize or take such action at a meeting (at which all Board members entitled to vote on the action were present and voted), approve of the action. Such written consents may be given in two or more counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same document. Any such written consent shall be inserted in the minute book of the Corporation.

(b) **Electronic Voting.** An action may be approved by electronic voting if the Board members holding the minimum number of votes that would be necessary to authorize or take action: (1) have consented to receive electronic notice in accordance with RCW 24.03.080; (2) all such consenting Board members are advised of the issue electronically and given a reasonable opportunity to evaluate the issue and discuss it over e-mail with other Board members; and (3) express their approval of the action in an e-mail address designated by the Board.

ARTICLE V COMPENSATION OF DIRECTORS

Directors shall receive no compensation for their service as Directors. However, by Board resolution, Directors may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VI OFFICERS

Section 1. Officers and Qualifications. The officers of this Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, each of whom shall be elected by the Board of Directors at the time and in the manner prescribed by these Bylaws. Other officers and assistant officers and agents deemed necessary may be elected or appointed by the Board of Directors or chosen in the manner prescribed by these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary. All officers and agents of the Corporation, as between themselves and the Corporation, shall have the authority and perform the duties in the management of the Corporation as provided in these Bylaws, or as determined by the resolution of the Board of Directors not inconsistent with these Bylaws.

(a) **Chair.** The Chair shall exercise the usual executive powers pertaining to the office of the president of the Board of Directors (within the meaning of RCW 24.03.125 *et seq.*). The Chair shall be an ex officio member of all councils and committees of the Corporation, and may delegate any of his or her duties to any other elected officer of the Corporation. The Chair of the Board shall, with advice of counsel, the vice chair, and the President, appoint all committee chairs.

(b) **Vice Chair.** In the absence or disability of the Chair, the Vice Chair shall act as Chair.

(c) **Secretary.** It shall be the duty of the Secretary to keep records of the proceedings of the Board of Directors, and when requested by the Chair to do so, to sign and execute with the Chair all deeds, bonds, contracts, and other obligations or instruments in the name of the Corporation (except to the extent that such authority has been delegated to another individual, such as the President of the Foundation).

(d) **Treasurer.** The Treasurer shall have the care and custody of and be responsible for all funds and investments of the Corporation, and shall keep regular books of account. He or she shall cause to be deposited all funds and other valuable assets in the name of the Corporation in such depositories as may be designated by the Board of Directors. In general, he or she shall perform all of the duties incident to the office of Treasurer.

Section 2. Election and Term. All officers of the Corporation shall be elected annually by the Board of Directors at its regular annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office until his successor has been duly elected and qualified, or until removed as hereinafter provided. As a general matter, an officer may serve in the same office for a maximum of two consecutive one-year terms. The Board may, by resolution and in its sole discretion, however, allow an officer to serve one additional one-year term if the needs of the Corporation will be best served thereby.

Section 3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors (whether at a regular meeting or at a meeting called specifically for that purpose).

Section 4. Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interest of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person removed. Election or appointment of an officer or agent shall not of itself create contract rights.

Section 5. Duties of Officers. The duties and powers of the officers of the Corporation shall be as follows and that shall hereafter be set by resolution of the Board of Directors:

Section 6. Compensation of Officers. Officers shall receive no compensation for their service as officers. However, by Board resolution, officers may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any officer from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VII INTERESTS OF DIRECTORS AND OFFICERS

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

**ARTICLE VIII
EXECUTIVE DIRECTOR**

The Corporation may employ a Chief Executive Officer ("CEO") who shall be appointed, employed, and discharged by the Board. If employed, the Executive Director shall manage the affairs of the Corporation according to the policies, principles, practices and budget authorized by the Board, and shall be responsible for the management of personnel, finances, and programs. If Employed, the CEO shall be responsible for staff management including hiring, training, disciplinary action, and discharge. If employed, the CEO shall serve as an ex-officio, non-voting member of the Board. For the purposes of determining the number of Directors serving the Corporation, the CEO shall not be considered a member of the Board.

**ARTICLE IX
LIMITATION ON LIABILITY; INDEMNIFICATION**

Limitations on liability and indemnification of directors, officers, employees and agents of the Corporation shall be as set forth in the Articles of Incorporation.

**ARTICLE X
CONTRACTS, CHECKS, DEPOSITS AND FUNDS**

Section 1. Authorization. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 2. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer or officers or agent or agents of the Corporation to whom such power may be delegated by the Board of Directors.

Section 3. Acceptance of Gifts. The Board of Directors or any officer or officer or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 4. Audits. Annually, or upon the request of any member of the Board of Directors, the accounts of the Corporation will be audited by a reputable Certified Public Accountant, whose report shall be submitted to each member of the Board.

Section 5. Bond. At the direction of the directors, any officer or employee of the Corporation shall be bonded. The expense of furnishing any such bond shall be paid by the Corporation.

**ARTICLE XI
FISCAL YEAR**

The Corporation's fiscal year shall be January-December.

**ARTICLE XII
WAIVER OF NOTICE**

Whenever under the provisions of these Bylaws or of any statute any director is entitled to notice of any regular or special meeting or of any action to be taken by the Corporation, such meeting may be held or such action may be taken without the giving of such notice, provided every director entitled to such notice in writing waives the requirements of these Bylaws in respect thereto.

**ARTICLE XIII
ADMINISTRATIVE PROVISIONS**

Section 1. Books and Records. The Corporation shall keep at its principal or registered office, or at the office of its legal representative, current and complete books and records and minutes of the proceedings of the Board of Directors and committees thereof, the names and addresses of all directors and officers, and correct and adequate records of accounts and finances.

Section 2. Rules. Unless otherwise determined by the Board of Directors, the rules of procedure at meetings of the Board of Directors of the Corporation shall be the rules contained in Roberts' Rules of Order on Parliamentary Procedure, newly revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation, or with any resolution of the Board of Directors.

**ARTICLE XIV
AMENDMENTS**

These Bylaws may be altered, amended, repealed or new Bylaws adopted by a majority of the entire Board of Directors at a regular or special meeting of the Board.

The above and foregoing Bylaws of SOAR Academies, a Washington nonprofit Corporation are the Bylaws of this Corporation, adopted by the Board of Directors thereof on {date}.

By: (name)
Its: Secretary

Attachment 3: Board Roster and Disclosures

| Board Roster | | | | | | |
|----------------|---------------------|---|--------------|--|----------------|---|
| Board Position | Full Name | Address | Phone | Email | Term Start | Term End |
| Board Chair | Dr. Thelma Jackson | 2136 Martin Luther King Jr. Way; Tacoma, WA 98405 | 360-259-7304 | tjackson@soaracademies.org | October 2013 | October 2015 (term extended for 1 year in October 2015) |
| Vice Chair | VACANT | | | | | |
| Secretary | VACANT | | | | | |
| Treasurer | George Meng | 2136 Martin Luther King Jr. Way; Tacoma, WA 98405 | 425-466-4813 | gmeng@soaracademies.org | October 2013 | October 2015 (term extended for 1 year in October 2015) |
| | Anay Shah | 2136 Martin Luther King Jr. Way; Tacoma, WA 98405 | 202-567-1763 | ashah@soaracademies.org | May 2015 | |
| | Beverly Grant, Esq. | 2136 Martin Luther King Jr. Way; Tacoma, WA 98405 | 253-278-6829 | bgrant@soaracademies.org | May 2014 | |
| CEO | Kristina Bellamy | 2136 Martin Luther | 253-245-3020 | kbellamy@soaracademeis.org | Continuou s | |

Updated: May 25, 2016

| | | | | | | |
|--|--|--|--|--|--|--|
| | | King Jr. Way; Tacoma, WA 98405 | | | | |
| | | | | | | |
| | | | | | | |

Attachment 4: Educational Program Terms and Design Elements

| | |
|-----------------------------------|---|
| School Name: | SOAR Academy Public Charter School |
| Mission: | It is the mission of SOAR Academy to provide students with a rigorous engaged and personalized educational experience; allowing them to become positive contributing members of a diverse, global society, prepared and equipped academically and socially for success in college, career and beyond. |
| Vision: | SOAR Academy will transform the educational experience for all learners for success in and through high school, college and beyond. |
| Objectives: | Objective #1: Extended School Day: School day will run 8:30-3:30pm Objective #2: Extended School Year: Will meet or exceed the required instructional minutes required of all public schools in Washington State. Objective #3: Extensive hours of teacher planning and professional development year--round: Compared to traditional schools districts, SOAR will offer teachers expensive opportunities for collaboration and planning. This total exceeds 350 hours per year. Objective #4: Provide a personalized learning environment for all students: At SOAR students each receive a personalized learning plan that outlines their goals, strengths and areas of challenge. |
| Goals: | Goal 1: Students will achieve mastery in Reading/Language Arts. Goal 2: Students will achieve mastery in Mathematics. Goal 3: Students will achieve mastery in Sciences. Goal 4: Students will evidence proficiency in Habits of Mind skills. Goal 5: SOAR Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention. Goal 6: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of SOAR Academy. |
| Education Program Term #1: | Arts-Integration: SOAR Academy is an arts integrated school. Dance is the art-form of focus in years 1-4 and is considered “foundational” to the academic program offered. Students take dance at least 3 times a week. |
| Education Program Term #2: | Extended School Year: SOAR Academy school year that meets or exceeds state mandated school year requirements.. |
| Education Program Term #3: | Extended School Day: SOAR offers an extended school day in excess of traditional elementary school offerings. SOAR’s day runs from 8:30-3:30pm (M, T, Th, F) |
| Education Program Term #4: | Inclusive Learning Environment: SOAR offers and inclusive learning environment in which all learners have access to their peers and the general education classroom. |
| Education Program Term #5: | |
| Geographic Area Served: | Tacoma |
| Location: | 2136 Martin Luther King Way Tacoma, WA 98405 |
| Grades Served 2016- | Kindergarten through 2nd |

| | |
|--|--------------------------------------|
| 2017: | |
| Grades Served at Capacity: | Kindergarten through 8 th |
| Projected Enrollment 2016-2017 | 150 |
| Projected Enrollment at Capacity: | 450 |
| 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

CONFLICT OF INTEREST POLICY

OF

SOAR ACADEMIES

Article I

Purpose

The purpose of the conflict of interest policy is to protect the interests of SOAR Academies (the “Corporation”) if and when it contemplates entering into a transaction or arrangement that might benefit the private interest of an officer, director, or trustee of the Corporation, or might result in a possible excess benefit transaction. This policy is intended to supplement (but not replace) any applicable state or federal law governing conflicts of interest that are applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, trustee, or member of a committee with governing board-delegated powers (collectively referred to as “Directors”), who has a direct or indirect financial interest in a transaction (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 the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation 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 III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the relevant financial interest and be given the opportunity to disclose all material facts to the Directors who are 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, the interested person 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 whether a conflict of interest exists.

3. Procedures for Addressing a Potential Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson 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 the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation’s best interest, for its own benefit, and whether it is fair and reasonable. After it has considered these factors, the Directors 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 conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

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 V

Compensation

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

Article VI
Annual Statements

Each Director shall annually sign a statement which affirms that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that the Organization is charitable, and in order to maintain its federal tax exemption must engage primarily in activities which accomplish one or

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

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

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.

Updated: May 25, 2016

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

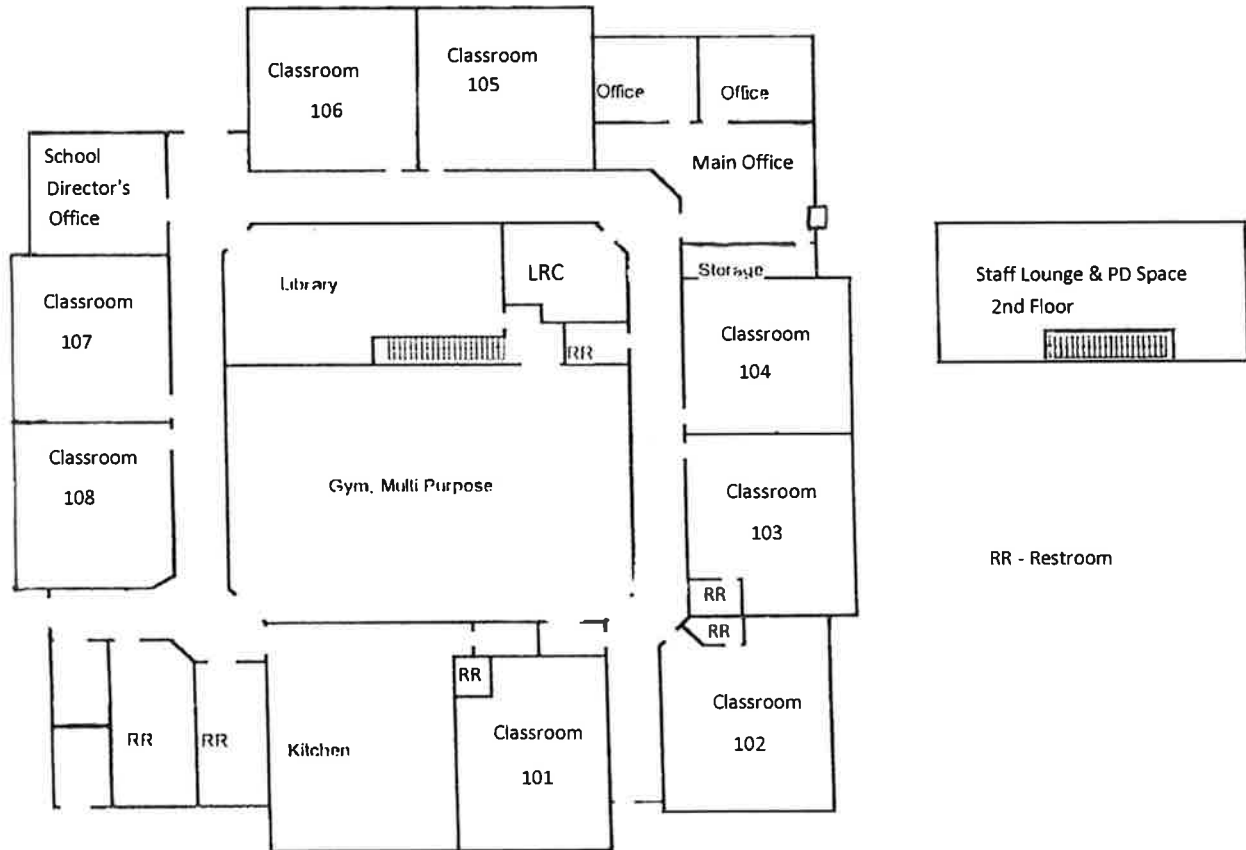
Lease Agreement

Certificate of Use and Occupancy

SOAR ACADEMY PUBLIC CHARTER SCHOOL

2136 Martin Luther King Jr. Way

Tacoma, WA 98405



12,500 square feet

8 Classrooms

1 Gym

1 Kitchen

1 Main Office

1 Learning Resource Center

Charter School

Physical Plan Description

1. The address and a description of the site and physical plant (the "Site") of SOAR Academy Public Charter School is as follows:

Address: 2136 Martin Luther King Jr. Way, Tacoma WA 98405

Description: SOAR Academy Public Charter School will be located in the Hilltop neighborhood of Tacoma in a pre-existing school building. The former school, Christian Brotherhood Academy was a private school that has been closed for nearly 6 years. No renovations are not necessary and the size of the school will accommodate SOAR Academy's growth through our 3rd year of operation.

Configuration of Grade Levels: Kindergarten – Eighth Grade

Term of Use: 3 Years

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

amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.

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

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: SOAR Academy Charter School are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;

- f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
 5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
 6. To the extent it enters into contracts with any school district, educational service district, or other 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;

38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;

42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;

43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

SOAR Academy Charter School
NAME OF SCHOOL

Updated: May 25, 2016

Thelma Jackson

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

5/31/16

DATE

Thelma Jackson

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

SOAR Academy Enrollment Policy

SOAR Academy is a public school open to all children free of charge, regardless of his or her location of residence within Washington State.

SOAR Academy's recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in high school, college and in life. We will work actively to recruit students in a fair and equitable manner.

Open Application Period

Annually, SOAR Academy will accept applications from interested students during its open application period.

All applications* for open seats must be received online by 4:30 pm on March 31, 2016.

**Paper applications are available in the office upon request.*

Receipt and Processing of Applications

Parents and legal guardians are welcome to complete the online application at soaracademies.org/apply/. An acknowledgement email will be sent upon receipt of the completed online application. However, if a family does not receive or keep the emailed receipt, SOAR Academy is not responsible for claims that an online application was completed and received by the deadline.

The online application can be found at soaracademies.org/apply/.

Paper applications may be picked up at SOAR Academy during office hours: Monday–Friday, 8 – 4:30 pm at:

2136 Martin Luther King Jr. Way
Tacoma, WA 98405

Lottery

If more applications than available seats are submitted by March 31, 2016, SOAR Academy will select students through a random, public lottery to ensure fairness. As required by Washington state law, SOAR Academy will give an enrollment preference to siblings of already enrolled students. [1]

A lottery will be held on Wednesday, April 6, 2016 at 5:30 pm. Families will be mailed and/or emailed the official results on Thursday, the day following the lottery.

Families will have ten (10) business days beyond the lottery notification date to submit a completed Letter of Intent to Enroll. Anything received the week of April 11-15 will be processed on the Monday following, due to SOAR Academy's Spring Break closure. Any Letters of Intent to Enroll

received after the 10-day deadline date, will result in the student's seating being forfeited and the student will go to the bottom of the waitlist. Students from the top of the waitlist will be offered a chance to enroll until the waitlist is exhausted. If there are still seats available after the waitlist is exhausted, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, SOAR Academy will adhere to any and all requirements concerning the recruitment and enrollment of students. Any questions regarding applications can be directed to: apply@soaracademies.org.
[1] RCW 28A.710.050(4)

SOAR Academy does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Waitlist, Withdrawals, Re-enrollment, Transfer Policies

Below are the policies on these important issues:

- **Waitlist** will start one week after Acceptance Day (date noted in letters from Lottery that families must officially accept their seat) and last until end of second week of school.
- **Waitlist** then expires and anyone who wishes to transfer must re-apply. Applications after the expiration date are taken in order and a new waitlist is built.
- **Waitlist Back Filling:** At the discretion of School Director during the school year, and only at end of 1st and 2nd quarters (if spaces are available).
- **Dis-enroll** - 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).

Updated: May 25, 2016

Attachment 11: Request for Proposals

[2014 RFP]

WASHINGTON STATE CHARTER SCHOOL COMMISSION: REQUEST FOR PROPOSALS

Issue Date: September 22, 2013

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

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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. |

Cover Sheet & Enrollment Projection

Name of non-profit applicant entity: _____

Primary contact person: _____

Mailing address: _____

Street/PO Box: _____

City: _____ State _____ Zip _____

Phone Number: day _____ evening _____

Fax Number: _____ Email: _____

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

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

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

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

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

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 |
|----------------------|--------------|----------------------|---------------|--------------------|
| | | | | |

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.

Attachment 12: Charter Public School Application

2013 WSCSC CHARTER SCHOOL APPLICATION Cover Sheet & Enrollment Projection

Name of non-profit applicant entity: SOAR Academies

Primary contact person: Kristina Bellamy-McClain

Mailing address:

Street/PO Box: 210 South Hudson

City: Seattle State WA Zip 98134

Phone Number: day 907-830-3226 evening 907-830-3226

Fax Number: _____ Email: kbellamymcclain@soaracademies.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 |
|--------------------------|---|-------------------------------|
| Kristina Bellamy-McClain | WA Charters Senior Fellow | CEO/Founding school director |
| Amy Barnes | Director of Development; | Board of directors |
| Carmela Dellino | City of Seattle; Families and Education Levy | Board of directors |
| Lauren Guzauskas | Associate Director; Seattle Central Community College Foundation | Board of directors |
| Dr. Thelma Jackson | Educational Consultant; Owner – Foresight Consulting | Board of directors |
| George Meng | Former Director of Staffing Marketing and HR; Microsoft Corporation | Board of directors |

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 |
|----------------------|--------------|----------------------|---------------|--------------------|
| SOAR Academy | 2015 | Tacoma | K and 1 | K-8th |

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: Kristina Bellamy-McClain
 Current employment: Senior Fellow; Washington State Charter Schools Association
 Phone Number: Day 907-830-3226 Evening 907-830-3226
 Email: kbellamymcclain@soaracademies.org

School Enrollment Projections

| Academic Year | Planned # of Students | Maximum # of Students | Grade Levels Served |
|-----------------------|-----------------------|-----------------------|---------------------|
| Year 1 2015-2016 | 104 | 104 | K and 1st |
| Year 2 2016-2017 | 154 | 154 | K-2 |
| Year 3 2017-2018 | 204 | 204 | K-3 |
| Year 4 2018-2019 | 250 | 250 | K-4 |
| Year 5 2019-2020 | 300 | 300 | K-5 |
| At Capacity 2022-2023 | 450 | 450 | K-8 |

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.

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

1. Mission and Vision

SOAR Academy is a K-8 school serving the city of Tacoma. SOAR seeks to attract a highly diverse student population in a traditionally high-minority, high-poverty, and underserved area of the city. SOAR Academy prides itself on setting the bar high, where “Excellence is the Standard.”

It is the mission of SOAR Academy to provide students with a rigorous, engaging and personalized educational experience, preparing them to become productive members of a diverse, global society and equipping them academically and socially for success in and through high school, college and beyond. The vision is to transform the educational experience for all

learners, graduating students prepared to succeed in high school, college and beyond.

2. Educational Need and Target/Anticipated Student Populations:

SOAR endeavors to attract a richly diverse student population that is representative of the Hilltop neighborhood of Tacoma, WA. SOAR Academy intends to target students within the Lincoln and Stadium High School feeder patterns. The proposed location for the school will be in the Hilltop neighborhood of Tacoma. Lincoln High School has a combined minority population of 73.6% and Stadium High School has a combined minority population of 40.3% (Department of Research, Tacoma Public Schools, November 2013). The following table further details the student population according to the Department of Research at Tacoma Public Schools:

| | Lincoln High School | Stadium High School |
|------------------|---------------------|---------------------|
| African American | 26.9% | 16.8% |
| American Indian | 2.6% | 1.7% |
| Asian | 15.5% | 10.8% |
| Hispanic | 25.1% | 9.0% |
| Pacific Islander | 3.3% | 1.3% |
| Multi Ethnic | 0.2% | |
| White | 26.4% | 59.7% |

In general, Tacoma residents reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student population within Tacoma School District, where there are substantial populations of Black (21.6%), Hispanic (16.5%), Islander (12.5%), and Asian (10.3%) students. Within the school district, 8.8% of students participate in the Transitional Bilingual program, on par with the state average. More than half of these students speak Spanish as their primary language.

Many students in the school district come from low-income households, with 63.2% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by students on average in Washington (46.1%). Within the district, 11.4% of students are classified with a disability, slightly less than the state average of 13.0%. Tacoma school district also serves a higher proportion of foster children than the state on average (0.3% compared to 0.2%, respectively), a student population that has proven to face some of the largest hurdles to academic success and are therefore considered some of our most vulnerable youth.

3. Education Plan and School Design:

SOAR Academy will serve Kindergarten through 8th grade students. Grades kindergarten through fourth grades will be known as the “Primary Academy”. Grades fifth through eighth grade will be known as the “Intermediate Academy”. The table found in the “Curriculum and Instructional Design” section illustrates the key programmatic designs for the entire student population, as well as those specific to each Academy.

4. Community Engagement:

SOAR Academy is committed to engaging the community and stakeholders authentically. To this end, SOAR has hosted several community forums to engage the community. In addition, proposed school leader Kristina Bellamy-McClain has met with city officials, community based

organizations and individuals to engage them as well. SOAR Academy aims to be a community partner who works synergistically with the community as a whole while also working to improve it. The goal is to work with families of Tacoma to create a school that exudes community pride. Furthermore, SOAR Academy knows that as part of the commitment to being culturally competent, parents and the community will be an essential resource to enhance classroom and curricular experiences. Parents and students communicating their stories is an endless way to teach and learn. By understanding the students' daily life experiences, the teachers at SOAR Academy can better understand the students' aptitude, intent and ability (Paley, 1995, p.27) and therefore, build a synchronous school-community relationship.

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 |
|---------------------------------|--|-------------------------------------|
| Kristina Bellamy-McClain | WA Charters Senior Fellow | CEO/Founding School director |
| Amy Barnes | Director of Development; | Board of directors |
| Carmela Dellino | City of Seattle; Families and Education Levy | Board of directors |
| Lauren Guzauskas | Associate Director; Seattle Central Community College Foundation | Board of directors |
| Dr. Thelma Jackson | Educational Consultant; Owner – Foresight Consulting | Board of directors |
| George Meng | Former Director of Staffing Marketing and HR; Microsoft Corporation | Board of directors |

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 students must include the minimum and maximum planned enrollment per grade per year.

| Grade Level | Number of Students | | | | | |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------------|
| | Year 1 2015-2016 | Year 2 2016-2017 | Year 3 2017-2018 | Year 4 2018-2019 | Year 5 2019-2020 | At Capacity 2022-2023 |
| Pre-K | | | | | | |
| K | 52 | 50 | 50 | 50 | 50 | 50 |
| 1 | 52 | 52 | 50 | 50 | 50 | 50 |
| 2 | | 52 | 52 | 50 | 50 | 50 |
| 3 | | | 52 | 50 | 50 | 50 |

| | | | | | | |
|---|--|--|--|----|----|----|
| 4 | | | | 50 | 50 | 50 |
| 5 | | | | | 50 | 50 |
| 6 | | | | | | 50 |
| 7 | | | | | | 50 |
| 8 | | | | | | 50 |

Describe the rationale for the number of students 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.

6. Enrollment Rationale:
 SOAR Academy values a small, intimate learning environment. We will provide a classroom-based, personalized environment in which students and families are known and where teachers will thrive. For this purpose, class sizes will be limited to 50 students per grade level. In our first year of operation however, we will accept a class of 52 Kindergarten students and 52 first grade students for a total of 104 students. Each year thereafter, we will accept a new class of 50 kindergarten students until we have reached our full capacity of 450 students K-8th grades (50 students per grade level). We believe that this intentional building of SOAR Academy will allow us to build a solid school culture and academic program that is rigorous and personalized.

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.

SOAR's educational model relies upon stages of gradual release over its nine-year program. The table below illustrates the stages of gradual release at SOAR Academy and key programmatic shifts for each academy. In general, gradual release is a research-based approach to providing the correct type of pedagogy and instructional methods to students as they grow through adolescence. The gradual release of responsibility model of instruction requires that the teacher shift from assuming 'all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility' (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility '... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise' (Buehl, 2005)" (Fisher, 2008). Therefore, according to the model of gradual release, SOAR Academy is designing the school to best meet the needs of the students at each age level.

This model is grounded in best practices taken from a variety of high performing schools serving similar student populations, such as Rocketship Public Schools, Gabriella Charter School, Uncommon Schools, KIPP, Aspire Public Schools and Firstline Schools. The SOAR Academy methodologies include a data-driven, rigorous standards based curriculum; differentiation; knowing students intimately; and intentional scaffolding to move from strong foundational skills for content mastery into opportunities for deep, critical thinking.

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.

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

1. Learning Environment/Class size/Structure:
 SOAR Academy values a small, intimate learning environment, and will provide a classroom-based, personalized environment in which families are known, students will thrive and where teachers are challenged. The Project STAR experiment in Tennessee found that students of color disproportionately benefited from reduced class size in 1st grade; these advantages persisted over time (Finn, Gerber, Achilles, and Bod-Zaharias, 2001). For this purpose, class sizes will be limited to 50 students per grade level. Grades kindergarten through fourth grades will be known as the “Primary Academy”. Grades fifth through eighth grade will be known as the “Intermediate Academy”.

In the early grades, the education model will emphasize teacher-centered instruction and a structured learning environment. As students mature and demonstrate on- or above-grade level content mastery, the model will shift to become increasingly student-centered, culminating in an active learning environment where students own individual projects and group work. The goal is to develop self-disciplined, self-directed, and self-confident learners over a nine-year period so that graduates are best prepared for the rigors of college-prep high school programs. The gradual release approach can be seen in the variation between the Primary and Intermediate Academies:

| | Primary Academy (Grades K-4) | Intermediate Academy (Grades 5-8) |
|---------------------------------|---|---|
| Whole School Approach | <ul style="list-style-type: none"> • Standards-Based, Aligned Curriculum • Personalized Learning Plans • Data-Driven Instruction and Planning • Technology Enhanced Personalization • Content Specialization • Arts exploration • Multi-tiered system of support | |
| Academy Focus | <ul style="list-style-type: none"> • Teacher-Centered Learning Environment • Direct Instruction and Content Mastery • Station Rotation classroom structure | <ul style="list-style-type: none"> • Student-Centered Learning Environment • Group Work and Project-Based Learning • Flipped Classroom structure |
| Extended Learning Opportunities | <ul style="list-style-type: none"> • Classroom-Selected Community Service Projects | <ul style="list-style-type: none"> • Internships • Rite of Passage Portfolio |

*The elements illustrated in the above table will be explained in further detail below.

Standards-Based, Aligned Curriculum

Staff will draw from a variety of college preparatory standards to design SOAR's curriculum. Common Core State Standards, Next Generation Science Standards, Washington State Social Studies Learning Standards, and National Council for Social Studies' C3 Framework will serve as the basis of the curriculum and help teachers determine what to teach so that students master the expectations for each grade level. SOAR Academy will integrate the Habits of Mind standards into unit and daily lesson plans to integrate the personal leadership and non-cognitive development expected of students. (See below for more detail.) It is extremely important that teachers in a K-8 school align their teaching to these standards so that there is vertical alignment in student mastery of standards and teacher expectations of curriculum across nine grade levels. The "Student Performance Standards and Expectations" section will explain how SOAR's assessment system will complement a standards-based curriculum to track student mastery toward national standards and generate comparative data that give a sense of how SOAR Academy is progressing compared to other schools in the city.

Personalized Learning Plans

In order to ensure that every student is benefiting from the pedagogical practices, SOAR Academy staff, students and families will collaborate to create *Personalized Learning Plans (PLPs)* for each SOAR Academy student. This team will create the student's goals for the year and benchmarks for check-in twice over the course of a school year. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style, objectives and collective commitment to that child's success.

Data-Driven Instruction and Planning

SOAR academy will be driven by a culture of continuous improvement, anchored in the belief that transparent and consistent use of data enables responsive, personalized teaching and significant student growth. Modeled after Rocketship Public Schools, Gabriella Charter School, Uncommon Schools, KIPP, Aspire Public Schools and Firstline Schools, teachers at SOAR Academy will use assessments to inform their planning and teaching. Before the school year begins, all students will be assessed for their entering reading level and math fluency. Kindergarten students will be assessed on Kindergarten Readiness using the Washington Kindergarten Inventory of Developing Skills (WaKIDS Assessment) for early literacy and developmental skills. All students take the Measures of Academic Progress (MAP) Assessment, a norm-referenced test that will allow SOAR to track students' progress over time and in comparison to same-grade peers across the country. Data from these assessments will guide the placement of students in intervention groups and allow for the creation of a personalized learning plan (PLP) for each child that is tailored to their specific needs. Assessment will be a regular part of each classroom teacher's planning each week. Teachers will use assessments to determine their own instructional progress as well as the progress of their students.

Strong planning is the catalyst to great lesson implementation. "Good instructional leadership is about making these [what students learn and how they learn] choices explicit, and *making teachers choose intentionally*" (Bambrick-Santoyo, 2010, p.112). Teachers at SOAR Academy will be recruited for and trained on how to use the backwards design lesson and unit planning

process to maximize their efforts in the classroom. SOAR Academy will use a variety of purchased and created curriculum to support the teaching of standards-based objectives, and all lesson planning will be done utilizing the Washington State Smarter Balanced Guides as well as the Common Core State Standards.

At the beginning of the year, teachers plan their yearly units to ensure overall coverage of the standards. Long-term planning is completed before the school year begins and done horizontally and vertically to ensure instruction is aligned over the course of a student's time at the school.

Using anecdotal evidence, exit quizzes, skill quizzes, and unit tests in their classroom, teachers will determine whether students are meeting achievement goals for the subject area. Interim assessments help determine student progress on mastery of standards and inform teachers in their future planning. It is the intention of SOAR Academy to utilize a quarterly interim assessment system in both reading and math. With quarterly interim assessments, teachers will be able to identify gaps in student performance, which students need extra support toward particular standards, and which standards need to be re-taught or reviewed more rigorously.

Technology Enhanced Personalization:

Using anecdotal evidence, exit quizzes, skill quizzes, and unit tests in their classroom, teachers will determine whether students are meeting achievement goals for the subject area. Interim assessments help determine student progress on mastery of standards and inform teachers in their future planning. It is the intention of SOAR Academy to utilize a quarterly interim assessment system in both reading and math. With quarterly interim assessments, teachers will be able to identify gaps in student performance, which students need extra support toward particular standards, and which standards need to be re-taught or reviewed more rigorously.

Technology Enhanced Personalization:

SOAR Academy will utilize technology to provide personalized, differentiated instruction for each student. Research is beginning to uncover the benefits of technology enhanced personalization in the classroom. For example,

“Bergmann and Sams (2012) point out that when teachers aren't standing in front of the classroom talking *at* students, they can circulate and talk *with* students. If teachers use inverted classrooms this way, they are likely to better understand and respond to students' emotional and learning needs. Research makes a strong case for the benefits of such interaction. Studies have shown that having teachers who recognize and respond to students' social and emotional needs is at least as important to academic development as specific instructional practices are, and this is especially true for at-risk students (Hamre & Pianta, 2005)” (Goodwin and Miller, 2013).

Therefore, SOAR Academy will have roving computer labs available for use in the Primary Academy, and teachers will integrate a rotation station model into daily lesson design. (See below for more detail.) In the Intermediate Academy, SOAR will be a one-to-one laptop environment (starting in 5th grade), meaning that every student will have the opportunity to access high-quality online academic content at any time. Teachers will incorporate a flipped classroom model into daily lesson design. Technology will also be utilized so that students

access online curriculum and networks of peer and tutorial support and data tracking students' progress towards mastery of course standards.

Content Specialization

A central part of the SOAR academic program is having teachers work in groups of 2-3 to teach an academic content. The Primary Academy (K-4) will have at least 2 teachers per grade level. Each teacher will be responsible for teaching a specific content area for that grade level. Ex: With two second grade teachers, one teacher will teach ELA and Social Studies, while the other teacher teaches math and science for all students in that grade level. This practice is also called “departmentalization”. In the Intermediate Academy (grades 5-8), there will be 2 teachers per content area (math/science & humanities). This will allow teachers to form teams and truly be specialists in their content area.

Arts Exploration

SOAR Academy will provide children with varied opportunities to explore multiple mediums of expression. According to Costa and Kallick (2008), preeminent researchers on Habits of Mind, “Children develop cognitive strategies and effort-based beliefs about their intelligence—the habits of mind associated with higher-order learning—when they continually are pressed to raise questions, accept challenges, find solutions that are not immediately apparent, explain concepts, justify their reasoning, and seek information.” It is with this goal to support the growth of intelligence in all students that SOAR Academy teachers will deepen their instruction for students. Through exposure to the arts, and an intentional focus on character building, the arts study will develop students' Habits of Mind necessary to excel in a college preparatory high school environment. (See *School Culture* for more on the Habits of Mind.)

SOAR will provide courses in visual and performing arts for all students through partnership with local artists and non-profit arts organizations. SOAR staff will work with these partner artists to develop a curricular progression of study in dance and theater for both the Primary and Intermediary Academies. Students will work throughout the year toward a culminating performance at the end of each grade level (such as a recital, theatrical presentation, etc.). Curriculum will incorporate components of the Habits of Mind, intentionally providing another medium beyond paper and pencil for students to practice and refine the character skills that they are learning.

Multi-Tiered System of Support:

SOAR Academy will employ a Response to Intervention (RtI) framework to offer a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards. “RTI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to *all* students as soon as they demonstrate the need” (Buffum, Mattos and Weber, 2010). Therefore, teachers will meet biweekly in Grade Level Team meetings (GLTs) to review students who have required repeated academic or behavioral interventions. They will analyze data collected from these interventions, discuss solutions, and create an Intervention

Plan (in addition to the Personalized Learning Plan, above) utilizing interventions along the RtI frame.

Pedagogy and Instructional Methods by Academy

As illustrated in the table above, in order for students to achieve the high standards outlined in the SOAR Mission and Vision and guided by the Core Values, SOAR Academy will implement a mix of research-based pedagogical choices and instructional methods. Each category is explained briefly below.

Teacher-Centered and Student-Centered Instruction

The focus of instructional practices will move from a teacher-centered, direct instruction model towards a more student-centered instruction model as students get older. It is important to note that while a type of instructional practice is more dominant in each Academy, each of the instructional practices may be used within each Academy in some capacity.

PRIMARY ACADEMY

Direct Instruction and Content Mastery

Direct Instruction (DI) is an explicit, scientifically based model of effective instruction with three main components: (a) program design, (b) organization of instruction, and (c) teacher/student interactions.

Guiding principles of DI include: every child can learn if we teach him or her carefully and all teachers can be successful when given effective programs and instructional delivery techniques. Ultimately, it is the teacher's responsibility for student learning; students are not blamed for their failure to learn. Students learn more if instructional presentations are clear, which rules out misinterpretations and helps students generalize skills in different contexts.

The goal of DI is to "do more in less time"— accelerating student learning by carefully controlling the features of curriculum design and instructional delivery. At SOAR, Direct Instruction will be used as a staple in the Primary Academy, grades K-2. In grades 3 and 4, students will start the transition to a learning environment with more student centered structures and choice by integrating more choice and station work into the DI model. (See below.)

The major advantages of direct instruction are its efficiency and its ability, when done well, to allow students to gain deep content knowledge from an expert in a subject. It is critical to foster content mastery in early grades to serve as a solid foundation for deeper inquiry and critical thinking skills in subsequent classes/grades.

“Station Rotation” Classroom Structure

After direct instruction has taken place, teachers will use a station rotation model to give students opportunity to practice skills just learned. During this time teachers will work with strategically selected students in small groups to provide additional targeted direct instruction and scaffolding.

Teachers will also use stations to differentiate and personalize instruction for students using roving laptop carts. For example, during math, students may 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 finding the slope of a line. 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 period, the groups switch so that all students have had a small, direct instruction lesson with the teacher as well as personalized instruction in an area of need.

INTERMEDIATE ACADEMY

Project-Based Learning and Group Work

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations (http://www.bie.org/about/what_is_pbl/, October 2013)

Group work will be used throughout the SOAR experience, with greater use as students enter the Intermediate Academy. 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 Complex instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including assigning students different roles to equalize group interactions. In most cases, the students are in mixed ability or mixed preparation level groups, tasks are designed so that all students in the group will have multiple access points into the curriculum, and group members are assigned specific roles within the group (i.e., facilitator, recorder, materials manager, timekeeper). All students are responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience.

Flipped Classroom Structure:

In some Intermediate Academy classrooms at SOAR, presentations on short topics will be recorded by the teacher (or possibly another content expert) and will be assigned for homework. Each student will watch the lecture at home via laptop and will take an online assessment of their understanding of the presentation when they finish. The SOAR teacher will then analyze the data and plan a differentiated application of the objective the following day for class. Depending on the outcome of the assessments, the class may have 2-4 groups of students who are working on various options (i.e., a remediation group to hit key concepts misunderstood in lesson, a practice group working on practicing the concepts of the objective, and an application group who is working on applying the concept into a new setting). According to Jackie Gerstein, Ed.D, "the advantage of the flipped classroom is that the content, often the theoretical/lecture-based component of the lesson, becomes more easily accessed and controlled by the learner" (*The Flipped Classroom Model: A Full Picture*, October, 2013). Therefore, in the flipped classroom, the teacher may use any type of technology (in addition to the laptops) to leverage learning and allow more time for student-teacher interaction, rather than spending that time in class lecturing/presenting.

Extended Learning Opportunities

Classroom-Based Community Service Projects:

In the Primary Academy, each teacher will facilitate a process for students to identify an area of need in the community. Teachers and students will plan and execute a service project to remedy this need. This project will connect to academic discussions and skills (such as using data to identify need) and Habits of Mind (such as team work in jointly planning the project and metacognition in a required reflection activity).

Internships:

6th and 8th grade students will participate in one week-long internship. This internship is intended to give them real world experiences, merging the habits of mind and academic skills. These internships will be coordinated by the student with guidance and support from their advisor. During the Rite of Passage portfolio presentation (see below), students will be required to reflect on this experience as part of their body of portfolio evidence.

Rite of Passage Student Portfolio:

A cornerstone of the SOAR experience is its Rite of Passage Portfolio. The Rite of Passage Portfolio is a promotion requirement for matriculation from both 6th and 8th grades, as it asks students to deliberately and thoughtfully select, present, and reflect on evidence of mastery-level work in a unique and compelling way. Presentations will be assessed by a portfolio committee (comprised of SOAR student peers, staff and community members) to determine whether each student demonstrates readiness for passage into the 7th and 9th grades across multiple indicators (e.g. the completion of coursework, participation in projects, habits of mind indicators, and other measures that shows a student's competency on the relevant standards). Both Rite of Passage Portfolio experiences will be a seminal moment in a student's career at SOAR, indicating readiness for transition into the high school preparation tract (7th and 8th) and matriculation into high school. See Attachment 4 for more detail.

Many elements of the Rite of Passage Portfolio came from the work at Envision Schools in California. 2013 data indicate that 98% of Envision Schools students are accepted at 2- and 4-year colleges, and Envision School Graduates have a 90% first to second year college persistence rate (Board Report, September 2013). SOAR Academy is confident that using a portfolio will build skills and inspire similar student outcomes.

2. Curriculum Overview

Curriculum at SOAR Academy will be designed and adopted by the school leadership team and founding teaching staff. SOAR Academy will base curriculum design on the Common Core State Standards, Next Generation Science Standards and National Curriculum Standards for Social Studies as the basis for defining what students should know and be able to do. SOAR Academy courses will also integrate the Habits of Mind standards. (Please see Attachment 3: Curriculum Development Plan).

Starting with these standards, and using backwards design, (Wiggins and McTighe, 2006), school staff will plan scopes and sequences, units of study, and daily lessons for each course that reflect cognitively engaging guiding questions, comprehensive lessons, and units of study

that are rigorous and culturally relevant to the student population. **Attachment 2** illustrates a sample scope and sequence that is aligned to the Common Core State Standards and reflects SOAR's approach to curricular design.

Course Progressions

In Primary Academy reading, K-2 students will master the fundamentals of reading: phonemic awareness, decoding, fluency, comprehension, word work, etc. They will receive explicit instruction in vocabulary and academic language. Third and fourth grade students will be introduced to extensions and applications of reading: literary analysis, text comprehension, independent and shared reading, and higher order questioning strategies. There will be a focus on non-fiction, in alignment with the Common Core State Standards. In the Intermediate Academy, instruction and skill development will focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Courses will focus on specific genres of literature, including world literature, American literature and comparative literature.

In writing, students will progress along the developmental stages of writing, starting with foundational skills like mechanics, letter mastery and spelling to practice and eventual mastery of different genres of writing like opinion, informative/explanatory, and narrative pieces. By the end of 8th grade, scholars develop a personal style of writing, write varying types of essays and narratives, and critique and proofread writing samples.

In Primary Academy math, lessons will emphasize a strong foundation in number sense and fluency. Courses will integrate higher order thinking skills like problem-solving, reasoning, and modeling (in alignment with the Common Core State Standards' Standards for Mathematical Practice). In the Intermediate Academy, the mathematics courses have a dual focus: procedures (skills/computation) and problem solving (application). Initially, fifth grade scholars focus on mastery of arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Throughout middle school, they study linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. By the end of eighth grade, all scholars will complete Algebra I class, setting them up to begin high school in Geometry. Problem solving complements skills/computation; the same concepts are taught using word problems, scenarios, and real world context to ensure that scholars are able to apply their mathematical skills and develop their critical thinking skills through logical reasoning.

Primary Academy science and social studies courses will alternate by unit and provide opportunities to combine scientific thinking with a social studies framework and inquiry thinking around topics like geography and earth and space. Science curriculum will be developed around the Washington State Standards and the Next Generation Science Standards and include content development, experimentation and scientific thinking. In the Intermediate Academy, the curriculum for science will be informed by the same standards. Studies will likely include courses in Life, Earth and Space, and Physical Science. Students will utilize standard safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific

inquiry experiments.

Primary Academy Social studies will align with the Washington State Social Studies Learning Standards and National Council for Social Studies' C3 Framework and will include a focus on non-fiction text. Fourth and 7th grade courses will focus on Washington State History and Government. Sixth grade will focus on ancient civilizations and geography. Courses in the 5th and 8th grade focus on US History.

3. Evidence

As noted throughout the text above, SOAR instructional and curricular pedagogies are grounded in a base of research, best practice, and proven school models (as cited throughout this application).

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.

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

SOAR Academy will use the Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards for Science, the Washington State Social Studies Standards, and the National Council of Social Studies' C3 Framework for setting academic standards. For a complete description of student performance expectations for the school, please see Performance Management in Section 2.

2. Internal and External Assessments:

SOAR Academy will utilize multiple measures of student learning – including ongoing literacy and math fluency screening, interim assessments and portfolio assessments. Achievement on state-mandated assessments (Smarter Balance) will also be an important student performance indicator at SOAR.

In addition to state-mandated assessments, all SOAR students will be assessed using a summative national assessment, like the NWEA-Measures of Academic Progress (MAP), that measures student growth each year. Because its opening grades serve just kindergarten and 1st grade, SOAR students will not take state-mandated assessments until its 3rd year of operation. During the first two years and beyond, SOAR Academy will administer a variety of standardized

summative national assessments, such as the NWEA-MAP Assessment, in addition to on-going interim assessments, like the OSPI Benchmark Assessments in Reading and Math, and/or internally-designed assessments using Data Director.

Internal Assessments:

SOAR strongly believes that assessment, data collection and data analysis are some of the most important features of outstanding teaching and learning for students. Evidence of the power of assessment and data analysis to dramatically advance high poverty student populations can be seen in 90/90/90 schools and the Uncommon Schools Network (Reeves, 2003, Bambrick-Santoyo, 2010). In order to be a great learning organization, everyone within the organization must be clear on what the expected outcomes are and must be given regular, meaningful data on student progress towards those outcomes. Outstanding training must be given so that everyone can develop the capacity to analyze that data in order to make wise decisions about how to best proceed towards the agreed upon outcomes.

The role of interim/formative assessments is to identify gaps in student learning and - through analysis and strategic planning - to address those gaps. SOAR Academy will use them as an assessment *for* teaching and learning, not the sole assessment *of* teaching and learning. SOAR Academy intends to administer formative/interim assessments for all students. The School director/Dean of Academics will lead the process of either creating interim assessments internally and/or partnering with existing schools or organizations to create interim assessments. In determining which strategy to follow (internally created vs. existing assessments from excellent schools vs. contracting with an external service provider), the same criteria described above will be used.

Additionally, adaptive online learning programs used to supplement classroom instruction will also generate data on student performance on specific skills. This individual student performance data will supplement the data generated through formative assessments. Teachers at SOAR Academy will analyze the performance data on a weekly basis to identify gaps in student learning, inform the creation of small instructional groups, and help determine the individualized content, both offline and online, as well as in the classroom. All teachers will be required to deliver weekly standards-based performance updates to the School director/ Dean of Academics with their lesson plans. Teachers, with support from the Leadership Team and their peers, will then use these weekly progress reports to inform upcoming small group tutoring and/or supplemental interventions.

Grade-level common interim assessments will be delivered in all subjects once a quarter. The School Leadership Team will analyze and interpret the student performance data with teachers during that week's Wednesday afternoon Professional Practice Day. Teachers will engage in protocols to analyze data, reflect on their practice, align planning, and adjust upcoming classroom instruction as it relates to differentiation, spiraling or the introduction of new material.

SOAR plans to either create or purchase a data warehousing system that will store all information on student performance over time. Staff will evaluate various options for this type

of system (see Attachment 3), and will base the decision on the system’s ability to organize student achievement and learning by standard, its alignment with the curriculum, its ability to communicate with parents and families and its ability to provide longitudinal information on student process. The table below shows the examples of assessments that will be used throughout the year.

Sample Assessment Schedule, SOAR Academy

| Assessment | Smarter Balance (state assessment) | Interim assessments | MAP Measures of Academic Progress | Diagnostic / screening Assessments |
|------------------|---|--|--|--|
| Purpose | <i>Summative assessment; measure absolute performance; Calibrate performance across the state</i> | <i>Ongoing formative assessments to measure student progress and gaps and adjust instruction</i> | <i>Diagnose student need; Measure student growth; Calibrate performance across the country</i> | <i>Diagnose new student need; Measure student growth</i> |
| August | | | | All new students: Reading/math basic skills assessments |
| September | | | All students: math and reading | Kindergarten: WAKids |
| October | | First Interim Assessment | | Kindergarten: WAKids |
| November | | | | |
| December | | Second Interim Assessment | | |
| January | | | All students: math and reading | |
| February | | Third Interim Assessment | | |
| March | | | | |
| April | 3 rd -8 th : reading and math; 4 th /7 th : writing; 5 th /8 th : science | | | |
| May | | Fourth Interim Assessment | | Kindergarten: WAKids |
| June | | | All students: math and reading | Kindergarten: WAKids |

While SOAR recognizes the importance and power of a strong assessment system, we are also aware that assessments, while important, take time to administer and can take an emotional toll on students. SOAR Academy will carefully design an assessment calendar that judiciously uses assessments to gather critical information but not to assess for assessment’s sake.

3. Additional Academic Standards

The CCSS and Next Generation Science Standards have been adopted as Washington state standards. In addition to using the Washington State Social Studies Learning Standards, SOAR will adopt the National Council for Social Studies’ C3 Framework to guide how to use the CCSS for social studies content. Because the C3 Framework blends social studies content (civics, economics, geography, history) with the Common Core, which are rigorous reading and writing

standards, it will push students to develop depth of knowledge and critical thinking skills in social studies. In alignment with Washington state learning standards, SOAR will include Washington State History and Civics in 4th and 7th grade and an emphasis on US History in 5th and 8th grades.

4. Policies and Standards for Promoting Students:

In order to be promoted to the next grade level in August, each SOAR student must:

1. Pass all of their academic courses with a grade of 70% or higher (reading, writing, math, science, social studies). Teachers will use standards-based grading to measure student mastery of the Common Core State Standards, which guide and are at the heart of the classes' curricula. SOAR's performance standards will be based on the Common Core State Standards (CCSS), Next Generation Science Standards, the Washington State Social Studies Learning Standards, and the National Council Social Studies' C3 Framework. SOAR Academy has adopted these standards because they are aligned to Washington state standards, are all intentionally designed to align with the CCSS, and were collaboratively designed by state and national content experts to prepare students for the 21st century.
2. Have not missed more than 15 days of school without a medical reason.
3. Have achieved a passing score on their Rites of Passage portfolio presentation (6th and 8th grades only) The Rites of Passage Portfolio will assess 6th and 8th grade students' performance along the criteria of Mastery of Knowledge, Application of Knowledge, Meta-cognition (Reflection), and Presentation Skills.

If a student fails more than one academic course, misses more than 15 days of school without a medical reason, or does not achieve a passing score on the Rites of Passage portfolio in 6th/8th grade, that student will be retained. SOAR will work incredibly hard with students and families to identify struggling students early and provide extra supports and personalization to ensure students are ready to meet high expectations by the end of the year.

SOAR will identify any students in danger of failing course(s) in the fall using quarter grades and benchmark assessments. Following the Response to Intervention process detailed in the *Curriculum and Instructional Design* section, staff will collect data, move students along the three tiers of intervention, and adjust their Personalized Learning Plans to provide additional academic and behavioral supports. Students who are not passing classes will additionally be placed in an "intervention period" class once or twice a week based on need. Homeroom teachers and advisors will work with families to ensure students with mounting absences have strategies to ensure they are in school and ready to learn every day.

Students and families will receive an official report card at the conclusion of each 10-week quarter (4 times a year). In addition to this quarterly reporting, informal progress monitoring reports and benchmark assessment results will be provided to students and families monthly via students' homeroom teachers/advisors and formal Parent Teacher conferences, which will be held twice a year (November and April). SOAR will alert the families of all students not making sufficient progress and/or meeting the promotional criteria no later than the end of the 3rd academic quarter (early April).

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.

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

Because SOAR Academy is a K-8 school, this section does not apply.

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.

1. SOAR Academy's Academic School Year Calendar has been extended to allow for 185 days of instruction and 1,421 hours of instruction a year. The school day will begin at 8:15 am and dismiss at 4:30 pm on Monday, Tuesday, Thursday and Friday of each week. Each Wednesday, SOAR Academy will dismiss students at 1:30 pm so that staff may engage in Professional Practice Days. The extended school day and year allows for extra time to catch students up to meet and exceed college preparatory expectations. The commitment to growing and developing staff is demonstrated by a three-week professional development period in July-August as well as weekly early dismissal days. SOAR Academy's commitment to partnering with families is demonstrated by annual home visits at the start of each school year.

2. In the Primary Academy, students will start with breakfast, move to a daily all school community meeting, and transition to their homerooms. In homeroom, students will engage in a daily classroom morning meeting to set goals and reinforce classroom culture (such as shout outs, songs, etc.) and then move into academic courses. Teachers will "specialize" in either math/science or reading/writing/social studies, and students will rotate to spend a half day with each specialist teacher. Integrated throughout the day are 45-minute "walk to intervention" blocks, which use data to group students into flexible, changing groups across disciplines. Classroom teachers and the learning specialist will break students into multi-age, homogeneous groups to dive deeper into common, specific areas of study based on formative and interim assessment data. In the afternoon, following core courses and an afternoon recess,

students will take a visual or performing arts course.

In the Intermediate Academy, students will start their day in a community meeting, move to breakfast and then transition to their first period course. They will have periods of Humanities, Math/Science, Elective and Art study. In addition, all students will have an hour long intervention block and advisory period daily. For each grade level of 50 students, 3 teachers will be responsible for delivering grade-level content and there will be 1 Arts teacher. This model allows for a 17:1 teacher ratio in core academic courses.

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.

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

1. Proposed school culture

Creating a structured, orderly, and positive learning environment is crucial to transforming the educational experience for all students, both intellectually and socially. As part of establishing a positive learning environment, SOAR Academy will focus on building a culturally responsive school. “Ethnographic studies have demonstrated that *culturally responsive* education – defined by Gay (2000) as ‘using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them’ – can strengthen student connectedness with schools, reduce behavior problems, and enhance learning’ (Kalyanpur, 2003)” (Bazron, Osher, and Fleischman, 2005). Therefore, the following six qualities as outlined by Villegas and Lucas (2007) in their article *The Culturally Responsive Teacher*, will be used to intentionally establish a culturally responsive culture at the start of the year, and carefully reinforce this culture throughout the year.

| At SOAR Academy we will | We will do this by |
|--|---|
| 1. Understand how learners construct knowledge | <ul style="list-style-type: none"> • Supporting students’ learning by helping them build bridges between what they already know about a topic and what they need to learn about it |
| 2. Learn about students’ lives | <ul style="list-style-type: none"> • Having home visits, creating opportunities in the classroom for students to discuss their aspirations for the future, posing problems for students to solve and notice how they solve them and talking with parents and community members |

| | |
|---|--|
| 3. Be socioculturally conscious | <ul style="list-style-type: none"> Being aware about a person's worldview: it is not universal, but is impacted by their life experiences that include their race, gender, ethnicity and social class |
| 4. Hold affirming views about diversity | <ul style="list-style-type: none"> Providing a rigorous curriculum, teaching students strategies for monitoring their own learning, setting high standards and consistently holding students to these standards and building on individual and cultural resources that students bring to school |
| 5. Use appropriate instructional strategies | <ul style="list-style-type: none"> Accessing prior knowledge, scaffolding and building academic vocabulary, using visual cues and graphic organizers, using pertinent examples and analogies |
| 6. Advocate for all students | <ul style="list-style-type: none"> Seeing ourselves as part of a community that is working to make schools more equitable for all students |

Ultimately, by using a variety of methods that reinforce a focus on high expectations for students, the development of character, and personalized relationships between students, adults, and their coursework, SOAR Academy will create an environment that promotes success for all students.

A values-rich environment inspires students to work hard and treat others with respect. SOAR's Core Values (excellence, diversity, joy, the value of the individual *and* community, continuous improvement) will be reinforced on a daily basis: in the classroom, during assemblies, in the hallways, in written communication with parents and on banners, on posters and displays around the school. Constant repetition of these values motivates students to aspire and to achieve, and helps them develop an ethos of continual self-improvement and concern for the well-being of others.

With a focus on intentional teaching of strong character values, SOAR staff will design a school-wide character curriculum based on the Habits of Mind (referenced below). The curriculum will intentionally explore, model and practice these attributes across the school – in community meetings, morning meetings, advisory, academic courses, and arts electives. It will teach and honor cultural differences as applied to each of these Habits. This work will spiral and deepen across grade levels in accordance with students' developmental stages. The chart below outlines the valued Habits of Mind at SOAR Academy. (<http://issuu.com/pruebg/docs/hom>, October 2013).

The Habits of Mind

| HABIT | STUDENTS DEVELOP: |
|------------------------|---|
| Persistence/Resilience | <ul style="list-style-type: none"> The ability to keep going and never giving up. |
| Impulse Control | <ul style="list-style-type: none"> The ability to delay gratification and think before one acts. The focus required to sit still, control our bodies and minds. |
| Attention to Detail | <ul style="list-style-type: none"> The mindset that excellence is expected. SOAR in one's work. |

| | |
|---------------------------------------|--|
| Clear Communication | <ul style="list-style-type: none"> • The ability to express oneself with authority, confidence and precision. • Speaking and listening skills. |
| Intellectual Curiosity and Joy | <ul style="list-style-type: none"> • A joyful approach to learning. • Growth mindset. |
| Responsible Risk-Taking | <ul style="list-style-type: none"> • The confidence to take risks that further one’s learning. |
| Team Work | <ul style="list-style-type: none"> • The ability to think interdependently and work cooperatively. |
| Constant Learning | <ul style="list-style-type: none"> • The ability to improve oneself. • Appreciation for knowledge and feedback. |
| Applying Past Knowledge | <ul style="list-style-type: none"> • The ability to use prior experiences to learn from mistakes. • The ability to recall information to make decisions. |
| Metacognition | <ul style="list-style-type: none"> • The skill of understanding how one’s mind works. • The ability to think about one’s thinking. |

This focus on a clearly defined, structured school culture and intentional practice throughout the school day and year is based on best practices modeled in high performing charter networks across the country. The use of the Habits of Mind is based on the successful school culture program of Crescent City Schools in New Orleans, LA as well as national research.

2. Creating and Implementing School Culture

When a team of teachers has the same standards, procedures, and expectations for behavior and culture, students know what to expect in every classroom and experience more success. Establishing a common language, collective vision, and shared direction is the responsibility of the school director, and this effort drives student achievement. The SOAR Academy school director will follow this plan to develop a successful school team that will work collaboratively to meet the needs of all their students.

Prior to the school year, the curriculum development teacher team will develop core SOAR routines, structures, and rituals. (See Attachment 3.) Over a three-week summer professional development period, staff will learn these practices and spend significant time calibrating on and preparing for the day-to-day culture of the school, including:

- Defining common expectations for the SOAR student in the classroom, hallways, assemblies, public settings, etc.
- Identifying SOAR non-negotiables across classrooms
- Discussing difficult students and strategizing together to ensure more success
- Perfecting transitions to class, lunch, recess and arrival/dismissal
- Brainstorming positive celebrations and rewards for students modeling SOAR expectations

Creating consistent routines and an organized school experience is so important that regular time will be built into teachers’ schedules. Weekly Professional Practice staff days will serve as time for SOAR staff to discuss and problem-solve culture until it is fully aligned and consistent across the school. This time will be critical, especially in the first months of launch in initial years, as SOAR Academy establishes the foundational culture of the school.

SOAR staff will explicitly teach, communicate and reinforce the values throughout students' K-8 careers. The culture will be inclusive of all students and expect the best of them. Students will be taught expectations for behavior and respect, and through stories, songs, lessons and activities will be asked to reflect on and demonstrate their personal development using school values. Each week in community meetings and advisory students will be introduced to powerful stories of people living the values that will develop them into outstanding students and people. Students who consistently exhibit the values of the school will be rewarded. SOAR Academy will develop age-appropriate ways to demonstrate and practice leadership and responsibility so that when students graduate they have a foundation to build on for later success. In addition to raising students' academic achievement levels, developing students' character, leadership ability and sense of responsibility will serve to fulfill the mission of preparing every student for high school, college and the world beyond.

Parent and Community Involvement

SOAR Academy believes a strong partnership with parents maximizes the efforts the school is making to raise academic achievement. The on-going support and participation of each student's family in the educational process is fundamental to the mission of SOAR. To the greatest extent possible, the school and family should form a team dedicated to educating the child to his or her fullest potential. An effective partnership between home and school sets the child up for success by garnering parent support for the activities and expectations at school and connecting school-based activities to the home.

SOAR Academy also believes that parents and community have a direct stake in school practices and outcomes and that their influence and support (or lack thereof) can be a significant factor in school environments and success. Before the school opens the school leader will attend community meetings, engage with leaders and meet with parents to create buy-in and establish SOAR Academy as a community partner who works synergistically with the community as a whole while also working to improve it. SOAR Academy will work with families of Tacoma to create a school that exudes community pride.

Parent & Community Involvement Before School Opens

Our commitment to involving families in our school begins during our student recruitment campaigns and continues on a daily basis throughout the school year. As the school enrolls students from October 2014-March 2015 SOAR will hold a series of parent meetings to orient families to the academic and behavioral expectations of the school. Our goal is that all families will attend one of these meetings and the school will make every effort to get as many families oriented as possible. We believe that this first contact before the school year starts is crucial to establishing expectations for the whole family.

Teachers and other staff from the school will implement home visits for all enrolled families each year as well. SOAR will ask all students, families and staff to agree to the ***Commitment to Excellence***, a compact between the student, family and SOAR Academy, families and students that outlines what each party commits to do in order to help each child reach academic success. (This document doesn't impact enrollment; SOAR is open to all students.)

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Mid-Year Acculturation:

For students who join SOAR Academy during the school year, the following strategies will be used in order to catch them up to speed as quickly as possible on the school culture.

1. **Shadow Day**- Students who wish to enroll will be given the opportunity to Shadow during one of the SOAR Shadow Days for grades 2nd through 8th. These days are designed to give students a clear idea of the SOAR program. Students who wish to transfer to SOAR (given seat availability and wait list length) will be required to attend a Shadow Day to ensure that they feel the school is a good fit for them and their family.
2. **Advisory and Homeroom** – New students in grades K – 4th will be assigned to a homeroom, and students 5th-8th will be assigned to an existing advisory, where they will work closely with their homeroom teacher/advisor to acculturate to the school. The homeroom teacher/advisor is responsible for communicating and practicing the SOAR Academy core values and expectations with the student in his/her first weeks at school. In addition, the advisor will check in with the family of the new students weekly the first month of school.

Advisory and Homeroom System

Advisories and "homerooms" will also ensure a strong, aligned school culture. In the Primary Academy, students will meet each day in their homerooms for a morning meeting that structures explicit culture building activities. In the Intermediate Academy, each student will be assigned an advisor from the SOAR Academy staff. This advisor will know each of the 12-15 students and families assigned to them intimately and will serve as a resource to families. It is expected that once an advisor is assigned, they will remain with the student until matriculation to high school. Advisories will meet daily and follow an intentionally designed curriculum that allows students to explore and develop the Habits of Mind and the SOAR Core Values, set and celebrate academic and social goals, explore colleges, and build deep relationships with their peers and advisor.

During the year, SOAR will ensure regular home communication with frequent phone calls, home visits, behavior updates, quarterly progress reports and quarterly report cards. Advisors

will be expected to make contact with each advisee's family at least once a month.

Parent & Community Involvement After School Opens

Once the school opens, SOAR may employ the following strategies to engage parents and community members:

- Student led family conferences – Twice a year
 - The Advisors work with each individual student to share both academic and social/emotional progress with their parents/guardians near the beginning and the end of the year.
- Active Parent & Community Council
 - An elected group of parents work with the CEO to establish goals that support the school. Committees will be created to ensure true partnership in moving the school forward.
- Student exhibitions of work and demonstrations of learning – Twice a year
 - Students share their work publicly to all parents and community members who are interested in attending. The community and parents will often serve as assessors of student presentations.
- Student Rites of Passage – Once a year
 - Parents and community members are encouraged to participate on a Rites of Passage defense panel at the end of the year to assist in assessing potential SOAR graduates. All panelists are calibrated prior to participating.
- School director Coffee Talks – Once a month
 - The school director will hold a monthly “2nd Cup of Coffee” for all parents and community members who are interested in hearing a “State of the School” and offering input.
- A Community Conversation/Potluck – Once a year
 - All community stakeholders are asked to participate in a review of the school's goals annually and to share in a potluck to celebrate success.

Plan for Tracking, Monitoring, & Improving Family & Community Engagement

The ***Commitment to Excellence*** compact helps outline opportunities for parent engagement in the school. In addition, parent and community engagement opportunities will be published on the final school calendar, as well as the school website. E-Newletters (translated and provided as hard copies in the office), as well as Autodialer will be used to provide weekly reminders of upcoming events.

A community and parent engagement goal will be set annually to ensure SOAR is making consistent progress in this essential element of the school. Progress will be measured on parent and community surveys given twice a year and feedback forms at all parent and community meetings (listed above). This process will be managed by the Dean of Culture and Engagement once brought on staff full time.

3. Serving students with special needs

SOAR Academy will be an inclusive, open environment that embraces all students regardless of background or category. The culture program and approach described above applies to all

students at the school including those who receive special education services, English Language learners, and students at risk of academic failure. All students will participate in school meetings, school rituals, classroom meetings, advisory, etc. and will be expected to follow common SOAR expectations. Homeroom teachers and advisors will work closely with students to respond to their needs, and the appropriate accommodations and modifications will be followed for students with IEPs. Encouraging a school-wide curriculum of character development, goal setting, and celebration will enhance the educational experience of students with special needs.

“Day in the Life” of a Kindergarten Student at SOAR Academy

This narrative will provide a glimpse into the daily experience of a kindergarten student in year one at SOAR Academy.

ARRIVAL:

At 8:05am, my bus pulls up at school. It is a chilly fall day and I have on my favorite uniform skirt and my favorite “Hello Kitty” backpack. As the bus pulls up to my school, I see the School director Mrs. McClain standing in front of the school waiting for us. As the bus comes to a stop, the bus driver opens the door and Mrs. McClain boards the bus. She asks the bus driver, “How was the ride?” Ms. Novak the bus driver let’s Mrs. McClain know that we were very well behaved. We know we have to stay seated until she greets us. Mrs. McClain then turns to the bus and says, “Good morning my loves! Welcome back! Today is Tuesday! Why are you here students?” We reply, “To try our best, to make a difference, to learn to SOAR.” She smiles really big and reminds us how to be “Safe, Respectful and Responsible” as we exit the bus and go to breakfast. She shakes our hand, gives us hi fives and hugs those that want one. We like starting our day like this because she actually knows everyone’s name! She’s super smart! “Hi Puddin” she says with a big smile as I get off the bus. “Hi” I say as I lean in for the biggest hug ever! Ms. Novak remarks that I was able to stay in my seat the entire ride. “Thank you for being safe and responsible” Mrs. McClain says. “I had no doubt that you could do it”. I head into the building to go to breakfast.

BREAKFAST and COMMUNITY MEETING:

My friends and I really like the food at our school. We learned that is it organic and much better for us because it doesn’t have added chemicals that aren’t that good for you. When we walk into the cafeteria our breakfast is sitting on the tables waiting for us and our teachers are waiting to greet us. I sit down at my assigned seat. “Good morning Sarah”, says Mr. Smith my teacher. He is really tall and I am really little. I always giggle when I have to stand next to him. He is a long way up!

My friends and I have time to eat and chat while our teachers watch over us, talk to us and help us open our food. Sometimes that’s a little tricky for a kindergartener. After a few minutes, Mrs. McClain comes in and starts to sing. This is our cue that it is time to listen and start our Community Meeting. Mrs. McClain sings the same song everyday “What a goodly thing, if the children of the world, could live together, in peace.” “Good morning SOAR Primary Academy.” “Good Morning Mrs. McClain!” “SOAR, students, “Why are you here?” We answer: “To try our best, to make a difference, to learn to SOAR”

During our community meeting, 1 teacher from each grade gives shout outs to the students in their class for lots of reasons. At our school we have these things called “Core Values”. It is the stuff that we believe in to our bones (that’s what Mr. Smith says) and try our best to do well in every single day. We are learning about each Core Value from all the grown-ups in the building. This morning my friend Hakeem got a shout out from Mr. Smith for showing the Core Value of Excellence. Hakeem was very happy and kept smiling. After community meeting is it time to go to our classroom. Mrs. McClain sends us off by saying, “Students, we care about you, we believe in you and...” then all the teachers join in, “We will not let you fail!” The day is starting and it’s time to go. Plus, the big kids (Intermediate Academy) need to eat their breakfast next!

LANGUAGE ARTS:

Once we get back to our classrooms, we put our things away and have circle time on the big rug. Mr. Smith says that this time is very important because it helps us remember our personal and class goals and sets the tone for the day.

INTERVENTION:

Intervention is a chance for us to work on things that we need help in. In November when Mr. Smith and I wrote my PLP, my mom and I found out that I was reading at a first grade level. During Intervention time, I go with the Learning Resource Teacher, Ms. Varratti. She always has cool shoes. I get to work with a small group of friends from my class and Ms. Cummings’ class on being an even better reader. My favorite time in intervention is when I get to use the laptop to work on my reading skills. The computer program knows how to make the game really tricky but not too hard that I can’t do it!

RECESS and LUNCH:

Before long it’s time to go to lunch and recess. We actually get to play first! That is the best ever! Then we come inside and have lunch. When lunch is over we go back to our class.

ARTS:

During arts, we all take dance. A special teacher from the community comes in to teach the class everyday.

MATH:

Even though Mr. Smith is my teacher, I get to go and learn from the other kindergarten teacher, Ms. Cummings everyday. She is a math genius! My friends and I line up to go and spend the next hour and a half with Ms. Cummings. She teaches us math.

RECESS:

Because our brains need a break, we get a 15 minute recess in the afternoon. This is a fun part of school!

SCIENCE and SOCIAL STUDIES:

When we come back in from recess, we go to either science or social studies. Ms. Cummings and Mr. Smith trade off. Mr. Cummings will teach a social studies unit to a group of my friends while Ms. Cummings teaches science to me and my friends. Once we finish our science unit, I

get to go do the project my friends did in Mr. Smith's room. Then we start all over again!

DISMISSAL:

Now it's time to go home. We pack up and clean up our classroom. Mr. Smith reminds us of our homework and we line up to go home. Since I ride the bus, I have to line up at the front of the line in bus number order so that my teacher can drop us off and watch us load the bus. He always tell us it's his job to keep us safe. As I sit on the bus and go home I think about all the funs stuff we are going to do tomorrow at my school.

"Day in the Life" of a Kindergarten Teacher at SOAR Academy

My name is Elizabeth Cummings and I am the Math/Science Kindergarten Teacher at SOAR Academy in Tacoma, Washington. My day begins every morning at school at 7:30am each morning. On Tuesday mornings I meet with my grade level partner Mr. Smith. Although we both teach Kindergarten, I teach the math/science for all 50 students while he teaches Language Arts and Social Studies for our kids.

Every morning at 7:45am, we meet as an entire staff to "huddle". We do this to refocus ourselves on our Core Values and to recognize each other for exemplifying them and going above and beyond for our students. At SOAR we believe so much in our mission and our students that we keep what is best for them at the heart of what we say and do. Our huddle is lead by our Founder, CEO and School director, Kristina Bellamy-McClain. After she has opened the huddle and we have done shout outs, we have an opportunity to give announcements and reminders to our colleagues about happenings at the school. The huddle concluded by having Mrs. McClain say, "We care but them, We believe in them and" We all say..."We will NOT let them fail".

By 8:00am, we have dispersed our huddle. All of us head to the cafeteria to be in place to receive our students. As the bus unloads, I wait at my assigned lunch tables for my kids. As they come in al greet them with high fives, fist bumps or snaps. I make sure that I let them know that I am excited to see them and learn from them every day.

After the kids have had time to eat their breakfast, our Community Meeting begins. This is a chance for kids to be recognized for all of their hard work. Once we have finished our community meeting it is time for us to head to our classroom and get ready for our day.

Since I teach the math/Science for the students, I am fortunate to see all 50 of the kindergarten students. I see half in the morning for math and science and the other half in the afternoon for math/science. This allows me the opportunity to specialize in two curricular areas instead of five. I have a small group during the intervention period of the day. The students are split between myself, Mr. Smith, the Learning Resource Specialist and the Learning Resource Aide. This allows us to provide second doses of instruction to our kiddos. We alternate weeks of focus, since last week was math, this week's intervention topic will be language arts.

Since all of the students take Arts study during the day, I get my prep time while they are with their arts teacher. During my prep time, I make my phone calls to parents, prep materials for

the science lab that the kids will explore or do some data entry into our system.

As our day ends, I make sure that I am aware how each and every student in my homeroom gets home. I put my bus kids on their respective buses and wait in the designated area for the parents to pick up their students.

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.

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

1. After-school and Summer School

Pending funding and inclusive of community partnerships, SOAR Academy will offer both after-school learning opportunities and summer learning opportunities.

Kindergarten Orientation: In order to promote Kindergarten readiness for school and thoughtful, intentional integration of new Kindergarten families into the SOAR community, SOAR Academy will offer a one-week, half-day Kindergarten Orientation week. This will allow parents and new kindergarten students the opportunity to familiarize themselves with SOAR Academy processes and culture as well as give the littlest students the opportunity to familiarize themselves with their teacher, their classrooms and their new learning environment. This week will also allow teachers to begin the WaKIDS Assessment data collection process. This program will not impact budget as it is built into teachers' salary and job descriptions.

2. Extracurricular Activities

Arts Enrichment Courses: Students will receive one hour of visual or performance art instruction each day, with the exception of Wednesdays (early dismissal). Please see *Curriculum and Instruction* for more detail on the nature of these courses. SOAR Academy is exploring partnerships with local arts providers to provide courses and develop curriculum as part of the curriculum development team. Currently SOAR is in conversation with the Dash Center for the Arts and Gage Academy of Art, Seattle. Once a partner is identified, SOAR Academy will seek grant and/or private funding to cover costs in years 1-3 of school operation. Beginning in year 4, two teachers have been built into the budget to teach arts enrichment. Should grant or private funding not be acquired, SOAR will put its arts program on hold until funding is available in year 4.

3. Programs to address student mental, emotional and social development and health

In the long term, SOAR aims to partner with a full-service health clinic located on campus that would provide medical and mental health services to students and families. In the short term,

SOAR is exploring partnerships with Tacoma area mental health providers to provide services starting year one. SOAR will rely on state, federal and grant funding to pay for these services as noted below. To date, SOAR is exploring partnerships with the following groups and is open to additional partnerships as they arise:

- Comprehensive Health Services
- Good Samaritan
- Seneca Center

4. N/A

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.

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

It is the mission of SOAR Academy that all learners will be provided with a personalized, first-class education. There are no exceptions to this mission. It is the SOAR community adults' responsibility to coach and inspire every SOAR student to achieve this goal. In order to be successful with all scholars SOAR must be especially thoughtful about how to support the most at-risk learners and gifted scholars.

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 students must be identified quickly and accurately, and effective responses to their struggles must be determined, delivered, and monitored with equal timeliness and accuracy.

SOAR Academy'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 students 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 students, including school-wide programs that foster safe and engaging learning environments. Tier two (targeted) represents systems that support students who face specific challenges, in order to prevent risk factors or early onset problems 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 identify students and Grade Level Team meetings (GLTs) and Student Interventions

Meetings (SITs) where collaborative teams address the needs of struggling students and monitor their progress within identified academic, behavioral and social-emotional interventions. By creating a strong infrastructure for a tiered approach to intervention that is driven by data-informed referrals and progress monitoring, SOAR Academy will be positioned to seamlessly integrate culturally relevant, evidence-based practices that meet the specific needs of the student population.

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.

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The student population enrolled at SOAR will be representative of Tacoma's "Hilltop" community. In general, Tacoma residents reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student population within Tacoma School District, where there are substantial populations of Black (21.6%), Hispanic (16.5%), Islander (12.5%), and Asian (10.3%) students. Within the school district, 8.8% of students participate in the Transitional Bilingual program, on par with the state average. More than half of these students speak Spanish as their primary language.

Many students in the school district come from low-income households, with 63.2% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by students on average in Washington (46.1%). Within the district, 11.4% of students are classified with a disability, slightly less than the state average of 13.0%. Tacoma school district also serves a higher proportion of foster children than the state on average (0.3% compared to 0.2%, respectively), a student population that has proven to face some of the largest hurdles to academic success and are therefore considered some of our most vulnerable youth.

In regard to academic performance, 2012-2013 Measurement of Student Progress (MSP) data reveal that fewer Tacoma School District students meet reading and math standards than Washington State students on average. In addition, students with limited English, low income students, and students with disabilities within Tacoma School District do not only score far below their general peers on state reading and math assessments, but also score below the state average for their own particular subgroups. It is clear that schools serving students in Tacoma must be prepared to meet the needs and value the strengths of an incredibly diverse population of students and families.

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.

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

SOAR Academy will comply with all applicable federal and state laws in serving students 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 SOAR Academy. 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. SOAR Academy is committed to serving students with Individualized Education Programs (IEPs) immediately upon entering the school. For all newly enrolled students, Special Education teachers will 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 students 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.

SOAR Academy employs an RtI framework that facilitates the identification of students with disabilities in compliance with the Child Find requirements of IDEA. SOAR teachers will implement high quality curriculum, instruction, and assessments that are aligned with the Common Core State Standards. Special Education staff will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data.

Twice monthly, teachers will hold a Grade Level Team Meeting (GLT), where they will be able to discuss students whose academic, social emotional, and/or behavioral needs are not being met through established universal supports. Teachers will work to collectively devise a plan for specific interventions or accommodations provided at the targeted (tier two) intervention level. If the student continues to experience academic, social emotional, and/or behavioral challenges, the teacher and parent will decide whether to refer the youth to the Student Intervention Team (SIT). The SIT team will consist of the parent, an Administrator, relevant Classroom Teachers, the School Counselor, Special Education Teacher, Psychologist, and any wraparound service providers connected to the student. The referring teacher is asked to bring

a substantial amount of student centered data to the team, including curriculum/classroom based assessments, classroom behavior and general discipline data, attendance data, the parent contact log, and the intervention monitoring log. Once the teacher shares this information with the team, via a case presentation, the team creates a Student Intervention Plan and sets a review date. The teacher will be responsible for documenting the plan implementation and keeping all parties informed, including the parents/guardians.

At any point in this process (during the initial or follow-up SIT meeting) the school may decide to refer the student for an Individualized Education Program (IEP) assessment. 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 Resource (special education) Teacher 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 SIT. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 392-172A-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

SOAR Academy will efficiently identify any students protected under Section 504 including any scholar 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, SOAR Academy 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 students as having a disability. SOAR Academy 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.

Overall, the Special Education program will be guided by six main strategies:

- ***Equal access to high-quality curriculum***

All students will have access to a high-quality, rigorous, personalized curriculum regardless of whether the student has an identified disability or not.

- ***Integration in student population***

To the greatest extent possible, students with disabilities should be integrated in the general student population, educated in the least restrictive environment (LRE), and included in every part of the school's culture and expectations.

- ***Preparation for independence***

The goal of the special education program is to help special education students excel at the highest levels. This includes developing life-long strategies for success and achievement at the highest possible level. SOAR will equip students with strategies for independence and, to the extent possible, exit students from special education services when they no longer need the designation.

- ***Inviting to students of all learning profiles***

The school will actively seek students of all learning profiles, including students with disabilities, to be a part of the robust and rigorous academic environment. School staff will treat students' disabilities as a welcomed challenge and as an integral part of the school vision.

- ***Strict adherence to procedure***

The school's special education department will strictly adhere to the special education policies and procedures of the school, as these policies and procedures insure that students and parents are given due process in decisions regarding special education evaluations and services.

- ***Stakeholder involvement***

Beyond the extent required by law, the school's special education staff will include parents, classroom teachers, administrators and others in decisions involving a student's disability and/or accommodations.

The special education program utilizes inclusion-model instruction in which students are included in a classroom and given additional support through small group and individual work, scaffolding, and the support of a Learning Resource Teacher (Special Education teacher). Exceptions to this model will be made, in rare cases, and based on evaluation of student need by an educational diagnostician. For students with IEPs, the Personalized Learning Plan will be developed in collaboration with their Learning Resource Teacher to ensure that strategies and accommodations will be provided within the general education classroom that will facilitate the student's progress toward their IEP goal. Learning Resource teachers will provide team teaching, push-in and pull-out assistance as needed. Students with an IEP may be enrolled in a Study Skills elective to get small group instruction and assistance with content material from special education teachers.

Evidenced-based programs, practices and curricula that ensure the academic success of

students with special education needs will be integrated into all tiers of intervention. SOAR leadership will utilize the planning year to research and identify the most appropriate programs, which may include proven methods such as Slingerland, Reading Assistant, FocusMath, and 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 student, including students with disabilities (Sugai, G., & Horner, R. H. Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches; 2009). SOAR Academy will ensure that all of its students benefit from an integrated intervention approach that addresses all barriers to academic success. SOAR’s multi-tiered spectrum of behavioral/social-emotional support is further articulated below.

Evaluating Progress. For all students with receiving special education services, the IEP team will meet annually, in adherence to the IDEA and WAC 392-172A-03110 to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward annual goals and in the general education curriculum. In addition, Special Education teachers will report progress on IEP goals concurrently with the general education student grade reporting schedule.

Plans for promoting graduation: (N/A)

Staffing. All special education services at SOAR Academy will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and WAC. SOAR Academy intends to work with a special education co-op, ESD and/ or school district partner on securing itinerant staff and services for students with disabilities, including but not limited to, speech therapists, occupational therapists, behavioral therapists, psychologists, and transportation.

SOAR academy intends to maintain a 15:1, special education student to Special Education Teacher ratio, and will hire based on this ratio. In the first year, SOAR will hire one Learning Resource Teacher (Special Education Teacher) and one Learning Resource Aide (Instructional Assistant) to serve the needs of our 104 students, expecting that just under 15% will be eligible for special education.

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.

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SOAR Academy will develop, implement and maintain policies and procedures for the provision

of services to ELL students 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, SOAR Academy will employ a home language survey to all families registering new students. 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). Students will complete the Washington English Language Proficiency Assessment (WELPA) Placement Test in order to determine their eligibility for TBIP services. SOAR 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.

Instructional programs, practices, and strategies. SOAR 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 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. Students will be taught vocabulary through formal instruction, as well as through authentic use in language-rich settings in and out of the classroom. Students who need extra support in literacy, including ELLs, may be enrolled in a Study Skills elective, after-school program, or summer school to receive more individual, intensive support.

Monitoring and Exiting from Services. SOAR Academy will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible students 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.

Means for providing qualified staffing for ELL students. SOAR will hire highly qualified teachers who either have an endorsement for teaching English Language Learners or are willing to work toward one. SOAR will support teachers by providing professional development on structured immersion instruction, language acquisition and development, and monitoring and assessment of ELLs.

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.*

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SOAR Academy believes strongly that public education must be committed to addressing the holistic well-being of students. Some of the most at-risk students are those whose mental health and/or environmental circumstances create barriers to their academic success. There is strong reason to believe that many students in Tacoma experience such challenges. Based upon self-report data from the Healthy Youth Survey conducted in 2010, students in the 8th grade in Tacoma fare worse than their peers on average across the state on a number of risk of factors. They are more likely to experience depression (30%) or consider suicide (19%); participate in a physical fight (37%), and belong to a gang (8%). They are less attached to their neighborhoods and feel less safe in their schools.

Some of the most at-risk students, including those who come from chronically low-performing schools and/or disadvantaged neighborhoods, are those that experience challenges in multiple domains. It is the intention of SOAR Academy to provide the opportunity for students to have access to coordinated and integrated care. SOAR is actively seeking partnerships and resources to provide a full-service health clinic on campus. Having onsite service providers would ensure that students and families have access to the integrated, comprehensive care that they need.

SOAR Academy's multi-tiered approach to support will ensure that these challenges are identified early and often. By proactively and consistently analyzing data that indicates students' level of engagement and success, including academic assessment data, attendance, and disciplinary data, the SOAR 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, SOAR will provide the following behavioral/social emotional supports to students:

Tier One, Behavioral/Social Emotional. SOAR Academy is committed to creating a safe, active, and accessible learning environment for all students. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all students. To support the healthy social emotional development of the student body, SOAR plans to utilize Habits of Mind coupled with character/virtue development as well as an anti-bullying program (such as Olweus Bullying Prevention) and school-wide social skills curriculum (such as 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 on office discipline referrals and attendance. In addition, individual students will be identified for tier two supports through Grade Level Team meetings. For students who are experiencing behavioral challenges, the GLT may work to create an individualized Behavior Contract. Behavior goals will be developed and assessed over time to determine if they are ready to return to tier one levels of support, or if they may be candidates for tier three services. For students who are experiencing social emotional challenges, the GLT team 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 students in need may be easily referred within the community. Ultimately, the plan is to have mental health services available on campus.

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.

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

Programs, Practices, Strategies, and Opportunities. SOAR's instructional program is designed to differentiate instruction for all levels of skill and ability. This individualized design is particularly effective for gifted students. Additionally, a variety of instructional techniques and materials provided in SOAR's academic program allows for the acceleration of students who are ready for it. SOAR will use diagnostic assessments as outlined in Student Performance Standards and Expectations to identify students who may qualify as highly capable.

Monitoring and Evaluating Progress. SOAR 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 students 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 students, including highly capable 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.

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

SOAR endeavors to attract a richly diverse student population that is representative of the city of Tacoma and the neighborhood in which SOAR will locate. SOAR Academy intends to target students within the Lincoln and Stadium High School feeder patterns. The proposed location for the school will be in the Hilltop neighborhood of Tacoma.

Following the submission of this charter application and authorization, SOAR School director and Board members will embark on a comprehensive plan for informing and engaging the community in SOAR Academy. Monetary resources have been allocated in the startup year to ensure that marketing materials are available to the community. In addition, SOAR will prioritize recruiting students in traditionally under-served communities.

Community Events:

- Churches: SOAR Academy will partner with local churches of various denominations within the target area of the Hilltop and East Tacoma neighborhoods to provide information about SOAR Academy.
- School Events: SOAR will participate in pre-school/elementary/middle school events; community-sponsored and city-wide events that attract students within our K-8 grade band. These events will represent everything from time to speak to the local PTAs, addressing student bodies, booths at community events, hand flier canvassing at sporting events, etc.
- Forums: SOAR Founding Board members will host/have hosted several Information Forums within our target community of the Hilltop and East Tacoma and beyond
- Community events: SOAR has and will continue to attend regular meetings with Tacoma area Community Based Organizations (CBOs) that are active around educational issues and parent and community engagement. Some of these organizations include the Black Education Strategy Roundtable, The Collective, Stand for Children, and the University of Washington – Tacoma Department of Education.

Door to Door Recruiting Campaign:

During the months post-authorization to opening, SOAR staff will engage in monthly Saturday door-to-door campaigns in the focus neighborhoods of Hilltop/East Tacoma. The purpose of these community canvasses is to inform families about SOAR Academy and recruit and build community interest and support for SOAR Academy.

Marketing and Media:

- Database creation and maintenance: SOAR will create and maintain a database of all parents/families of community supporters. This database will be kept current post-authorization. This database will allow for tracking and monitoring of parent involvement, such as parent attendance at events and parent feedback provided on usefulness of events. This data will allow SOAR to monitor and improve its

communication with parents over the 15-month planning period.

- Targeted mailings: Mailings will be sent to families, Head Start/preschools and community centers to inform parents of forums, events and SOAR Academy.
- Email blasts and social media sites: SOAR will utilize email blasts as a way to engage and inform the community at large, as well as SOAR supporters of the happenings at SOAR. In addition, SOAR will explore the validity of utilizing social media sites such as Facebook and Twitter.

See School Culture for a description of SOAR's post-enrollment engagement opportunities (informational sessions and home visits) and ways for communicating expectations for parent involvement).

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.

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

Per the RFP instructions, please see Attachment 7: Discipline Policy for detailed responses to this section.

A climate of respect for the rights of others will be established at SOAR Academy. Administrators and teachers have an obligation to maintain a school environment in which teachers can teach and children can learn without undue interference. Both children and adults must be free from verbal or physical threat to their safety. With the Code of Prohibited Conduct, procedures have been established and published for responding firmly and fairly if it becomes necessary to administer disciplinary measures.

SOAR Academy shall enact a no tolerance policy towards weapons, drugs, or alcohol on its campuses and at school sponsored activities. In light of this reality, SOAR Academy will continue to advocate and intervene on students' behalf in order to ensure their due process and help them build the character traits that they will need to be successful in life, despite the necessary sanctions.

A clear and consistent discipline policy will enhance student achievement. The policies and procedures at SOAR Academy will show respect for students so that they feel safe at school. SOAR will use the attendance policy to maximize time in school so that there are many opportunities for teaching and learning. At SOAR Academy the discipline policies will be professional, respectful and appropriate, public and consistent (Danielson, 2002). Furthermore, by having a *culturally responsive* school as described in the earlier section on school culture, SOAR will naturally engage students more in academics and the importance positive attendance, thereby decreasing the rates of disciplinary issues.

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.

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

SOAR Academy is not a Conversion School. Therefore this section is not applicable.

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.

SOAR has and will engage in a variety of ways to inform and engage Tacoma parents and the community around our school. In addition, SOAR have very clear outcomes by which it will measure success in this area (*See Section 2 on Performance Management*).

Prior to submission of this application, the School director has hosted 10 meetings with Tacoma community leaders and/or parents. Meetings serve as venues for community leaders and parents to provide feedback and input to the proposed school model and describe what they look for in a successful school. Community demand has been assessed throughout these conversations and by endorsements provided by community leaders and parents.

SOAR Community Meetings Held Prior to Application Submission

| Date: | Location: | Event: | Target Audience: |
|------------------------------|---|---|---|
| Monday, August 12, 2013 | McKinstry Innovation Center; Seattle | “What are Charter Schools” (Hosted by League of Education Voters) | Parents, Community members |
| Thursday, August 22, 2013 | McKinstry Innovation center; Seattle | CBO/Community Charter Schools Introduction to Charters | Tacoma Community Based Organization (CBO) Leaders; Businesses |
| Wednesday, September 4, 2013 | Tacoma College Success Foundation; Tacoma | SOAR Introductory Meeting and Feedback Session | City Officials; Tacoma Urban League; Stand for Children; Tacoma NAACP CBO’s |
| Thursday, September 12, 2013 | Tacoma College Success Foundation; Tacoma | SOAR/Stand for Children Collaboration Meeting | Tacoma Stand for Children Leadership Team |
| Monday, October 7, 2013 | McKinstry Innovation Center; Seattle | Charter School Forum | Interested families and community leaders |
| Saturday, October 26, 2013 | 2316 Yakima Avenue; Tacoma, WA | The Black Collective Community Presentation | Members of the Tacoma Community |
| Tuesday, October 29, 2013 | Bates Technical College | Community Forum on SOAR Academy and Charter Schools | Parents, Community, Students of Tacoma |
| Wednesday, November 13, 2013 | Bates Technical College | Community Forum on SOAR Academy and Charter Schools | Parents, Community, Students of Tacoma |
| Saturday, November 16, 2013 | Bates Auditorium – South Campus | Community Forum on SOAR Academy and Charter Schools | Parents, Community, Students of Tacoma |

SOAR will continue to engage with parents and community leaders at a similar frequency throughout the application and post-authorization process.

Partnerships and Support:

SOAR Academy will embrace partnerships with local groups and organizations, especially those in the neighborhood surrounding the school, including those who might provide services to the students. SOAR will involve multiple groups from the community in the Arts integration

program, bringing the neighborhood and the city into the school. The key to accomplishing this goal will be to show the various organizations how partnering with SOAR Academy and supporting its students aligns with their mission. To give the community information about the school and offer them a chance to meet the school leader and ask questions, several meetings, open to all, will be scheduled. These will occur in the evening and be held at various locations around the neighborhood.

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.

The Founding Board of directors at SOAR Academy represent a diverse, invested group of individuals with skills and experience necessary to successfully manage and govern SOAR. The SOAR Founding Board of directors:

- **Kristina Bellamy-McClain**, (Ex-Officio member) – CEO and Founding School director

- **Amy Barnes**
- **Carmela Dellino**
- **Lauren Guzauskas**
- **Dr. Thelma Jackson, (Chair)**
- **George Meng**

Please see questions #3 in this section for the qualifications of the proposed CEO & Founding School director. Listed below are the individuals that contributed to the design process as members of the SOAR Academy Design Team.

2. A SOAR Academy Design Team has been formed in order to get expert input on the academic plan. The Design Team spent many hours from August 2013 through November 2013 developing the academic plan for the SOAR model. Listed below are the names of the members of the Design Team as well as the areas of the design in which they most contributed:

Design Team Members: **Kristina Bellamy-McClain**, Curriculum design, Culture, Staff Evaluation; **Corrine Craven**, Intermediate Academy design; **Katherine Kribbs**, Primary Academy Design; Charter Operations; **Marilyn McVay**, Special Education Inclusion and Programming; **Cessilye Williams**, Innovative Middle School Programs and Models; **Kate Coxon**, Blended Learning; **Adie Simmons/Rosalund Jenkins**, Family and Community Engagement Strategy; **Jen Davis Wickens**, Charter Leadership; Competency based model; **Gary Larson/David Richey**, Communications and Marketing; **Bryce Fleming**, Charter School Finance and Budget Development; **Ashley Radach Raymond**; Legal Guidance and Non-Profit Structure; **Jimmy L. McClain**; Operations; Middle School Special Education Model; **Brianna Duseault**, Curriculum, Charter Operations; **Jeff Wilson**, Staffing and Human Resources processes; **Dr. Marcy Stein**; Direct Instruction and Primary Academy Curriculum Design

3. Kristina Bellamy-McClain; CEO & Founding School director:

For the past for 13 years as a public school educator and Principal, SOAR proposed Founding School director, Kristina Bellamy-McClain has served diverse students populations in Washington State, California and Alaska. She was most recently the Superintendent-appointed “transformation” principal of Emerson Elementary School, a high-poverty traditional public school in the diverse Rainier Beach neighborhood of Southeast Seattle.

Dedicated to providing students with equitable, rigorous and relevant learning experiences, Kristina began her career teaching underserved students in California’s Lynwood Unified School District at Janie P. Abbott Elementary School. Leading the school’s writing and instructional development programs, she co-wrote the school’s first grade writing and teacher rubrics which are still in use today. As a result of her efforts both within and outside the classroom, 85 percent of her students left reading at or above grade level. Before coming to Seattle, as a school leader at Tudor Elementary in Anchorage, Alaska, she worked to close the achievement gap and focused on building strong community partnerships that complement and work in tandem with schools’ shared vision and mission.

As a Senior Fellow with the Washington State Charter Schools Association's Leadership Center,

Ms. Bellamy-McClain 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:

- TNTP (formerly 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. Bellamy-McClain 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.

Ms. Bellamy-McClain 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 SOAR 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.

4. **Please see Attachment 10 for School director Qualifications and Resume*

5. Currently, the SOAR CEO & Founding School director has been identified. SOAR's CEO will begin the process for identifying key individuals to add to the SOAR Leadership Team in accordance to the budget and needs of the school (please see Staffing Section for timeline). Once at capacity, SOAR Academy will have a fully staffed and functioning Leadership team designed strategically to carry out the vision, mission and outcomes of SOAR.

Due to budgetary allocation, the Leadership Team will not extend beyond the School director and Dean of Academics K-4 until year 4 (see Attachment 23: Financial Plan Workbook; 5 Year budget section). For this purpose, SOAR will be extremely strategic in hiring founding staff that also possess the skills and experience to transition to the Leadership Team as the budget allows and supports. The following timeline will be used to recruit founding teachers (as also described in the Staffing Section of this application).

- July/August – Begin to build pipeline of candidates (continues all year).
- September/October - Identify and cultivate potential candidates. Build relationships.
- November to January – Begin resume review and initial phone interviews.
- Jan/Feb – Conduct demo lessons or observe in teachers current classrooms or teacher videos lesson in current classroom (out of state)

- February/March – Conduct 2nd round interviews, check references and make offers.
- April – Complete hiring; continue to build the pipeline for unexpected openings.

**Please see Attachment 11 for Leadership Team Job Descriptions¹*

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

¹ Section 1 exceeds the suggested page limit by approximately 5 pages. We feel that these additional pages allow us to more thoroughly explain the model.

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.

SOAR Academy will be governed by the SOAR Academy Board of directors (BOARD) which has submitted both an application to the state for incorporation as a Washington Not-for-Profit Public Benefit Organization and Federally for Tax-Exempt status. The SOAR Academy Board will ensure the long-term success of the organization. In order to best steward the vision and mission of the school, the SOAR Board will have the responsibility of defining, communicating, monitoring, and ultimately ensuring the success of the school.

Upon approval of the charter application, The board would oversee and manage a Chief executive officer, who would be responsible for day-to-day management of the organization and the supervision and management of a School director (principal), who would be responsible for day-to-day operations of the proposed school. The CEO will serve as the founding School director for the first 3 years of operation. The founders of the school envision applying for authority to open additional schools in the future following the successful launch of the proposed school.

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.

SOAR Academy will be governed by the SOAR Academy Board of directors (BOARD) which has submitted both an application to the state for incorporation as a Washington Not-for-Profit Public Benefit Organization and Federally for Tax-Exempt status. The SOAR Academy Board will ensure the long-term success of the organization. In order to best steward the vision and mission of the school, the SOAR Board will have the responsibility of defining, communicating, monitoring, and ultimately ensuring the success of the school.

Upon approval of the charter application, The board would oversee and manage a Chief executive officer, who would be responsible for day-to-day management of the organization and the supervision and management of a School director (principal), who would be responsible for day-to-day operations of the proposed school. The SOAR CEO will serve as the founding School director for the first 3 years of operation. The founders of the school envision applying for authority to open additional schools in the future following the successful launch of the proposed school.

Because the SOAR CEO is a Senior Fellow at the Washington State Charter Schools Association's Leadership Center, The board will receive training in board best practices from the WSCSA Leadership Center, in partnership with Charter Board Partners, a non-profit organization that provides recruiting, training, governance support, and networking supports to boards.

The work of a results-focused board will center on answering these key questions:

- Is SOAR Academy on track to deliver academic excellence?
- Is SOAR Academy operationally and financially sound?
- Does SOAR Academy have the established capacity and leadership to drive towards a path of excellence?

2. SOAR Academy will be governed by an odd number of board members consisting of between 5 and 15 Directors. The board will ensure the school's academic success, organizational viability, and faithfulness to the terms of the charter. The board will develop and approve the annual budget and school policies. It will also set goals and review strategy to continually guide the school towards the fulfillment of its mission.

The board will represent the diverse professional experiences and practical expertise necessary to support the start-up and long-term viability of a charter school. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience.

The board will be structured to include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve renewable three-year terms. Each board member will serve on a committee (outlined below). Monthly board meetings will be held in compliance with the open meetings law. The CEO will serve as an *ex-officio*, non-voting member of The board.

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

Board Officers

Chair, Board of directors: The chair is the senior volunteer leader of SOAR Academy who presides at all meetings of The board of directors and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. 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 CEO – essential to effective oversight of SOAR Academy. The chair is the primary liaison between the CEO and The board. The chair will possess strong group facilitation/group process skills.

Vice Chair: The vice chair will preside at meetings of The board of directors 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 member of standing committees as designated by The board Chair.

Treasurer: The Treasurer, jointly with The board chair and supported by the CEO and Director of Operations, ensures 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).

Secretary. The Secretary is the primary steward of the record keeping and organizational documentation of the school.

Committees

The board of directors, once capacity is reached, will form committees as needed to carry out the vision and mission of SOAR Academy. The main focuses of the BOARD will be Governance, Finance, Development, and Academic Excellence (to include Leadership Evaluation). The board will name a “chair” for each of these focuses.

It is important to note that due to board size in the first two years, all SOAR Academy board members will be expected to add time, talent and energy to our 4 focus areas. Once The board reaches capacity, committees such as the ones detailed below may be formed in order to maximize expertise and maintain a strong governance structure.

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

1. Board Role and Responsibilities
2. Board Composition
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 directors, and monitoring its implementation. The committee also provides board oversight of the organization’s financial audit.

The committee monitors the organization’s financial records; reviews and oversees the creation 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 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 directors about the organization's program plans and the resources needed to realize those plans. It familiarizes directors 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 directors' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors.

Academic Excellence: The Academic Excellence Committee assumes the primary responsibility for working in collaboration with, the school director 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 Committee partners with the school leadership team to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they ensure that the school leadership team 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.

Evaluation of School & School Leader

The board will evaluate success of the school by ensuring that it sets goals and reviews key metrics regularly to ensure that:

1. The school is faithful to the terms of its charter
2. The school is organizationally and financially viable
3. The school is delivering superior academic results commensurate with expected outcomes and benchmarks.

Annually, The board and CEO will set governance and management goals that align with the 5-year goals outlined in this charter.

The board will evaluate the success of the CEO using the school leader evaluation tool. Rather than a hasty end of the year evaluation, The board will focus on a continuous improvement loop of settling goals, reflecting on progress towards achieving goals, giving and receiving feedback during two structured check-ins between The board and CEO during the school year and a final end of year evaluation that includes a CEO self-evaluation, a board evaluation, and feedback from the CEO's direct reports.

See **Attachment 18** for sample Leadership Evaluation tools

Representation of Key Stakeholders

The SOAR Academy 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 director 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 may engage

with stakeholders.

As a founding board, the group fully realizes that strong leadership is required for a high performing school to grow and flourish. This includes strong day-to-day management by the CEO of the school and oversight by a governing board. SOAR Academy has assembled an extraordinary team of individuals who are capable of managing the school daily, and who are able to oversee and govern the vision and mission of the school, as well as establish policies that will protect the school's organizational and academic success over time and ensure its success into the future.

The founding governing board is a high-capacity group possessing the wide array of professional skills necessary to launch and govern a highly successful charter school. All founding board members are dedicated to the mission and vision SOAR Academy and are uncompromising about delivering a school that fulfills the promise of academic achievement for every student. Each member of the founding board has committed their professional experience and expertise to SOAR Academy, and is prepared to execute their duties as a governing board. Along with Lead Founder Kristina Bellamy McClain, members of the current founding board include:

- **Kristina Bellamy-McClain**, (Ex-Officio member)
- **Amy Barnes**
- **Carmela Dellino**
- **Lauren Guzauskas**
- **Dr. Thelma Jackson**, (BOARD Chair)
- **George Meng**

3. Please see **Attachment 14**: Board Member Information Forms, Resumes and Professional Biographies

4. See question 6.

5. Not Applicable: SOAR Academies is not a pre-existing non-profit organization.

6. Lead Founder, Kristina Bellamy McClain, recruited the initial 5 founding members of the SOAR Academy board. They were selected for their deep commitment to the community being served and for the concrete skills they would bring to the governing board. These initial 5 board members then partnered with the lead founder to complete a board matrix mapping out the ideal board size and composition which included a focus on the skills needed to run a complex multimillion dollar public enterprise as well as considerations of other qualities such as entrepreneurial spirit, a demonstrated passion for the mission and relevant diversity needed.

7. The founding board fully acknowledges that The board of directors must always be a capable and high functioning entity for the school to meet its goals. A major responsibility of The board is to ensure the school has structures in place to attract talented governance candidates to SOAR Academy. The entire board has responsibility for recruiting and cultivating potential

members while the Governance Committee will be responsible for the initial vetting and ultimately formal nomination to the whole board of any new candidate. In addition, the school’s CEO will play a key role in assisting in identifying and vetting board candidates. The Governance Committee will continually draw on professional and personal networks to identify, cultivate and recruit a diverse group of individuals with valuable expertise. Of particular importance will be expertise in the Tacoma community, business, law, education, real estate, finances, and fundraising and a willingness to use this expertise for the benefit of the school. These individuals must have roots in and a demonstrated commitment to Tacoma, and a philosophical alignment with the mission of the school. Board members will serve three-year terms renewable one time before taking a mandatory year off The board. The initial governing board will serve staggered terms to ensure that only a few Directors’ terms are up each year. Annually the Governance Committee will complete a skills analysis of The board both for the immediate needs and for the subsequent 2-3 years. This inventory will include succession planning for both directors and officers of the board.

If chartered, the school will seek to add another 2-4 members before the school opens to students. Areas of ongoing need include finance and real estate. In addition, The board plans to invite skilled non-board members to serve on board committees as a way of developing a pool of potential board candidates that have proven their passion for the school and their ability to contribute meaningfully to the work of The board.

All board candidates will follow the procedures outlined in The board approved nominating policy. The nominating process will be a multi-step process designed to ensure both a mission fit and the necessary skills and qualities needed.

Frequency of Board Meetings

SOAR Academy Tentative Board Meeting Schedule

| 2014 | | |
|--------------|--------|-------------|
| January 23 | 6:00PM | TBD |
| February 20 | 6:00PM | TBD |
| March 19 | 6:00PM | TBD |
| April 16 | 6:00PM | TBD |
| May 14 | 6:00PM | TBD |
| June 18 | 6:00PM | TBD |
| July 16 | 6:00PM | School Site |
| August 14 | 6:00PM | School Site |
| September 17 | 6:00PM | School Site |
| October 15 | 6:00PM | School Site |
| November 19 | 6:00PM | School Site |
| December 17 | 6:00PM | School Site |
| 2015 | | |
| January 21 | 6:00PM | School Site |
| February 18 | 6:00PM | School Site |

| | | |
|-----------|--------|-------------|
| March 17 | 6:00PM | School Site |
| April 14 | 6:00PM | School Site |
| May 13 | 6:00PM | School Site |
| June 17 | 6:00PM | School Site |
| July 15 | 6:00PM | School Site |
| August 13 | 6:00PM | School Site |

Washington State Open Meetings Act

Pursuant to Washington Open Meetings Act, all meetings of The board of directors will be open to the public. Notice of all meetings will be posted in accordance with open meeting law procedures.

Each board member has received a copy of the Open Meetings Act and the board plans to review the law and its practical implementation on an annual basis, to ensure compliance with the law.

Committee Structure

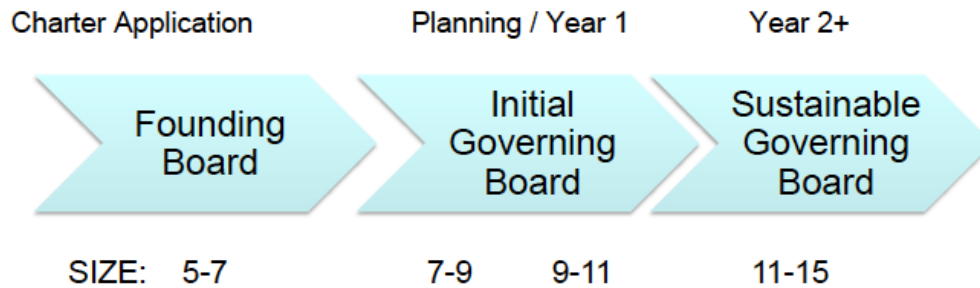
We understand that substantive committee work in between board meetings is a vital function allowing committees to dive deeper into substantive and complex issues and to allow the full board to focus on the key strategic issues facing the organization. Examples of the types of committees the SOAR Academy board will form are detailed above in “Governing Board” section. In essence, each trustee will serve on a committee, each committee will be chaired by a board member. Committees may also have non board members serving on them

The founding board is aware that it will provide necessary governance and oversight of a public charter 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 draft Conflict of Interest Policy, which is included in **Attachment 15** (proposed Code of Ethics and Conflict of Interest policy). The policy serves 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.

8. Plan for Increasing Capacity

There will be a governance committee and a standard process for nominating board members as detailed in the previous section. The board is committed to slow and deliberate growth focused on the right skills sets and mission alignment. SOAR Academy currently has a gap in Facilities and Finance and is prioritizing this position for our next phase in board recruitment. The board will intentionally evolve based on the following:

Evolution Snapshot



Professional Development for Board Members

The founding board of SOAR Academy is receiving support and training from Charter Board Partners and the Washington State Charter Schools Association. Once chartered, the board will explore opportunities to contract with either Charter Board Partners or the High Bar to develop a continuum of training and development to ensure that the board is governing efficiently and within its capacity.

Baseline Assessment

The founding board will conduct a comprehensive governance assessment utilizing an evaluative tool. The purpose of the assessment process is to examine areas of strengths and areas of improvement in the following areas:

- Board Meetings
- Board Composition
- Board Structure (bylaws, term limits, officers)
- Board Goals, Accountability and Culture
- Effectiveness of Financial and Academic Oversight
- Partnership with the CEO

The board would use the assessment results to inform The board goal-setting process detailed below, and as a pre-and post-test to help The board measure their progress during the life of their charter.

Defining Board Goals:

Assessment results will guide The board through a process of setting board-level goals. These goals will be approved by the full board at an official board meeting and will then be used to create an actionable plan and to ensure group accountability for follow-through on achieving the goals.

Defining CEO Goals:

The CEO will work in partnership through a process with the BOARD in creating a set of management goals each year.

End of Year CEO Evaluation

Please see **Attachment 18: Leadership Evaluation** for more information on the leader evaluation tool.

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.



The governance structure employed by SOAR Academy is intended to support The board of directors' belief that its main duty is to ensure financial stability of the organization and to be stewards of the school's mission and vision. The SOAR Academy Board may form Advisory Committees. The purpose of such committees would have three major roles:

- **To advise** — The advisory committee assesses specific areas of the SOAR education program and makes suggestions and recommendations designed to improve specific areas. Such recommendations could include the modification of curriculum, purchase of new instructional materials and equipment or adoption of a new safety policy.
- **To assist** — The advisory committee helps the SOAR board carry out specific activities. These activities could include judging competitive skill events, setting up a school-wide program or obtaining media coverage for special events.
- **To support and advocate** — The advisory committee promotes the SOAR educational program throughout the community. Promotion or marketing could include talking to legislators, speaking for education at board meetings, writing articles for local newspapers or arranging publicity.

Advisory Committees may be formed in order to provide feedback and advocacy to the board. Members of the Advisory Committees are volunteers and represent parents, teachers, community members and sitting board members and will be actively sought and engaged by

the board. These committees would meet on an as needed basis.

Advisory Committees at SOAR Academy may include:

- Parent & Community Council
- Interagency Support Committee
- Academic Success Committee

The CEO will sit on each committee and will have the responsibility of sharing board information and initiatives with them. Advisory Committees may make recommendations, in writing, to the board to take under advisement. However, Advisory Committee Members do not have authority to vote, or enact any initiative, program, etc. without permission from the SOAR Academy 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.

The ultimate purpose of a communication model is to encourage the growth and development of SOAR Academy as a healthy, thriving, well-governed community. Conflict is a part of any development or growth process and may arise in any community. An effective grievance and conflict resolution process is therefore an essential component of SOAR Academy.

The Grievance and Conflict Resolution Procedure is a model for all members of the SOAR Academy community and is designed to address issues among the following: Between parents and teachers; parents and administration; and teachers and teachers.

A. FOUR MAJOR AREAS OF COMMUNICATION:

Conflicts may fall into one of four major areas or may be a combination of these areas as listed below.

1. Policies and Legal Issues

Current policies will be available in the SOAR Academy office. Reviewing policies and procedures lends information that may at times solve a conflict. The board of directors at SOAR Academy has final approval for all school policies. The school director has final say of all procedural issues. Issues of policy and procedure should be first addressed with the school director.

2. Procedures/Daily Operations

The school director shall establish procedures designed to carry out the policies adopted by the SOAR Academy Board (hereafter board). Procedures pertain to anything regarding the daily operations of the school. Procedures can be clarified by a staff member or the school director. The School director will serve as the primary administrator of the school. Any daily operations/procedural issues should be addressed directly by the school director.

3. Pedagogy

Pedagogical issues refer to those things that occur in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships. Pedagogical issues should first be addressed directly with the classroom teacher.

4. Interpersonal Communication and Relationships

Concerns between people or communication breakdown should be directly communicated with the person(s) involved. In addition, communication and relationship issues can surface in

conjunction with policy and procedural issues or pedagogical issues.

The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

If concerns or conflicts regarding policies and procedures, pedagogy, and/or community members are not resolved after following the procedures described under “Four Major Areas of Communication,” the following direct communication lines should be employed.

These communication lines are the vehicles that SOAR Academy uses to resolve conflicts within our community as they arise. These pathways form a structure and process that encourage parties involved in a conflict to reach resolution. It is emphasized that the first step in the resolution of conflicts in our community is direct communication with the involved parties. The following steps should then be initiated if issues are not resolved.

If the school director is contacted directly by a community member the school director will acknowledge the concern, review the grievance procedure with the complainant and refer her/him to the appropriate step in the Conflict Resolution/Grievance Procedure.

It is the school director’s responsibility to evaluate each situation and determine if administrative support is necessary. The school director will have the discretion in any conflict to bypass LEVEL 1 and proceed to LEVEL 2 of the Conflict Resolution/Grievance Procedure if deemed necessary.

B. LEVEL 1: Direct Resolution

At SOAR Academy, a set of direct communication lines exist and include:

If you have a question or concern goes directly to the person(s) in the above areas or categories. For instance if you have a question regarding school policy, you would speak directly to the school director. If you have a question or concern regarding daily operation of the school, you would contact an office staff person or the school director; if you have a question or concern regarding the classroom, you would speak directly with the teacher of the class; if you have a question or concern regarding any member of the community, you would address that person directly.

If the person(s) involved are unable to resolve the conflict or complaint, the complainant should forward the complaint to the school director.

C. LEVEL 2: Administrative Resolution

The administration resolution process consists of a meeting between the parties involved with the school director. An attempt at administrative resolution is to be made prior to requesting formal resolution.

The school director shall attempt to identify a resolution that is acceptable to both parties. If the complainant is dissatisfied with the resolution, the School director shall inform the complainant of the formal complaint procedure.

D. LEVEL 3: Formal Resolution

Formal resolution consists of the submission of a written complaint or grievance to the Grievance Committee. The committee, constituted of parents and SOAR staff) review the grievance and will review the written submissions within ten (10) working days. In addition, they may interview parties involved. Decisions of the Grievance Committee are final. Dissatisfied parties have the right to proceed with the Uniform Complaint Procedure (UCP).

E. LEVEL 4: FILING A WRITTEN COMPLAINT:

To initiate the formal procedure the complainant must submit a written complaint by submitting a letter containing the following information:

1. Name of community member who is the subject of the complaint.
2. Date(s) of the act(s) which is the basis for the complaint. If the act(s) or omission(s) occurred more than 2 months before the complaint is submitted, the complaint procedure does not apply.
3. Description of the action(s) omission(s) which is the basis for the complaint.
4. Names of other individuals who might have information about the complaint.
5. Meetings held and with whom and results of the meetings.
6. Desired resolution

The complaint must be dated and signed with current contact information. Anonymous or unsigned complaints will not be addressed. The written complaint must be submitted to the School director. The school director will acknowledge and record the complaint and give copies to all persons involved, and forward to the CEO within five working days.

The other party has the right to submit a written response to the complaint, providing information regarding the act or omission described in the complaint, and names of individuals who might have information about the complaint within five (5) working days of receipt. A copy of the response will be provided to the complainant.

The CEO will introduce the complaint to the BOARD and work with them to find resolution. The decision of the board is final and cannot be overturned.

F. LEVEL 4: Uniform Complaint Policy/ Procedure (UCP)

The SOAR Academy Uniform Complaint Policy/Procedure shall be used to address all complaints which allege that SOAR Academy has violated federal or state laws or regulations governing educational programs.

G. CONFLICT OF INTEREST

If either party feels the board chair, CEO or school director should not participate in the above procedures due to a conflict of interest or confidentiality reason, their concern may be submitted to The board of directors and an alternate will be appointed if The board of directors determines it to be necessary. If the SOAR Academy CEO or School director is involved in the conflict, then the board will appoint one of its members to investigate the claim.

H. CONFIDENTIALITY

It is fundamental to the conflict resolution process/grievance procedure that the individuals involved maintain and honor strict confidentiality regarding all aspects of the complaint and procedure.

Neither Pierce County, the City of Tacoma, Tacoma Public Schools or any other entity shall not

intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the BOARD or CEO for resolution pursuant to SOAR Academy's policies.

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.

SOAR Academy is committed to exploring all possibilities of partnership with Tacoma Public Schools. While all areas listed below are planned for and detailed in the Start Up Plan and Capacity section, below you will find areas of particular interest in seeking partnership with TPS:

- Transportation
- Co-Curricular Sports and Activities
- Facilities

In exchange for these partnerships SOAR Academy is open to exploring opportunities for participation by TPS Staff in SOAR professional development and other areas including data collection and coaching.

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.

1. In 2010, the Dual Track (general/special education) teacher certification program at the University of Washington Tacoma (UWT) was awarded funding from the Department of Education to redesign their teacher preparation program.

As a result of this funding, the UWT Dual Track program has been successfully partnering with high needs/high performing schools for the past 4 years. On average, over 65% of the students attending the partner schools receive free and reduced lunch. (The state average is 46%). More importantly, on average, student performance in these partner schools is equal to or

exceeds the average student performance in all Washington state schools. (See data in letter from Dr. Marcy Stein from UWT.)

When the student performance in the partner schools in Franklin Pierce School District was compared to student performance in comparable schools not participating in the UWT teacher preparation program in the same district, UWT researchers found a significant positive difference in the UWT partner schools in the area of beginning reading. (The data for all of the elementary schools were provided by the district administrators.) These data are evidence that the UWT teacher interns are able to make a significant contribution to the schools in which they are placed. Notably, 95% of the UWT teacher interns who looked for a teaching job are now teaching – most in high needs schools.

In summary, the UWT Dual Track (general/special education) teacher preparation program has demonstrated an ability to prepare teachers to meet the needs of students from economically challenged communities who may be at risk for academic failure. Partnering with the UWT Dual Track Teacher Preparation program would undoubtedly enhance SOAR Academy’s ability to meet the needs of their students.

2. Please see Attachment 16 for detailed response to this question.

3. There are no existing or foreseen conflicts of interest that exist in this partnership. However, in the event that such issue is identified, that BOARD will provide the necessary action to resolve the issue.

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.

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

1. Please see **Attachment 17** for complete staffing chart for detailed response to question #1.

2. SOAR emphasizes a team approach in staffing and leading the school, where the leadership team and staff work as one unit. Descriptions of the leadership team and SOAR structures for building coherent relationships between staff and administration are below.

Leadership Team: SOAR’s School Leadership Team structure will develop and grow with the needs and size of the school. In year one, two and three the CEO’s role will encompass the duties

of the CEO as well as the school director. In year five, the leadership team expands to include the school director, the Deans of Academics (2), and the Director of Operations.

Chief Executive Officer: The CEO serves as an ex-officio, non-voting member of The board of directors. This role is responsible for developing the school vision, adhering to policies, achieving goals, and assisting The board of directors in fulfilling school responsibilities. The CEO structures the organization of the school to achieve its vision, core values and mission; oversees all operations of the school and reports to the board of directors; assists the board in the development of governance policies for review and approval; negotiates, on behalf of the board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the board; oversees all aspects of the school including personnel, financial matters, the academic program, facilities, and operations; works with the chair of board of directors to draw up the agenda for all board meetings; recommends an annual budget including federally funded programs to the board as required by state guidelines; communicates company policies and procedures; recruits for open positions and performs the full life cycle of recruiting activities including sourcing and screening applicants, maintaining recruiting systems, drafting offer letters, providing follow-through with candidates; supervising the director of operations, director of development and the school director; manages, directs, and supports advisory groups; ensures proper budgeting, accounting, auditing, and financial planning; determines the scope and sequence of educational programs according to the charter objectives; implements well-researched, creative ways to educate the students in the charter school; follows all legal mandates from the U. S. Department of Education, and the State of Washington in all aspects related to funding, reporting and regulations associated with charter schools; provides leadership to the board in arranging fund raising activities; serves as primary contact with the State Department of Education; assists the board in seeking donors of time and resources in support of the schools; and performs other duties and responsibilities as are customary for the office of the CEO and as may be assigned from time to time by the board..

In addition to CEO responsibilities the CEO will assume the role of school director in Years 1, 2 & 3.

School Director: Responsibilities include pursuing the vision and executing the mission of the school; leadership and direction to staff (deans of academics, dean of culture and engagement, and other administrative staff, consultants, instructional support staff, and all teachers); supervising and observing all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs; supporting the CEO with hiring; evaluating all instructional staff; scheduling students; evaluating and selecting curriculum with a team; preparing materials in conjunction with other leadership team members for Board meetings; including student academic achievement data based on comparative and longitudinal measures; ensuring SOAR provides a safe environment for learning; ensuring due process and legal compliance regarding all student disciplinary actions; maintaining and reporting school-wide attendance and discipline data; and other responsibilities as are customary for a secondary school “principal”.

Director of Operations (DOO) year 5: In years 1, 2 and 3 SOAR will contract with back-office provider EdTec before school begins on specific programs, software, and procedures. In year 4, this position is integrated into the director of operations. The DOO will be responsible for all accounting and back office support at SOAR. This role will develop tools and systems to provide critical financial and operational information to the CEO and make actionable recommendations on both strategy and operations; engage The board finance committees around issues, trends, and changes in the operating model(s) and operational delivery; assist in establishing yearly objectives and meeting agendas and selecting and engaging outside consultants (auditors, investment advisors); prepare and maintain regular financial planning reports, monthly profit and loss forecast by division (vs. budget), weekly cash flow forecast; oversee cash flow planning and ensure availability of funds as needed; remain up to date on nonprofit audit best practices and state and federal law regarding nonprofit operations; oversee accounting systems; ensure legal and regulatory compliance regarding all financial functions; and be responsible for all other accounting, payroll, cash management, insurance, real-estate matters. The Operations manager will oversee day-to-day school operations which includes implementing fingerprint-supported background checks and teaching certification of all applicable employees; logistics around transportation and food-service, administering employee benefit programs; answering employee questions; supporting claim resolution and maintaining related systems; changing employee status with payroll (hiring, termination, change of status); and serving as employee liaison to assist in problem resolution with issues related to benefit deductions and pay.

Deans of Academics (K-4; 5-8) (DA): The primary purpose of the dean of academics is to lead, support, model, and facilitate teachers in implementing strong data-driven instruction in the classroom. The DAs will assist in developing teacher goals and development: with the school director, plan professional development; with other leadership team members, lead whole school ongoing professional development; with teachers, set and monitor goals based on a highly effective teacher's rubric including observation review, RTI planning and data review. In addition they will establish and support a clear curricular scope and sequence: know the scope and sequence for all grades they are working with; facilitate unit planning using a backwards design tool; provide development as needed around the content in the unit; make adjustments based on formative assessment data. The DAs will set and track instructional and professional goals with teachers: provide observational feedback with targeted instructional support and next steps; support and lead data analysis sessions; ensure assessment data is being entered and updated; ensure all teacher have necessary materials to successfully teach their subject areas. They will work with team leaders to support facilitation of high functioning, data-driven professional learning communities; support creating effective agendas for team meetings to target critical issues. Serve as a member of the data leadership team with school director and other instructional leads. Work with director of operations to ensure assessment materials are prepared, collected and appropriately collated. Work with School director (principal) to create a targeted math and ELA RTI system, including grouping and opportunities for appropriate intervention. Finally, DAs will create a system for organizing, updating and tracking RTI data.

Dean of Culture of Engagement (DCE): The DCE's responsibilities include implementation of

school-wide behavior management and reward systems; implementing the rituals, routines, and celebrations that ensure a culture of academic success; developing and implementing professional development for staff to create and maintain a positive learning environment; ensuring a professional and college preparatory climate; developing and supervising mentoring opportunities within the school; supporting students that struggle with SOAR's high achievement culture and ensure that SOAR maintains a >95% daily attendance. In addition, the DCE will provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience. The DCE will serve as the school's Homeless Liaison; consult and collaborate with stakeholders on behalf of students and their families; use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities; and act as a point of contact for outside organizations working with students and their families.

Learning Resource Specialist (LRS): The LRS will hold special education certification through the State of Washington. The LRS's responsibilities include interpreting and implementing all state and federal special education requirements and mandates to ensure compliance; planning and implementing professional development programs for special education, regular education personnel and parents; supporting the development of a system-wide student records model including compliance with appropriate laws and regulations; providing direct and indirect instruction; long and short-term planning addressing individual needs of students; evaluating students' progress; effectively communicating with teachers, parents, and administrators to facilitate the IEP process; effectively consulting with parents, students, teachers, and administration; and remaining current on rules set forth in special education law and regulations.

Relationship between SOAR Leadership Team and SOAR staff

The SLT team will have a daily standing meeting called a Morning Leadership Meeting. During this time, key information will be disseminated. The SLT leads staff Morning Meeting (described in the School Culture Section under Key Staff Structures). The Morning Meeting is a critical time each morning where important information is communicated and clarified. SOAR staff have the opportunity to communicate information and needs every morning during Morning Meeting. In addition, SLT members are available to support teachers during their prep-time.

SOAR student to teacher ratio is 25:1 in the Primary Academy (grades Kindergarten-4), once UWT partnership is enacted the Primary Academy ratio becomes 13:1. The student to teacher ratio is 17:1 in the Intermediate Academy (grades 5-8). SOAR will establish clear reporting and evaluation structures as well as collaborative time to build deep relationships between administration and staff. During Summer Retreat, both the leadership and staff of SOAR will review SOAR Core Values and write commitments regarding expectations of one another. All staff and leadership team members will set goals with and receive 360-degree evaluations two times a year by their direct supervisor. During these sessions, they write and review their Personalized Educator Plan (PEP) and receive feedback on their performance. A teacher's PEP is created by the teacher and approved by their supervisor at the start of each school year and

is aligned with the evaluation tool. Additionally, each staff member will meet annually with the CEO to discuss their 360-degree evaluation and set/adjust their PEP.

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.

1. 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 reviews as measured by the SOAR employee evaluation tool. The primary purpose of the employment offer will be to set clear performance expectations for the employee and employer.

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

Proposed Salary Ranges and Budgeted Amount

| Position | Salary Range | Budgeted Amount |
|------------------------|---------------------|------------------------|
| School director | 90,000-115,000 | 100,000 |
| Director of Operations | 45,000-70,000 | 55,000 |
| Deans of Academics | 50,000-80,000 | 65,000 |
| Teachers | 45,000-75,000 | 50,000 |
| Aides | 28,000-45,000 | 32,000 |

| | | |
|--------------------------------|------------------|---------|
| Dean of Culture and Engagement | 40,000- 60,000 | 45,000 |
| Learning Resource Teacher | 45,000-75,000 | 58,000 |
| Administrative Assistant | 30,000-60,000 | 40,000 |
| Custodian | 28,000-32,000 | 31,000 |
| CEO | 125, 000-135,000 | 125,000 |

In addition, because compensation also matters, every employee of SOAR Academy will have a consistent compensation and evaluation structure. The structure will:

- Be clear and comprehensible;
- Provide an objective framework, but allow for subjectivity when appropriate;
- Be consistent with the school's core values and mission

Salary

Every employee's salary should meet the following criteria:

- Be competitive with the education industry.
- Reflect the current level of demonstrated skills, knowledge and performance of the employee.

Retaining High Quality Staff

Hiring and retaining great people makes or breaks a school's success. SOAR Academy leadership will clearly define what great teaching and great job performance looks like. Employees will be crystal clear about job expectations and what success looks like.

The first hires will set the tone for the level of employee that SOAR is seeking. Smart, motivated people want to work with other smart, motivated 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.

SOAR Academy 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. SOAR will recognize top performers weekly and provide non-monetary awards to show staff concrete indicators of what excellent job performance looks like. In addition, TNTP (The New Teacher Project) has demonstrated that staff who receive more feedback about their performance have higher job satisfaction. SOAR Academy places a high value on all staff getting high quality feedback and has structured the supervisory roles to limit the number of people that one supervisor gives feedback to, thus increasing the amount of feedback that each teacher receives. In addition, SOAR plans to use the work of Uncommon Schools as described in *Leverage Leadership* by Paul Bambrick-Santoyo to structure observations and feedback.

Hiring the best people is the most important part of a great school. All faculty and staff must have a deep, focused alignment and commitment with the mission and vision of the school.

There are a series of basic beliefs upon which the school will base its culture and a shared understanding of these beliefs is essential. These include:

- Every child deserves a demanding, high-quality, college-preparatory education.
- Accountable community develops character.
- Great teachers are essential for academic excellence.
- All students, of all races, socioeconomic backgrounds, and life circumstances, can achieve at very high academic levels.
- High expectations are essential for academic success. Students will perform to meet the level of expectation set by the staff, in both academic classes and with regard to behavior.
- Data drives decisions. Decisions about the classroom and the school are informed by the actual student achievement data.

Professional Qualifications

In addition to appropriate alignment with the school's mission, excellent candidates for employment at SOAR will share critical professional qualifications, which include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language
- Verbal fluency and writing skills

Employee Qualifications

- Successful manager of a classroom who has used structure, incentives, and high expectations to drive student success.
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages.
- Ability to work with a variety of learning abilities, including those with disabilities and low skill level in a heterogeneously grouped classroom setting.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Analytical problem solver.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.
- Appropriate certification with the State of Washington in the subject area to be taught preferred.
- Professional demeanor.
- Highly qualified as defined by No Child Left Behind.

SOAR will ensure that all teachers are appropriately licensed "highly qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA) as it would with any other

applicable law, rule or regulation. To ensure that the school will be a success and meet its mission, the founding team has developed the following timeline for hiring the initial teaching faculty:

- July/August 2014 – Begin to build pipeline of candidates (continues all year).
- September/October 2014 - Identify and cultivate potential candidates. Build relationships.
- November 2014 to January 2015 – Begin resume review and initial phone interviews.
- Jan/Feb 2015– Conduct demo lessons or observe in teachers current classrooms or teacher videos lesson in current classroom (out of state)
- February/March 2015 – Conduct 2nd round interviews, check references and make offers.
- April 2015 – Complete hiring; Continue to build the pipeline for unexpected openings.

The founding team will start by creating a data system to track recruiting and hiring efforts to identify the most effective strategies for recruiting high performers to our school. The recruiting process has already begun to identify staff that could fit into key roles. The team is using traditional sources, our social networks and nontraditional sources. SOAR has also been working with TNTP to create pipelines for recruiting and hiring.

Founder, Kristina Bellamy-McClain will draw on her six years of hiring as a principal and her study of the best practices from high performing charter schools to hire the most outstanding staff. SOAR is building relationships with critical human capital pipelines such as University of Washington Tacoma, Seattle University, Teach for America (current and alumni network), and the Martinez Foundation. As detailed in **Attachment 16**, SOAR Academy holds a Memorandum of Understanding with UW Tacoma

4. SOAR Academy has developed a set of draft procedures for hiring and dismissing school personnel. The hiring process for teachers will include:

1. Initial screen of application materials for minimum qualifications
2. First round of interviews with the selection team, to take place in person or by phone if needed
3. Second round of interview with the selection team, as well as additional rounds if needed, as well as the review and analysis of a demonstration lesson
4. Complete and thorough reference checks, credentials confirmation and additional due diligence as necessary
5. Offer of employment, contingent upon the completion of any background checks required by applicable law.

Unfortunately, from time to time an employee does not exhibit the type of performance necessary to maintain employment in a school. Of course, SOAR hopes that this is never the case, but is prepared to address underperformance if and when it arises. In general, the Personalized Educator Plan (PEP) will be the instrument used to facilitate the evaluation process, up to and including termination if necessary. The basic steps in the dismissal process will include the following, notwithstanding the at-will nature of employment at SOAR and the authority of the school to terminate employment for any reason, particularly if staff exhibit

serious behavior detrimental to the school.

1. Employee will be provided immediate verbal feedback when exhibiting unsatisfactory performance of any kind.
2. Employee will be provided a written explanation of the unsatisfactory performance and suggested steps for corrective action.
3. Supervisor and employee will develop a Performance Improvement Plan.
4. Employee is provided coaching and resources to improve performance.
5. Supervisor will monitor the employee's progress toward meeting the goals and objectives contained in the Performance Improvement Plan.

After ample opportunity for improvement, if improvement is not proven, employment is terminated.

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.

The SOAR Academy leadership team is responsible for assessing, planning and in many cases delivering professional development for SOAR Academy staff. In addition to in house professional development opportunities, SOAR Academy leadership team and staff will have opportunity to attend and receive training from external experts.

Beginning of the Year Staff Retreat:

During the 3 weeks preceding the first day of school, SOAR staff will participate in a "Staff Retreat". During this annual retreat, staff will engage in deep, focused professional development. This time is critical to ensure that all staff are aware of and understand the policies and procedures that are specific to SOAR Academy. During this time, staff will also be immersed and coached in the cultural expectations that will help define the school culture. Classroom teachers will also be expected to perform home visits for each of their students during the third week of the Staff Summer Retreat.

Wednesday Professional Practice Days:

Every Wednesday, staff will have 3 hour professional development days. These days will be integral to the collaborative growth process. SOAR staff members must have the courage and desire to commit to a public, collaborative growth process. By committing publicly to improving

as educators SOAR staff will create an environment where growth amongst our educators is valued and expected each year. One of the key strategies SOAR will use to build capacity and trust among the staff is to have regular collaboration around strengths and challenges in each other's teaching and learning. As part of each professional development session, staff will regularly share successes and failures with each other, as a way to build trust and communal knowledge around what is working (and not working) in the model. Staff will also regularly practice giving and receiving feedback with each other, with the cultural belief being that compassionate feedback is a gift that helps everyone grow.

Professional Development for Data Analysis

In order to ensure that the data analysis days are effective, SOAR will ensure that faculty members are highly skilled in data analysis. SOAR will utilize the following approach for training all faculty in effective data analysis:

- 1. Leadership data analysis coaching and training** – School leaders must be experts in data analysis, classroom instruction, and coaching in order for the data analysis cycle to be effective. The school leader for SOAR will spend considerable time leading up to opening the school working with the design team and traveling to see successful charter school leaders in action and practicing data analysis

- 2. Staff Technology training** – Many data analysis processes are not effective because either a) the data is too complicated and therefore overwhelming, or b) the data is too difficult to access/process because the leaders and teachers are not experts in the technology tools. In order to avoid these pitfalls, SOAR will make it a point of ensuring that SOAR staff is properly trained in effectively and efficiently using SOAR data analysis and collection tools. Data analysis days will be built into the SOAR master calendar. These days will ensure that SOAR staff have the knowledge and skills necessary to access students data.

- 3. High Leverage use of data** – SOAR is committed to data analysis sessions in order to guide them with daily, consistent feedback on collecting, uploading, analyzing, reflecting, and creating action plans based on their data.

Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with faculty, students, parents, and the general public. SOAR aims to have high transparency with all of our data, and will be forthcoming in our areas of strengths and also our weaknesses.

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.

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

**Please note that SOAR Academy’s goals will be adjusted as needed to fit the Washington State Charter Commissions Performance Framework.*

| | |
|--|--|
| Goal 1: Students will achieve mastery in Reading/Language Arts. | |
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All SOAR Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |

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| Measure | 90% of 4th, 7th grade students will attain of rate of proficiency or above on the Smarter Balanced Assessment. |
| Goal 2: Students will achieve mastery in Mathematics. | |
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All SOAR Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |
| Goal 3: Students will achieve mastery in the Sciences. | |
| Measure | 65% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Science on the Smarter Balanced Assessment. 75% of all students who have attended the school for three or more years will score in the proficient or advanced category. 85% of students who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All students at SOAR who have attended the school for two or more years will, on average, attain a rate of proficiency at least |

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| | five (5) percent higher than the surrounding district average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR students on the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |
| Goal 4: Students will evidence proficiency of Habits of Mind skills. | |
| Measure | 80% of 6 th and 8 th grade students will pass the Rites of Passage portfolio on the first attempt. |
| Goal 5: SOAR Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention. | |
| Measure | 85% of students who begin the school year at SOAR will remain in the school throughout the academic year. |
| Measure | 90% of students who complete the school year at SOAR will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness) |
| Measure | SOAR Academy will average 95% or higher daily student attendance in each school year. |
| Goal 6: Parents will demonstrate high satisfaction with the academic program and the clear and open | |

| | |
|---------------------------------------|---|
| communication of SOAR Academy. | |
| Measure | Parent satisfaction with the clear and open communication by the faculty and staff of SOAR Academy, as measured by an annual survey at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |
| Measure | Parent satisfaction with the academic program, as measured by an annual survey conducted at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |

| | |
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| Goal 7: SOAR Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility. | |
| Measure | External, annual audit reports will demonstrate that SOAR Academy meets or exceeds professional accounting standards. |
| Measure | Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school’s mission as measured by yearly balanced budgets submitted to the State agency, OSPI. The Finance Committee of The board of directors will review this budget monthly. |

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| Goal 8: The board of directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools. | |
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|----------------|---|
| Measure | The board of directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year. |
| Measure | The board of directors will conduct an annual self-evaluation to assess strengths and weaknesses of The board. |
| Measure | The board of directors will annually review the bylaws and update as necessary. |
| Measure | The board of directors will conduct an annual analysis of the school's organizational strengths and weaknesses. |

In the event that our school does not meet our own internal goals and standards for student performance, we will immediately take corrective measures, utilizing all resources (The board of

Directors, theory, research, and faculty/staff input) to re-focus ourselves on our vision and mission thus taking action to make the necessary changes to produce desired results.

Some possible turnaround measures include:

- Conduct a self-study to identify the school's most pressing needs
- Adopt a research-based reform program
- Organize school into small learning communities
- Create incentives for students to study and achieve
- Schedule change
- Move toward full interdisciplinary instructional programs
- Establish a more safe and orderly learning environment

We will also use the School Performance Scores (SPS) as a benchmark for how well we have fulfilled the minimum standards as set by OSPI. If we are performing at such levels as to qualify for School Improvement, we will work with the State Authorizer to develop a written School Improvement Plan. Furthermore, we will remain in constant communication with the State Commission to determine other steps we might take to steer ourselves toward high achievement and out of School Improvement status.

3. Please see Student Performance Standards section of this application for a detailed explanation of SOAR Academy assessments.

4. Please see Section on Student Performance Standards for detailed response to this question.

5. The Deans of Academics, in collaboration with the School director, are responsible for ensuring that all data is collected, interpreted and being used daily by classroom teachers. The

DAs will also coordinate professional practice days (Wednesday sessions) related to data analysis as well.

6. Please see section above on **Professional Development**.

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.

The SOAR Academy board and founding team realize how challenging it is for charter schools to secure adequate facilities and thus have devoted significant time to developing the following plan.

Ultimately the CEO and The board are responsible for achieving the outcomes listed on the timeline in Attachment 20. The timeline indicates that a preliminary real estate market survey was conducted from August 2013 – November 2013. Once authorized, SOAR Academy will secure a facility, facilitate tenant improvements and move in during the spring of 2015. The SOAR Academy team is prepared to follow applicable city planning review procedures.

Based on our facility analysis, SOAR Academy approximates a need for 95 square feet per student each year as the school grows to capacity. In the first year, SOAR will therefore need a minimum of 9,360 square feet. At capacity SOAR will need approximately 43,000 square feet. Facility net rents are budgeted at \$0.75 per square foot per month, based on comparable rates for buildings and uses similar to SOAR Academy. See below for a table that describes the school’s projected needs from years 1 to 5.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------|-------------------|-------------------|-------------------|--------------------|--------------------|
| # of Students | 104 | 154 | 204 | 250 | 300 |
| # of Staff | 8.5 | 13.5 | 15.5 | 21 | 26 |
| Approximate square feet | 9,360 | 13,860 | 19,000 | 23,750 | 28,500 |
| Admin Office Space | 1 | 1 | 5 | 5 | 5 |
| Classrooms | 4 | 6 | 8 | 10 | 14 |
| Specialty Classrooms | 1 Learning Center | 1 Learning Center | 1 Learning Center | 2 Learning Centers | 2 Learning Centers |
| Restrooms | 4 | 4 | 4 | 6 | 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 | Play Space | Play Space | Play Space | Play Space | Play Space |
| 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 |

SOAR Academy’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 SOAR Academy 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 2 month prior to school start-date, dependent on assessment of building condition and preparation for move in.

- **Financing:** The SOAR Academy board plans to raise at least \$500,000 of startup capital. \$150,000 will be used for facilities during the startup phase. If needed, SOAR will finance the facility through the Charter School Capital (CSC) loan program. Charter School Capital will provide SOAR with a loan of up to \$500,000. See Attachment 24 for CSC’s letter of commitment.

In addition, SOAR Academy 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.

- **Location and partnership with District:** It is SOAR Academy’s first preference to work with Tacoma Public Schools to locate a District facility. SOAR Academy will be open to opportunities that the District believes may help with their strategic Facilities plan.

SOAR Academy’s contingency plan is to lease the school within the Christian Brotherhood Church. The building is approximately 13,000 sq. ft., is properly zoned and permitted and includes the following:

- Main Office
- Conference room
- 2nd floor work space
- Gym/Auditorium
- Full, operational kitchen
- 8 classrooms
- Library

Please see **Attachment 20** for a letter of support from Christian Brotherhood Academy. Once authorized, SOAR Academy plans to meet with the Tacoma Superintendent and leadership team to see if leasing a facility from the district would be mutually beneficial. If not, SOAR will move forward in securing the church facility for the first two years of occupancy.

- **Expert Support:** SOAR Academy has worked with **Matt Wickens** from Wickens LLC to better understand the charter facility acquisition process and to develop the timelines in Attachment 20. Matt 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, he 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.

SOAR Academy is consulting with **George Jakotich** from New Ventures Group who is an experienced real estate broker, to assist in securing a suitable facility. As the founder of New Ventures Group, which a leading provider of Puget Sound-area real estate services to school districts, non-profit organizations, and other public agencies, George 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 has worked with us to identify an appropriate building.

In addition, SOAR Academy will work with Peter Folkin, the founding principal of New Ventures Group, who will manage the renovation process, if needed. His background includes 14 years of experience in real estate development, development consulting, project management, and the acquisition and sale of real estate. His 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.

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:

SOAR Academy believes that transportation can be a barrier for some students to succeed at high levels. As a result, SOAR has decided to provide an effective and efficient transportation service for our students. The desire is to partner with Tacoma Public Schools who currently contracts with Durham bus services. Tacoma Public Schools has an exceptional reputation of providing efficient and safe busing for students.

In the event that SOAR Academy cannot reach a partnership agreement with Tacoma Public Schools we will contract independently with a transportation company like Durham or First Student. SOAR will ensure that it selects a transportation contractor that 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 our contingency planning in Attachment 24– Budget Narrative, if more students will need transportation services than the market analysis predicted SOAR will ensure that all students that need transportation to school are serviced. The contract and relationship with the contracted service provider will be overseen, initially by the school director (year 1-3) and managed henceforth by the director of operations (years 4+) , ensuring that the focus of the school director will remain on increasing academic achievement and student learning.

Anticipated Daily Transportation Costs by Year:

SOAR Academy also 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, SOAR will work with the 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 student 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, SOAR 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.

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 postcrisis 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. SOAR Academy will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with SOAR Academy’s insurance carriers and the Tacoma Police Department. 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 Student/Parent and the Employee handbooks. The board will adopt a set of Health and Safety Policies no later than 90 days prior to operation, the policies will be tailored as necessary to the unique facility needs of SOAR Academy.

The following summarizes the health and safety policies SOAR will adopt:

Procedures for Background Checks:

Employees and contractors at SOAR 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 CEO of SOAR shall monitor the compliance of this policy and report to the SOAR Academy Board on a quarterly basis. The board chair shall monitor the fingerprinting and background clearance of the CEO. All volunteers shall be fingerprinted and receive a background clearance prior to working with students.

All volunteers not meeting the unsupervised access provisions outlined by RCW 43.43.830 will complete a “Request for Criminal History Information” WSP-CRD-430. This will be processed through the WSP “Watch System” prior to volunteers being cleared to work at SOAR.

Role of Staff as Mandatory Child Abuse Reporters:

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

Immunizations and Mandatory Health Testing:

SOAR Academy will adhere to laws related to legally required immunizations and health screening for entering students and staff pursuant to RCW 28A.210 and WAC 246-110. SOAR Academy’s board will adopt required procedures for medical records and medication.

CPR and First Aid Training:

All SOAR employees will hold current CPR and First Aid training certification.

Vision/Hearing:

SOAR Academy shall adhere to RCW 28A.210.020, 030, and 040; and WAC 246.760 as applicable to grade levels served.

Blood Borne Pathogens:

SOAR Academy shall meet state and federal standards for addressing blood borne pathogens and other potentially infectious material in the work place. SOAR Academy will establish a written infectious control plan, similar to Tacoma 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:

SOAR shall maintain a drug, alcohol, and smoke free environment.

Comprehensive Harassment Policies and Procedures:

SOAR Academy 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. SOAR Academy will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, student to employee, and student to student).

Emergency Preparedness:

SOAR Academy shall adhere to an Emergency Preparedness and Crisis Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. SOAR will use a format similar to that of Tacoma Public Schools and align as many procedures as possible to the district. Rapid Responder will be part of SOAR's Emergency Preparedness Plan. SOAR will have a system for internally locking down the building based on the facility. In addition, 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. SOAR will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills one time per quarter, one shelter in place drill, and one off site evacuation drill each year.

Facility Safety:

SOAR shall comply with WAC 246-366 (and WAC 246-366A, effective July 1, 2015) regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times. The school shall conduct fire drills at least six times per year in accordance with RCW 28A.320.125(6)."

On-going Security:

At the start and end of the school day, SOAR staff will monitor entrances to ensure only SOAR 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 Main Office. Our 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, families, etc. must check in and out of the building at the front office. SOAR Academy plans to purchase LobbyGuard (or a similar operating system). LobbyGuard is a visitor management system for schools. The system has the ability to scan visitor’s ID, complete a background check on sex offender registry, and take a digital image record of the visitor. The digital image then prints out picture badges. In addition, SOAR Academy staff will wear identification badges and students will be in uniform. SOAR will have outside security cameras on major areas of the building which will be monitored in our main office. In addition to access to landline phones.

Food Services:

SOAR Academy has been in contact with Kristin Gross Richmond, CEO and founder of Revolution Foods. They provide organic, nutritious and affordable food for charter and district schools across the country. They also process FRL paperwork. In addition to breakfast and lunch service, they may also provide dinner for schools that have an extended day program.

Because SOAR Academy is committed to the health and well-being of our students we are in serious conversation with Revolution Foods to provide food services to SOAR Academy students. Revolution Foods is seriously considering opening in Washington State to provide this service.

Health Insurance:

Please see Attachment 22: Health Insurance Coverage for a quote from our preferred vendor.

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.

Staffing: The proposed CEO, Kristina Bellamy-McClain has 6.5 years of experience with human capital management. In addition, TNTP (formerly the New Teacher Project) has trained the Washington State Charter Schools Association Leadership Center’s Senior Fellows in staffing best practices from high performing charter schools and will continue to offer support and guidance throughout the initial hiring process (and possibly beyond). Ms. Bellamy-McClain is scheduled to attend residencies at high performing charter schools this Spring, to gain a more intimate knowledge of charter school hiring best practices.

Professional Development: The proposed CEO, Kristina Bellamy-McClain, has been providing designing and implementing professional development for the past 10 years, both in the traditional public schools setting and for various organizations in Alaska and Washington. She has extensive training in culturally-responsive pedagogy, Special Education training, ELL endorsement (CA) and other training that matches the proposed education model. Both deans of academics are expected to have a strong professional development background. Staff will engage in additional outside professional development throughout the

Performance Management & General Operations: The SOAR Academy board has significant experience with startup, nonprofit management, and performance management (see Attachment 14 and Educational Program Capacity section 1). In addition, SOAR Academy will hire a Director of Operations with nonprofit and/or education operations experience.

Facilities management: The BOARD is placing a high priority on recruiting a board member in the next few months that is from Tacoma, with extensive background in facilities acquisition and management including managing build-out and/or renovations. This person will help the SOAR director of operations and CEO ensure that an effective plan is in place to guide SOAR in locating, leasing and managing a facility. In the interim, SOAR is consulting with the Matt Wickens, LLC and New Ventures Group through a partnership with the Washington State Charter Schools Association (see Facilities section for detailed description of New Ventures Group experience and expertise in acquisition, management and build-out/renovation).²

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

² Section 2 exceeds the suggested page limit by approximately 3 pages. We feel that these additional pages allow us to more thoroughly explain the model.

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.

The following financial policies and procedures will be implemented to 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 SOAR Academy Board of directors (BOARD) will be responsible for revision and approval of these financial policies, and revisit them periodically.

Purchases

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.

| Delegation of Authority | | |
|-------------------------|-------------------|---------------------|
| Position | Authorized Amount | Authorized Location |
| Board Chair | \$10,000 | All sites |
| Board Treasurer | \$10,000 | All sites |
| Chief executive officer | \$10,000 | All sites |
| Director of Operations | \$10,000 | All sites |
| School director | \$5,000 | Local site only |

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, CEO 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 President and one of the following authorized positions: Board Treasurer, CEO or Director of Operations.

Accounts Payable

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

Employee 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.

New Employees: Requests for new employees shall be initiated by the school director 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 director 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.

Credit and Debit Card Usage

School credit cards shall only be allowed for any school purchase. Authorized cardholders are the CEO, the director of operations, and the school director.

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, CEO 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 CEO 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 chair, board treasurer, CEO, 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, CEO, 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, CEO, and the director of operations.

Deposits of Receipts

The School will deposit all funds received as soon as practical upon receipt. The Administrative Assistant 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.

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 Fund:

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.

2.The governing board is responsible for financial oversight and yearly budget discussion and approval in advance of required deadlines. As described in the policies above, the board focused 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.

3.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.

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. At the conclusion of the audit, EdTec will review the audit with the BOARD and propose any changes necessary in operating procedures to comply with audit findings. 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.

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.

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.

4. 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. These priorities will be created through a public forum and survey process. The results of stakeholder surveys and discussion will be compiled and a concise list of budget priorities will be created. The board will approve the budget priorities prior to beginning the budget hearing process. In February and March, the CEO will meet with various staff to determine the budgetary needs for the upcoming school year and anticipated expenses for the next 3 years. The leadership will create a proposed budget for the upcoming school year from the budget hearings conducted with the staff. This proposed budget will be provided to The board at the end of March and will be based on conservative assumptions for State and Federal Education Revenue. The board will discuss the budget at two open board meetings in April and early May. These meetings will be published to families and various community stakeholders well in advance of the public Board meetings so that we ensure attendance at the open budget meetings. In addition, leadership will hold one community forum to solicit input about the budget based on the proposals. The leadership will submit a final budget for approval by The board after considering stakeholder input by the end of May. The board will make final approval of the budget in advance of deadlines of the authorizing entity that we predict will be around the first of August. The leadership will adjust this timeline if the deadline by the authorizing entity is earlier.

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 to the State Commission including any subsequent amendments and updates by the BOARD.

5. SOAR Academy has worked with EdTec to develop the 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 of phone consultation to help educate SOAR on the key concepts and common mistakes. SOAR Academy will partner with a back office provider in order to have systems and processes for financial planning, accounting, purchasing and payroll.

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 President or CEO 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.

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
- The work is done under contract.

6. Once chartered, SOAR Academy will follow all state and federal requirements for insurance coverage. Please see **Attachment 22** for a detailed listing of required insurance coverage.

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.

SOAR Academy will be contracting with EdTec for financial and back office services. 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 students. Its 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, the charter school'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.

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.

As a stand-alone, start up, this section is not applicable

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

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Barnes Amy Beth
Last First Middle

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

Ad _____
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? _____

For what purpose? _____

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 Amy B. Barnes 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

11/14/13
Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: BELLAMY-MCCLAIN, KRISTINA MARIE

Last First Middle

Former Name(s)/Aliases/Maiden Name(s): [REDACTED]

Address: [REDACTED]

Street City State Zip Code

Date of birth: [REDACTED]

Sex: Male Female

Month Day Year

Have you been fingerprinted in the past? Yes No

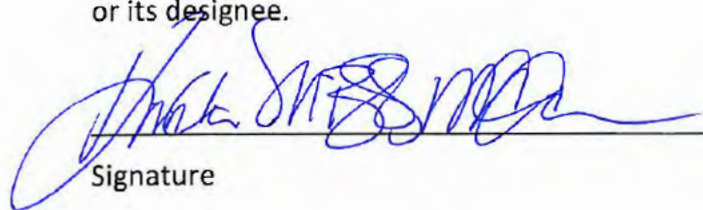
In what state? ALASKA; WASHINGTON

For what purpose? EMPLOYMENT

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

CERTIFICATION

I Kristina M. Bellamy-McClain, 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.


Signature

October 28, 2023
Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Dellino Carmela Diane
Last First Middle

Former Name(s)/Aliases/Maiden Name(s): [REDACTED]
Sather

Address: [REDACTED]
98126
Street City State Zip Code

Date of birth: [REDACTED] Sex: Male x Female
Month Day Year

Have you been fingerprinted in the past? X Yes No

In what state? Washington

For what purpose? For employment in school districts

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

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

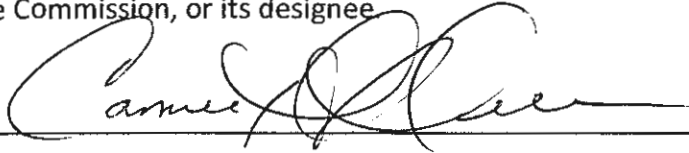
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging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



11-6-13

Signature

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Guzauskas Lauren Ann
Last First Middle

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

Address: _____
Street City State Zip Code

Date of birth: 0 _____ Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? N/A

For what purpose? N/A

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)

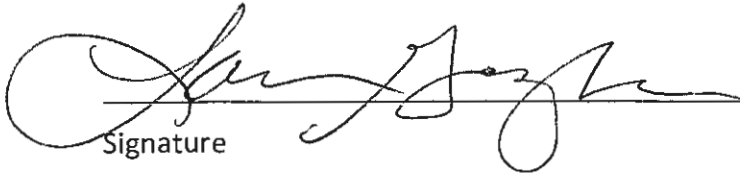
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging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


Signature

11/14/13
Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Jackson, Thelma Ann
Last First Middle

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

[Redacted]

Address:

[Redacted]

Street

City

State

Zip Code

Date of birth: [Redacted]
Month Day Year

Sex: Male Female

Have you been fingerprinted in the past? Yes No

In what state? Washington

For what purpose? Hanford Project - "Q" Clearance
Battle - North west

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 Thelma A. Jackson 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.

Thelma A. Jackson

Signature

11/14/13

Date

Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Meng George T
Last First Middle

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

Address: [REDACTED]
Street City State Zip Code

Date of birth: [REDACTED] Sex: Male Female
Month Day Year

Have you been fingerprinted in the past? Yes No

In what state? WA

For what purpose? Adoption application

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 George Meng 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.



11/14/2013

Signature

Date

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

In Kindergarten students will concentrate on number. They will use numbers to represent quantities and to solve quantitative problems. Through the study of number students will develop an understanding of cardinality, counting strategies, and strategies for joining and separating within 10 and to make ten. Students will use positional words, descriptive words, and mathematical terms to talk about their physical world.

The Kindergarten year outlined in this document begins with developing strategies for counting by ones. In the first unit, students count to 20. In subsequent units, students build on this understanding to expand counting to 50 and 100. By the end of Kindergarten, students count to 100 by ones and tens. The concept of number builds as the year proceeds. Students will be able to read, write and represent quantities to 20. They compare quantities and numerals up to 10. Students in Kindergarten use counting strategies to add and subtract within ten. As Kindergarten students develop their ability to compose and decompose numbers, they learn to fluently add and subtract within 5. Another major focus in Kindergarten is using both informal and geometric language to describe shapes and space. Geometric concepts and spatial reasoning are developed throughout the Kindergarten year as students progress from informal conversations and activities to more formal classifications and compositions of shapes.

This document reflects our current thinking related to the intent of the Common Core State Standards for Mathematics (CCSSM) and assumes 160 days for instruction, divided among 16 units. The number of days suggested for each unit assumes 45-minute class periods and is included to convey how instructional time should be balanced across the year. The units are sequenced in a way that we believe best develops and connects the mathematical content described in the CCSSM; however, the order of the standards included in any unit does not imply a sequence of content within that unit. Some standards may be revisited several times during the course; others may be only partially addressed in different units, depending on the focus of the unit. Strikethroughs in the text of the standards are used in some cases in an attempt to convey that focus, and comments are included throughout the document to clarify and provide additional background for each unit.

Throughout Kindergarten, students should continue to develop proficiency with the Common Core's eight Standards for Mathematical Practice:

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.**

These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be brought to bear, some practices may prove more useful than others. Opportunities for highlighting certain practices are indicated in different units in this document, but this highlighting should not be interpreted to mean that other practices should be neglected in those units.

When using this document to help in planning your district's instructional program, you will also need to refer to the CCSSM document, relevant progressions documents for the CCSSM, and the appropriate assessment consortium framework.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 1: Rote counting and understanding amount counted | Suggested number of days: 10 |
|--|--|
| <p>To start the year, Kindergarteners practice the count sequence and start to develop understanding of cardinality and one-to-one correspondence. Counting is started early and practiced often throughout the year because becoming fluent in the counting sequence enables students to focus on pairings involved when counting objects.¹ This unit focuses on children organizing objects in lines to count effectively. More difficult arrangements will be addressed in subsequent units.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>A. Know number names and the count sequence.</p> <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens. <p>B. Count to tell the number of objects.</p> <ol style="list-style-type: none"> 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 2. Reason abstractly and quantitatively. | <p>Comments</p> <p>K.CC.A.1 is developed throughout the year. The target for this unit is counting to 20 by ones, but this number should not be a limit. It is crucial that students know the number names and count sequence and incorporate counting in daily activities in the classroom.</p> <p>The target of K.CC.B.4a in this unit is for students to count up to 10 objects accurately. Students need time to count small quantities to develop one-to-one correspondence and cardinality.</p> <p>K.CC.B.4b is repeated in full in unit 2 to establish conservation of number.</p> <p>Students are working to make the connection between the (verbal) number names and quantities (MP.2).</p> |

¹ For additional information, see page 4 in the Counting and Cardinality progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 2: Writing numbers and counting “How many?” within 10 | Suggested number of days: 10 |
|--|--|
| <p>Extending their work with the counting sequence in the previous unit, students now write numerals and represent a number of objects. The focus of this unit is connecting written numerals to quantities, furthering students’ understanding of one-to-one correspondence. They usually indicate their understanding of this one-to-one correspondence by pointing to the objects or moving them as they say the numbers, pairing each number name with one and only one object.²</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>A. Know number names and the count sequence.</p> <p style="padding-left: 20px;">3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>B. Count to tell the number of objects.</p> <p style="padding-left: 20px;">4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p style="padding-left: 40px;">b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p style="padding-left: 20px;">5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>6. Attend to precision.</p> | <p>Comments</p> <p>The focus of K.CC.A.3 in this unit is for students to write the numerals 0-10. They will be writing numerals 11-20 in unit 8.</p> <p>K.CC.B.5 emphasize the practice of counting accurately when objects are organized in different arrangements. Students start by organizing up to 10 objects in a straight line. Other arrangements will be addressed in unit 3 and unit 7.</p> <p>Students attend to precision in both their explanations and particular strategies they use to count (MP.6).</p> |

² For additional perspectives, see page 4 in the Counting and Cardinality progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 3: Classifying and counting objects | Suggested number of days: 10 |
|---|--|
| <p>The focus of this unit is sorting and classifying objects into given categories (with up to 10 objects in each group) and using positional language to describe the objects. Students develop geometric concepts and spatial reasoning from experience describing (informally) the shape of objects and the relative positions of objects. Students need practice using their informal language to develop effective use of vocabulary and to develop geometrical perspectives.³</p> <p>This context of classifying objects supports continued development of counting skills. In this unit students continue counting within 10 and writing numerals 0-10 to represent quantities of objects in the various categories.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>B. Count to tell the number of objects.</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>Measurement and Data—K.MD</p> <p>B. Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p> <p>NOTE:³ Limit category counts to be less than or equal to 10.</p> <p>Geometry—K.G</p> <p>A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>1. Make sense of problems and persevere in solving them.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> | <p>Comments</p> <p>When addressing K.CC.B.5, it is important that children count accurately when objects are organized in different arrangements. They start by organizing up to 10 objects organized in a straight line or in a rectangular array. Other arrangements will be addressed unit 7.</p> <p>In this unit K.G.A.1 calls for students to begin with familiar objects in their environment. Development of spatial reasoning is the focus of this unit. Students will describe objects using the formal names of the shapes in unit 5.</p> <p>Students make sense of the problems by counting and recounting (MP.1) and then communicate this understanding by justifying their strategies and reasoning (MP.3).</p> |

³ For additional information, see page 6 in the Geometry progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 4: Understanding and representing addition within 5 | Suggested number of days: 10 |
|---|--|
| <p>This unit connects students' experience with counting to joining groups of objects. Students begin by modeling addition situations using concrete models and counting strategies to make sense of adding to and putting together. Students will likely use their fingers to keep track of the addends, so it is beneficial for students to develop rapid visual recognition of the numbers 0-5 on their fingers.⁴ Teachers are encouraged to use addition and subtraction equations to model the situations, but students are not required to use equations until Grade 1.⁵</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC B. Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>Operations and Algebraic Thinking—K.OA A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: ²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p> <p>Common Core State Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 4. Model with mathematics.</p> | <p>Comments</p> <p>The emphasis of K.OA.A.1 in this unit is for students to represent the addition situations of putting together and adding to. Subtraction will be addressed in unit 7.</p> <p>Students practice explaining their drawings and discuss how different drawings are similar and different (MP.1).⁶</p> |

⁴ For additional perspectives of students' use of their fingers, see page 8 of the Counting and Cardinality progressions document.

⁵ For additional information, see page 9 in the Common Core State Standards for Mathematics.

⁶ For additional information, see page 11 in the Operations and Algebraic Thinking progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 5: Identifying and describing shapes | Suggested number of days: 10 |
|--|--|
| <p>In this unit students build on their previous work with spatial reasoning, using both positional relationships and formal names of shapes. While discussing the different attributes of shapes, students will model these shapes using concrete materials. Although some students may draw some of these shapes, it is not a requirement in this unit.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry—K.G</p> <p>A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 2. Correctly name shapes regardless of their orientations or overall size. <p>B. Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none"> 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 2. Reason abstractly and quantitatively. 7. Look for and make use of structure. | <p>Comments</p> <p>K.G.B.5 will be revisited in unit 15 in which students will also be expected to draw shapes.</p> <p>Mathematically proficient students look closely to discern a pattern or structure (MP.7) and have the ability to abstract a given situation (MP.2).⁷</p> |

⁷ For additional information, see page 6 in the Geometry progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 6: Adding and subtracting within 5 | Suggested number of days: 12 |
|---|---|
| <p>In this unit students apply counting strategies and their experience with addition to develop understanding of subtraction as they encounter problems involving taking apart and taking from situations.⁸</p> <p>Students will add and subtract using Level 1 methods (<i>Direct Modeling by Counting All or Taking Away</i>), representing the situation or numerical problem with groups of objects, a drawing, or fingers.⁹ Put Together/Take Apart situations with Both Addends Unknown are important because they allow Kindergarteners to explore various compositions and decompositions of each number.¹⁰ This supports development of addition and subtraction concepts.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Operations and Algebraic Thinking—K.OA</p> <p>A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: ²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> | <p>Comments</p> <p>K.OA.A.1 was introduced in unit 4. This standard is extended in this unit to address both addition and subtraction situations.</p> <p>The goal of K.OA.A.2 in this unit is to solve addition and subtraction situations within 5. Students will extend this number range in unit 10 to addition and subtraction situations within 10.</p> <p>K.OA.A.3 requires time for students to experiment with various compositions and decompositions of smaller numbers (within 5) before working with larger numbers.</p> <p>Students use manipulatives and drawings (MP.5) to model the given situation (MP.4).</p> |

⁸ For additional information, see page 6 in the Operations and Algebraic Thinking progressions document.

⁹ For more information on the Level 1 methods, see page 36 in the Operations and Algebraic Thinking progressions document.

¹⁰ For additional information, see page 10 in the Operations and Algebraic Thinking progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 7: Rote counting to 50 and representing up to 20 objects | Suggested number of days: 10 |
|---|--|
| <p>In this unit students extend the counting sequence to 50 and develop their ability to represent up to 20 objects both numerically and visually. This includes effectively counting objects in more difficult configurations—e.g. in a circle.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>A. Know number names and the count sequence.</p> <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <p>B. Count to tell the number of objects.</p> <ol style="list-style-type: none"> 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 6. Attend to precision. 7. Look for and make use of structure. | <p>Comments</p> <p>The target for K.CC.A.1 in this unit is rote counting to 50; however, this number should not be a limit.</p> <p>K.CC.A.2 is a prerequisite for counting on strategy emphasized in Grade 1 (1.OA.C.6).</p> <p>K.CC.B.5 includes counting out a given number of objects, which is more difficult than just counting that many objects.¹¹</p> <p>Students should be given opportunities to discuss the structure of the number system (MP.7) and precisely express how they know that their count is accurate (MP.6)</p> |

¹¹ For more information, see page 4 of the Counting and Cardinality progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 8: Describing and comparing measurable attributes | Suggested number of days: 10 |
|---|--|
| <p>In this unit students explore non-standard measurement concepts using comparative and descriptive vocabulary. Through conversation, students learn to identify and distinguish different measurable attributes.¹²</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Measurement and Data—K.MD</p> <p>A. Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. | <p>Comments</p> <p>Students use comparative language to justify their conclusions (MP.3) and why and how they use particular tools to measure and compare lengths (MP.5).</p> |

¹² For additional information, see pages 6-7 in the Geometric Measurement progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 9: Comparing numbers | Suggested number of days: 10 |
|--|---|
| <p>This unit focuses on students identifying which of two groups of objects has more than the other or if the two groups have the same number of objects. They can then use this understanding or their understanding of the counting sequence to compare numbers between 1 and 10 presented as written numerals.¹³</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>C. Compare numbers.</p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹</p> <p>NOTE: ¹Include groups with up to ten objects.</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>2. Reason abstractly and quantitatively.</p> | <p>Comments</p> <p>K.CC.C.6 calls for students to have practice working with concrete objects when comparing. This develops understanding of the relationship between quantities and written numerals.</p> <p>In K.CC.C.7 students can use their experience with counting concrete objects and the counting sequence to compare two written numerals. Note that students will use language to describe these comparisons. Mathematical symbols will be introduced in Grade 1.</p> <p>Students connect concrete representations of numbers to the written numerals (MP.2)</p> |

¹³ For additional perspectives, see pages 4-5 in the Counting and Cardinality progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 10: Understanding addition and subtraction within 10 | Suggested number of days: 12 |
|--|--|
| <p>In this unit students extend their understanding from unit 6 to include addition and subtraction up to 10.</p> <p>Put Together/Take Apart situations with Both Addends Unknown are important because they allow Kindergarteners to explore various compositions and decompositions of each number.¹⁴ Practice with composing and decomposing numbers supports the development of subitizing and numeric reasoning. This is essential to developing more sophisticated addition and subtraction strategies this year and in later grades.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Operations and Algebraic Thinking—K.OA</p> <p>A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: ²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. | <p>Comments</p> <p>In this unit K.OA.A.1 is included to emphasize the relationship between addition and subtraction using various strategies.¹⁵</p> <p>K.OA.A.3 is foundational for addition and subtraction strategies in Grade 1 (1.OA.C.6).</p> <p>Students model addition and subtraction situations (MP.4) by using objects, their fingers, and math drawings (MP.5). Students should also explain their strategies explicitly and discuss similarities and differences with other strategies (MP.6).</p> |

¹⁴ For additional information, see page 10 in the Operations and Algebraic Thinking progressions document.

¹⁵ For additional information on the types of strategies students may use, see pages 10-11 in the Operations and Algebraic Thinking progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 11: Classifying two- and three-dimensional shapes | Suggested number of days: 10 |
|---|--|
| <p>In this unit students continue to develop the concept of classifying and counting objects—this time in the context of classifying two- and three-dimensional shapes.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Measurement and Data—K.MD</p> <p>B. Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p> <p>NOTE: ³Limit category counts to be less than or equal to 10.</p> <p>Geometry—K.G</p> <p>A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>B. Analyze, compare, create, and compose shapes.</p> <p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>Common Core State Standards for Mathematical Practice</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>7. Look for and make use of structure.</p> | <p>Comments</p> <p>K.MD.B.3 is repeated here to provide students the opportunity to practice classifying objects in the context of geometric figures.</p> <p>K.G.B.4 includes students identifying faces of three-dimensional shapes as two-dimensional geometric figures.¹⁶</p> <p>Students look for similarities and differences (MP.7) and present their own arguments and respond to the arguments of others (MP.3).</p> |

¹⁶ For additional information, see page 6 in the Geometry progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 12: Composing ten | Suggested number of days: 10 |
|---|--|
| <p>In this unit students use objects and drawings to identify partners for any number 1 to 9 to compose ten. Composing ten is a foundation for understanding the base-ten system that will develop in later grades, and during this unit teachers help children prepare for this by drawing special attention to the number 10.¹⁷</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Operations and Algebraic Thinking—K.OA</p> <p>A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p> | <p>Comments</p> <p>K.OA.A.4 is foundational for addition and subtraction strategies in Grade 1 (1.OA.C.6).</p> <p>Students look for shortcuts by analyzing patterns to find all of the combinations that make 10 (MP.7, MP.8).</p> |

| Unit 13: Counting to 100 by ones and tens | Suggested number of days: 5 |
|--|--|
| <p>The focus of this unit is to finalize the counting sequence to 100 and introduce the pattern of counting by <i>tens</i>.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Counting and Cardinality—K.CC</p> <p>A. Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>Common Core State Standards for Mathematical Practice</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p> | <p>Comments</p> <p>K.CC.A.2 is repeated here to provide an opportunity to extend this ability of counting from a given number with this new range of numbers.</p> <p>Students discover and explain patterns in the number system and apply this understanding to counting (MP.7, MP.8).</p> |

¹⁷ For additional perspectives about the focus on *tens*, see page 5 in the Number and Operations in Base Ten progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 14: Developing foundations of place value | Suggested number of days: 11 |
|---|---|
| <p>The focus of this unit is building a foundational understanding of the base-ten system by developing an understanding of the teen numbers as being composed of ten ones and some more ones.¹⁸ The number range in this standard emphasizes the understanding of <i>ten ones</i> rather than an understanding of the <i>tens</i> “place”. This work is an opportunity for students to start counting on, which is a Level 2 strategy for addition that will be emphasized in Grade 1. Teachers are encouraged to use addition and subtraction equations to model the situations, but students are not required to use equations until Grade 1.¹⁹</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Number and Operations in Base Ten—K.NBT</p> <p>A. Work with numbers 11–19 to gain foundations for place value.</p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>7. Look for and make use of structure.</p> | <p>Comments</p> <p>K.NBT.A.1 is a precursor for further development of place value understanding in Grade 1—viewing ten ones as a new unit called a <i>ten</i> (1.NBT.B.2a,b).</p> <p>Students explore the structure of ten ones and some more ones (MP.7) using various strategies—such as ten-frames—to model the “teen” numbers (MP.4).</p> |

¹⁸ For additional information on kindergartners’ understanding of teen numbers, see page 5 in the Number and Operations in Base Ten progressions document.

¹⁹ For additional information, see page 9 of the Common Core State Standards for Mathematics.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 15: Modeling and composing shapes | Suggested number of days: 10 |
|---|--|
| <p>In this unit students extend their understanding of creating and composing shapes to include drawing shapes. It is important for students to have opportunities for open exploration in composing shapes. For example, “What shape can you make with these two triangles?”</p> <p>Students build understandings of shapes and their properties, becoming able to do increasingly elaborate compositions, decompositions, and iterations of the two.²⁰</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry—K.G</p> <p>B. Analyze, compare, create, and compose shapes.</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>6. Attend to precision.</p> | <p>Comments</p> <p>K.G.B.5 is repeated in this unit to extend students’ understanding of creating shapes to include drawing.</p> <p>With repeated experiences with modeling these shapes (MP.4), students become more precise in their compositions and descriptions of shapes (MP.6).</p> |

²⁰ For additional information, see pages 5-6 of the Geometry progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Kindergarten

| Unit 16: Solving problems and demonstrating fluency within 5 | Suggested number of days: 10 |
|--|--|
| <p>This unit finalizes addition and subtraction problem solving within 10 and fluency within 5.</p> <p>By the end of Kindergarten, students should have experience with four of the problem types in Table 1 on page 88 in the Common Core State Standards for Mathematics:²¹</p> <ul style="list-style-type: none"> • Add To with Result Unknown • Take From with Result Unknown • Put Together/Take Apart with Total Unknown • Put Together/Take Apart with Both Addends Unknown | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Operations and Algebraic Thinking—K.OA</p> <p>A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>5. Fluently add and subtract within 5.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>1. Make sense of problems and persevere in solving them.</p> <p>8. Look for and express regularity in repeated reasoning.</p> | <p>Comments</p> <p>Students work towards fluency with K.OA.A.5 by relying on their experience with decompositions of numbers and with Add To and Take From situations.²²</p> <p>Students have developed strategies for solving addition and subtraction problems and should now be able to explain their own strategies and understand the approaches of others (MP.1). They recognize when calculations are repeated and look for both general methods and shortcuts (MP.8).</p> |

²¹ For more information about which problem types are emphasized in Kindergarten, see pages 8-9 in the Operations and Algebraic Thinking progressions document.

²² For additional information, see page 11 in the Operations and Algebraic Thinking progressions document.

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

In Grade 6, students developed an understanding of variables from two perspectives—as placeholders for specific values and as representing sets of values represented in algebraic relationships. They applied properties of operations to write and solve simple one-step equations. By the end of Grade 6, students were fluent in all positive rational number operations, and they developed a solid foundation for understanding area, surface area, and volume of geometric figures. The Grade 7 course outlined in this scope and sequence document builds on Grade 6 work by extending students' understanding of ratio to a more formal understanding of rate and its application with percents. Students extend their understanding of operations with rational numbers to include negative rational numbers. Students then continue the work they started in Grade 6 in writing expressions and equations, laying the groundwork for their Grade 8 work with functions. The course then turns to more formal methods for writing and solving multi-step equations and inequalities. Students also build on the Grade 6 work with proportional reasoning as they learn to scale 2-dimensional figures and to apply proportional reasoning to probability and statistical situations. Students gain fluency with area, surface area, and volume of 2- and 3-dimensional shapes composed of polygons, including right prisms and pyramids. They use the formulas for area and circumference of a circle to solve problems and understand the relationships among the components of a circle. The final unit of study lays the groundwork for high school Geometry as students investigate informal proofs of key geometric relationships among triangles.

This document reflects our current thinking related to the intent of the Common Core State Standards for Mathematics (CCSSM) and assumes 160 days for instruction, divided among 14 units. The number of days suggested for each unit assumes 45-minute class periods and is included to convey how instructional time should be balanced across the year. The units are sequenced in a way that we believe best develops and connects the mathematical content described in the CCSSM; however, the order of the standards included in any unit does not imply a sequence of content within that unit. Some standards may be revisited several times during the course; others may be only partially addressed in different units, depending on the focus of the unit. Strikethroughs in the text of the standards are used in some cases in an attempt to convey that focus, and comments are included throughout the document to clarify and provide additional background for each unit.

Throughout Grade 7, students should continue to develop proficiency with the Common Core's eight Standards for Mathematical Practice:

- 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.**

These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be brought to bear, some practices may prove more useful than others. Opportunities for highlighting certain practices are indicated in different units in this document, but this highlighting should not be interpreted to mean that other practices should be neglected in those units.

When using this document to help in planning your district's instructional program, you will also need to refer to the CCSSM document, relevant progressions documents for the CCSSM, and the appropriate assessment consortium framework.

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 1: Proportional reasoning | Suggested number of days: 11 |
|--|---|
| <p>In this unit, students investigate and solve problems involving rates. As part of this work, students apply positive rational number operations to write and solve equations of the form $px + q = r$ and $p(x + q) = r$ in which $q = 0$ (i.e., 1-step equations), thereby reinforcing their Grade 6 work in writing and solving equations (6.EE.B.7).¹</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Ratios and Proportional Relationships —7.RP</p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i> <p>The Number System — 7.NS</p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ol style="list-style-type: none"> 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <ol style="list-style-type: none"> d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. 3. Solve real-world and mathematical problems involving the four operations with rational numbers.¹ NOTE: ¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions. <p>Expressions and Equations —7.EE</p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <ol style="list-style-type: none"> 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <ol style="list-style-type: none"> a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i> <p>Geometry — 7.G</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <ol style="list-style-type: none"> 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | <p>Comments</p> <p>In this unit, all work with 7.NS.A.3 focuses on positive rational numbers, including positive complex fractions. Negative rational numbers will be addressed in units 4-7.</p> <p>7.RP.A.1 and 7.NS.A.3 are closely connected because they both deal with complex fractions.</p> <p>Since every ratio has an associated unit rate, this is an appropriate place to include conversion of rational numbers to decimals (7.NS.A.2d); for example, if Rachel can walk 2 miles in 3 hours, she can walk $\frac{2}{3}$ mile in one hour. This fraction can be expressed by the decimal $0.\overline{6}$.</p> <p>The equations (7.EE.B.4a) in this unit are strictly one-step. Students solve multi-step equations in units 6 and 7. Students will solve problems leading to inequalities in unit 7.</p> <p>Work with scale drawings (7.G.A.1) should be included as an instance of proportional reasoning. Since area relationships in scale drawings are not proportional, they will be addressed in unit 13.</p> |

¹ Please see additional background and support in the Ratios and Proportional Relationships progressions document, with special attention to the Appendix, pp. 13-15.

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

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| <p>Common Core State Standards for Mathematical Practice</p> <ul style="list-style-type: none"> 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 6. Attend to precision. | <p>In this unit, students use appropriate tools (e.g. tables, graphs, equations and verbal descriptions) strategically (MP.5) to solve problems dealing with proportional reasoning. They also attend to precision (MP.6) and reason abstractly and quantitatively (MP.2) as they write and solve 1-step equations.</p> |
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| Unit 2: Proportional relationships | Suggested number of days: 12 |
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| <p>The standards in this unit are a critical area for this grade. They build on the work of the previous unit to reinforce and formalize understandings of proportional relationships. This unit also builds foundational understandings for slope that will be formalized in Grade 8.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Ratios and Proportional Relationships —7.RP</p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> 2. Recognize and represent proportional relationships between quantities. <ul style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>Common Core State Standards for Mathematical Practice</p> <ul style="list-style-type: none"> 4. Model with mathematics. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning. | <p>Comments</p> <p>Students model with mathematics (MP.4) and attend to precision (MP.6) as they look for and express repeated reasoning (MP.8) by generating various representations of proportional relationships and use those representations to identify and describe constants of proportionality.</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 3: Proportional reasoning with percents | Suggested number of days: 10 |
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| <p>This unit builds on the previous unit as it extends students' understanding of ratio and rate reasoning to percents. Students also write and solve 1-step equations as part of their work with percents; for example, the question "If Kevin paid a total of 13.50, including 8% sales tax, what was the price of the item he purchased?" can be represented by the equation $1.08x = 13.50$.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Ratios and Proportional Relationships —7.RP</p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Expressions and Equations —7.EE</p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. | <p>Comments</p> <p>7.RP.A.3 will be reinforced in units 8 and 9.</p> <p>7.EE.B.3 is a major capstone standard for arithmetic and its applications. In this unit, it should only involve positive rational numbers. Work with negative rational numbers will be introduced in units 4 and 5.</p> <p>The content standards in this unit specify that students use tools strategically (MP.5) as they solve multi-step real-life mathematical problems (MP.1) using numerical and algebraic expressions (MP.2).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 4: Rational number operations—addition and subtraction | Suggested number of days: 12 |
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| <p>The purpose of this unit is to provide an opportunity for students to reinforce and extend their understanding of addition and subtraction with rational numbers. It builds on students' solid understanding of integers, other rational numbers, and absolute value as described in the Grade 6 CCSSM (6.NS.C). Positive and negative fractions, decimals, and whole numbers should be included in this unit.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>The Number System — 7.NS</p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.¹ NOTE: ¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>Expressions and Equations —7.EE</p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> | <p>Comments</p> <p>Work with 7.NS.A.3 should focus on addition and subtraction of positive and negative rational numbers.</p> <p>In this unit, 7.EE.B.3 will focus on problem situations involving addition and subtraction of rational numbers. Problems involving multiplication and division will be addressed in unit 5.</p> <p>Looking for and making use of structure (MP.7) aids students' understanding of addition and subtraction of positive and negative rational numbers. Students also engage in MP.1 and MP.6 in order to solve the multi-step problems presented in this unit.</p> |

**Sequenced Units for the Common Core State Standards in Mathematics
Grade 7**

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| <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.6. Attend to precision.7. Look for and make use of structure | |
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Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 5: Rational number operations—multiplication and division | Suggested number of days: 9 |
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| <p>The purpose of this unit is to provide students an opportunity to reinforce and extend their understanding of multiplication and division with rational numbers. Problems addressed in this unit will focus on multiplication and division, but may also incorporate addition and subtraction. By the end of this unit, students should be comfortable applying all four operations to positive and negative fractions and decimals.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>The Number System — 7.NS</p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.¹ NOTE: ¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>Expressions and Equations — 7.EE</p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> | <p>Comments</p> <p>When addressing 7.NS.A.2a, note that students already know the distributive property from earlier grades. It was first introduced in grade 3. In grade 6, students applied the distributive property to generate equivalent expressions involving both numbers and variables (6.EE.A.3).</p> <p>In this unit, 7.EE.B.3 will focus on problem situations involving all four operations with rational numbers.</p> <p>Work with 7.NS.A.3 should focus on all four operations with positive and negative rational numbers.</p> <p>As with unit 4, looking for and making use of structure (MP.7) aids students' understanding of multiplication and division of positive and negative rational numbers. Students also engage in MP.1 and MP.6 as they solve the multi-step problems presented in this unit.</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

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| <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 6. Attend to precision. 7. Look for and make use of structure. | |
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| Unit 6: Solving equations | Suggested number of days: 13 |
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| <p>The purpose of this unit is to ensure that students have a strong foundation in manipulating and solving algebraic expressions and equations. This unit builds on work within the Expressions and Equations domain in Grade 6.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Expressions and Equations —7.EE</p> <p>A. Use properties of operations to generate equivalent expressions.</p> <ol style="list-style-type: none"> 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <ol style="list-style-type: none"> 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <ol style="list-style-type: none"> a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i> | <p>Comments</p> <p>Students have had prior experience in generating equivalent expressions; they should be working toward fluency in solving equations with 7.EE.A.1 in this unit.</p> <p>From their experience in prior units and grades, students already solve one-step equations fluently. In this unit, they are expected to build fluency with writing and solving multi-step equations (7.EE.B.4a). Inequalities will be explored in unit 7.</p> <p>Students solve real-life problems (MP.1) by modeling them with algebraic equations (MP.4). In manipulating these equations to generate equivalent expressions, they also reason abstractly and quantitatively (MP.2) and look for and make use of structure (MP.7).</p> |
| <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 7. Look for and make use of structure. | |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 7: Solving equations and inequalities | Suggested number of days: 11 |
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| <p>In this unit, students extend their understanding of equations to include inequalities. Students reinforce their previous learning about solving equations as they learn to solve inequalities.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Expressions and Equations —7.EE</p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p style="padding-left: 20px;">a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p style="padding-left: 20px;">b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p> <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 7. Look for and make use of structure. | <p>Comments</p> <p>In this unit, they are expected to continue to build fluency with writing and solving multi-step equations (7.EE.B.4a) and they extend those understandings to investigate solving word problems leading to inequalities.</p> <p>As with unit 6, students solve real-life problems (MP.1) by modeling them with algebraic inequalities (MP.4). In manipulating these equations and inequalities to generate equivalent expressions, they also reason abstractly and quantitatively (MP.2) and look for and make use of structure (MP.7).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 8: Probability of simple events | Suggested number of days: 12 |
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| <p>Students in Grade 7 have not previously encountered probability. This unit focuses on the foundational understandings related to simple probability (e.g. chance, randomness, relative frequency, probability models).</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Statistics and Probability — 7.SP</p> <p>C. Investigate chance processes and develop, use, and evaluate probability models.</p> <p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p>Ratios and Proportional Relationships — 7.RP</p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> | <p>Comments</p> <p>7.RP.A.3 is repeated in this unit because of the strong application of percents in this unit.</p> <p>In this unit, 7.SP.C.5, 7.SP.C.6, and 7.SP.C.7 are investigated with simple events only. In unit 9, students will apply these concepts and skills with compound events.</p> <p>In this unit, students engage in developing probability models and thereby engage in MP.4. For many probability situations, more than one model may be developed and applied to answer real-world questions; therefore, students construct viable arguments and critique the reasoning of others (MP.3).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 9: Probability of compound events | Suggested number of days: 11 |
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| This unit supports continued work with 7.SP.C.5 , 7.SP.C.6 , and 7.SP.C.7 as students extend their understanding of probability to include compound events | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Statistics and Probability — 7.SP</p> <p>C. Investigate chance processes and develop, use, and evaluate probability models.</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p> <p>Ratios and Proportional Relationships — 7.RP</p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> | <p>Comments</p> <p>7.RP.A.3 is repeated in this unit because of the strong application of percents in probability.</p> <p>In this unit, students continue modeling with mathematics (MP.4). Students use appropriate tools (e.g. organized lists, tables, tree diagrams) (MP.5) and attend to precision (MP.6) as they create and use probability models.</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 10: Sampling, inferences, and comparing populations | Suggested number of days: 12 |
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| <p>This unit includes work with single populations as well as multiple populations. In this unit, students apply their understanding of randomness. Ratio reasoning—including percents—is implicit in this unit (7.RP.A.3).</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Statistics and Probability — 7.SP</p> <p>A. Use random sampling to draw inferences about a population.</p> <ol style="list-style-type: none"> 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> <p>B. Draw informal comparative inferences about two populations.</p> <ol style="list-style-type: none"> 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i> 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i> <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. | <p>Comments</p> <p>In this unit, students engage in modeling (MP.4) as they draw inferences about a population. They also use data to construct and critique arguments (MP.3). In doing so, they should also attend to the precision of their use of language and mathematics (MP.6).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 11: 2-D figures | Suggested number of days: 12 |
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| <p>In this unit, students build on their Grade 6 work with two-dimensional figures and extend their learning to work with circumference and area of circles. While working with formulas for area and circumference, students will be reinforcing previous work with expressions and equations.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry — 7.G</p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>Common Core State Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and computationally. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | <p>Comments</p> <p>Students in Grade 7 have not previously studied pi. When addressing 7.G.B.4, they should develop an understanding of pi as the ratio of the circumference of a circle to its diameter. 7.G.B.6 only includes perimeter and area, including the circumference and area of circles. Work with 3-dimensional figures will be the focus of unit 12.</p> <p>In this unit, students engage in MP.7 and MP.8 as they relate formulas in this unit to particular real-world and mathematical problems. As students persevere in solve real-life and mathematical problems involving measurement (MP.1), they need to consider the units involved and attend carefully to the meaning of the quantities (MP.2).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 12: 3-D figures | Suggested number of days: 12 |
|---|--|
| <p>In this unit, students begin working with three-dimensional figures by exploring their plane sections and volumes. In Grade 6, students worked with the volume of rectangular prisms and determined surface areas from nets. This unit extends those understandings as students work with non-rectangular prisms and pyramids.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry — 7.G</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p style="padding-left: 20px;">3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p style="padding-left: 20px;">6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>7. Look for and make use of structure.</p> | <p>Comments</p> <p>Students also investigate the volume and surface area of right pyramids; this is implied in 7.G.B.6.</p> <p>Students select appropriate tools (MP.5) and look for and make use of structure (MP.7) as they investigate 3-dimensional figures. They also model with mathematics as they solve multi-step real-life measurement problems (MP.4).</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 13: Scale drawings | Suggested number of days: 12 |
|--|--|
| <p>This unit builds on students' understanding of scale drawings from unit 1, but extends that understanding to include the relationship between the areas of scale drawings. This unit provides a strong foundation for more formal work with the similarity and congruence transformations that students will investigate in Grade 8.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry — 7.G</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p style="padding-left: 20px;">1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>4. Model with mathematics.</p> <p>6. Attend to precision.</p> <p>8. Look for and express regularity in repeated reasoning.</p> | <p>Comments</p> <p>In unit 1, work with scale drawings (7.G.A.1) was included as an instance of proportional reasoning; however, students did not generate scale drawings at a different scale. Since area relationships in scale drawings are not proportional, they were not addressed at that time.</p> <p>To build an understanding of how areas of two or more scale drawings relate, students engage in MP.8. They also model with mathematics (MP.4) and attend to precision (MP.6) as they engage in solving problems relating to scale drawings.</p> |

Sequenced Units for the Common Core State Standards in Mathematics Grade 7

| Unit 14: Geometric constructions | Suggested number of days: 11 |
|---|---|
| <p>In this unit, students engage in hands-on investigation of the properties of triangles and other geometric shapes. Students also explore numerous angle relationships and use those angle relationships to ask and answer questions in a variety of contexts.</p> | |
| <p>Common Core State Standards for Mathematical Content</p> <p>Geometry — 7.G</p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p style="padding-left: 20px;">2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p style="padding-left: 20px;">5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>Common Core State Standards for Mathematical Practice</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>7. Look for and make use of structure.</p> | <p>Comments</p> <p>In this unit, students choose appropriate tools (MP.5) to create constructions with various constraints. Investigating and describing the relationships among geometrical figures requires that students look for and make use of structure (MP.7) as they construct and critique arguments (MP.3) that summarize and apply those relationships.</p> |

SOAR Primary Academy Curriculum Development Plan

Beginning in January, the School Director will engage in a 15-month process with curriculum experts to design curriculum backwards-mapped from the Common Core, Next Generation Science, and Washington State Social Studies standards and incorporating the NCSS C3 Framework. Our curriculum design process will include a research stage, design stage, feedback stage, and dissemination stage.

A Curriculum Team will be established of members from the Design Team and other teachers who have experience in curriculum development. A Curriculum Lead will be appointed to coordinate this work and paid a small stipend.¹ A combination of teachers from the Curriculum Team and the Curriculum Lead will take responsibility for designing curriculum one grade level at a time, starting with the last year of the Primary Academy (4th grade). Participating designers will be paid a small stipend. The team will engage in a continuous cycle of design and review. Curriculum will then be vertically aligned and shared with national and local experts in the spring of 2015. At each grade level, scope and sequences and unit plans will be shared with SOAR teachers in July, and training will be provided in daily lesson plan design and expectations.

Curriculum Development Plan

| Stage | Step | Date Due | Person(s) Responsible | Milestone |
|----------|---|-------------------|-------------------------------------|-----------|
| Research | Identify which courses for curriculum development | October 2013 | Design Team; School Director | x |
| Research | Identify standards to be used | October 2013 | Design Team; School Director | x |
| Research | Visit high performing charter school to observe curriculum design best practices. | February 2014 | School Director | |
| | | | | |
| Research | Form Curriculum Team | April 2014 | School Director | |
| Research | Research curricula options/providers | April – June 2014 | School Director; Curriculum Team | |
| Design | Appoint Curriculum Lead to oversee design process | June 2014 | School Director | x |

¹ Up to \$30,000 has been set aside in the budget for curriculum design expenses.

| | | | | |
|----------|---|----------------|-------------------------------------|---|
| Design | Write 4 th grade scope and sequence, unit plans | July 2014 | Curriculum Team | |
| | Edit and finalize | August 2014 | Curriculum Lead; School Director | x |
| Design | Write 3 rd grade scope and sequence, unit plans | September 2014 | Curriculum Team | |
| Design | Edit and finalize | October 2014 | Curriculum Lead; School Director | x |
| Design | Write 2 nd grade scope and sequence, unit plans | November 2014 | Curriculum Team | |
| Design | Edit and finalize | December 2014 | Curriculum Lead; School Director | x |
| Design | Write 1st grade scope and sequence, unit plans | January 2015 | Curriculum Team | |
| Design | Edit and finalize | February 2015 | Curriculum Lead; School Director | x |
| Design | Write KG grade scope and sequence, unit plans | March 2015 | Curriculum Team | |
| Design | Edit and finalize | April 2015 | Curriculum Lead; School Director | x |
| Design | Use protocol to tune and vertically align KG-4 th curriculum | May 2015 | Curriculum Team | |
| Design | Process for daily lesson plan review, training, expectations is established for 2015-16 school year | June 2015 | Curriculum Lead | x |
| Feedback | Share tuned KG-4 th curriculum with charter experts and teachers for feedback | June 2015 | Curriculum Lead | |
| | KG-4 th Curriculum is finalized and | July 2015 | School Director; Dean of | x |

| | | | | |
|---------------|---|------------------|---------------------------------------|---|
| | published | | Academics; Curriculum lead | |
| Dissemination | Curricula is shared with teachers to develop daily lesson plans | July/August 2015 | Curriculum Lead/ Dean of Academics | x |
| Dissemination | Teachers are provided training and expectations for daily lesson plan development | July/August 2015 | School Director/ Dean of Academics | x |

Each Course Scope and Sequence will include

- The core (CCSS, NGSS, NCSS, WA Social Studies) standards to be taught and their order
- Supplemental standards to be taught and their order (Habits of Mind, cross-disciplinary standards, etc.)

Each Course Map will include

- Course Outcomes
- Priority standards
- Unit Essential Questions and assigned standards

Each Unit Plan will include

- Guiding Essential Question(s)
- Assessments
- Modifications, Interventions for ELL and Special Education students
- Anchor texts and resources

Attachment 4 Exit Standards

The purpose of this attachment is to detail what students should know and be able to do when they graduate from SOAR Academy. In order to meet our ultimate goal of all SOAR Academy students being prepared for entrance to and through a high-quality high school, all 8th grade students will be required to meet the following standards before graduating. All students will receive extensive support to meet this high bar throughout their time at SOAR Academy.

| Category | Category | Graduation Requirement | Description <i>In order to graduate from SOAR Academy, all students must...</i> |
|-------------------------|----------|----------------------------|---|
| Traditional Measure | #1 | Standardized Testing | Complete all state testing requirements and show mastery of at least 70% of standards in mathematics, science, language arts and social studies. |
| Traditional Measure | #2 | Required Courses | Pass the following required courses: Washington State History and Government, Ancient Civilizations and Geography, and US History. |
| Non-traditional Measure | #1 | Personalized Learning Plan | Meet or exceed the goals set in their Personalized Learning Plan (PLP). |
| Non-traditional Measure | #2 | Rite of Passage Portfolio | Present and pass the Rite of Passage portfolio presentation at the end of their 8 th grade year, which will include proficient pieces from math, social studies, language arts, science and art and integrates the Habits of Mind. |

Traditional Measure

#1: Standardized Testing

All students must complete all state testing requirements and show mastery of at least 70% of standards in mathematics, science, language arts and social studies. The following standards will be used to define what SOAR graduates should know and be able to do: Common Core State Standards, Next Generation Science Standards and National Curriculum Standards for Social Studies. Students will be assessed on their progress toward mastering these standards regularly through quarterly interim assessments.

#4: Required Courses

All students must pass the following required courses to graduate from SOAR Academy: Washington State History and Government, Ancient Civilizations and Geography, and US History.

Non-traditional Measures

#1: Personalized Learning Plan:

In order to ensure that every student is benefiting from the pedagogical practices, SOAR Academy staff, students and families will collaborate to create *Personalized Learning Plans (PLPs)* for each SOAR Academy student. This team will create the student's goals for the year and benchmarks for check-in twice over the course of a school year. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style, objectives and collective commitment to that child's success. Ultimately, students must meet their PLP goals before graduating from SOAR Academy.

#2: Rite of Passage Portfolio:

The SOAR Rite of Passage Portfolio serves several important purposes for students and staff. It:

- Requires each Intermediate Academy student in 6th and 8th grades to demonstrate what he or she knows and is able to do in an individualized format;
- Connects to the Habits of Mind, emphasizing the importance of reflecting on one's learning (metacognition) and self-expression (clear communication);
- Enables a committee of a student's peer(s), staff, and community leaders to holistically assess his or her readiness for high school-level work;
- Produces meaningful indicators of student learning that inform curriculum and teaching practice throughout SOAR Academy; and
- Promotes a shared understanding between students, teachers, parents, and community of the quality of work and what graduates are expected to know and be able to do.

The Portfolio Components – The Specific Parts:

The Rite of Passage Portfolio has the following components:

- A. **A student introduction and explanation of the portfolio**
- B. **A digital arrangement of student work** produced in five content areas (math, science, language arts, social studies and art), that is assessed by teachers and scored by a "certification" panel, prior to the presentation (explained later below);
- C. **Reflective summaries** in the five content areas, written by the student.
- D. **Internship Artifact & Reflection**, written by the student; and
- E. **Habits of Mind Assessment**, written by the student's advisor.

1. Student self-introduction and explanation of the portfolio

This helps anyone reviewing the portfolio orient themselves to the individual student and the content of the portfolio.

2. A digital arrangement of student work in core content areas

Students must select and include evidence of work from core content areas (math, reading, science, social studies, arts) in their portfolio. Each student must include, as part of his or her evidence of learning, two work samples in each of the five content areas. Before entry into the portfolio, *both* artifacts of student-produced work must be certified by a Subject Area Teacher as having met standards of proficiency for that content area. The work sample must be certified before the student presents his or her portfolio to the Portfolio Committee. Each subject area

team will create a process to calibrate their standards for scoring student work in their content area.

3. Reflective Summaries

We foresee that in each of the five areas, a student must write a reflective summary that attests to the rigor and relevance of the work. Reflections will:

- Explain the work selected and context of assignment;
- Discuss the essential concepts, subject-specific understandings, and task-specific skills related to the work entered in that content area;
- Describe the relevance of the concepts learned and application of the skills used to complete the work to the real world;
- Provide evidence of the student's demonstrated Habits of Mind.

Students will practice and scaffold the writing of a reflective summary numerous times in the classroom before having to prepare one for the "Rites of Passage" Portfolio.

4. Internship Artifact & Reflection

All students are required to participate in an internship their 6th and 8th grade years. Students must include an artifact documenting their internship project. A reflection of the student's internship experience must describe the knowledge and skills they acquired and applied in the work they did, as well as how they grew personally and academically from the experience.

5. Assessment of Student's Habits of Mind (from student's advisor)

The student's advisor will assess student mastery on all Habits of Mind using a rubric (to be designed) and write a narrative highlighting the student's development and mastery of each habit.

Students will participate in the Rites of Passage Portfolio in the spring of their 6th and 8th grade years. Students who do not demonstrate mastery of portfolio competencies, and thus do not "pass" the portfolio presentation, will receive feedback on their presentation and be invited to re-present to another portfolio committee in the late spring and/or summer.



SCHOOL YEAR CALENDAR 2015- 2016

SOAR Academy

| AUGUST 2015 | | | | | | | | |
|-------------|--------------------------|-------|-------|----|----|----|----|----|
| 7/27-8/14 | Staff Training | Su | M | T | W | T | F | S |
| | Kindergarten Orientation | | 27 | 28 | 29 | 30 | 31 | 1 |
| 17th | First Day of School | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | | 23/20 | 24/21 | 25 | 26 | 27 | 28 | 29 |
| 11 | | | | | | | | |

| FEBRUARY 2016 | | | | | | | | |
|---------------|------------------|----|----|----|----|----|----|----|
| 15th | President's Day | Su | M | T | W | T | F | S |
| 16th-19th | Mid-Winter Break | | 1 | 2 | 3 | 4 | 5 | 6 |
| | | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | | 28 | 29 | | | | | |
| 16 | | | | | | | | |

| SEPTEMBER 2015 | | | | | | | | |
|----------------|-----------|----|----|----|----|----|----|----|
| 7th | Labor Day | Su | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 | 4 | 5 |
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | 27 | 28 | 29 | 30 | | | |
| 21 | | | | | | | | |

| MARCH 2016 | | | | | | | | |
|------------|--|----|----|----|----|----|----|----|
| | | Su | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 | 4 | 5 |
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | 27 | 28 | 29 | 30 | 31 | | |
| 23 | | | | | | | | |

| OCTOBER 2015 | | | | | | | | |
|--------------|------------|----|----|----|----|----|----|----|
| 5th-9th | Fall Break | Su | M | T | W | T | F | S |
| | | | | | | 1 | 2 | 3 |
| | | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 17 | | | | | | | | |

| APRIL 2016 | | | | | | | | |
|-------------|----------------------------|----|----|----|----|----|----|----|
| 11th - 15th | Spring Vacation | Su | M | T | W | T | F | S |
| 7th-8th | Parent Teacher Conferences | | | | | | 1 | 2 |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 16 | | | | | | | | |

| NOVEMBER 2015 | | | | | | | | |
|---------------|----------------------------|----|----|----|----|----|----|----|
| 11th | Veteran's Day | Su | M | T | W | T | F | S |
| 19th-20th | Parent Teacher Conferences | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26th-27th | Thanksgiving Holiday | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | 29 | 30 | | | | | |
| 17 | | | | | | | | |

| MAY 2016 | | | | | | | | |
|----------|--------------|----|----|----|----|----|----|----|
| 27th | Vacation | Su | M | T | W | T | F | S |
| 30th | Memorial Day | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | 29 | 30 | 31 | | | | |
| 20 | | | | | | | | |

| DECEMBER 2015 | | | | | | | | |
|---------------|---------------|----|----|----|----|----|----|----|
| 25th | Christmas Day | Su | M | T | W | T | F | S |
| 21st-31st | Winter Break | | | 1 | 2 | 3 | 4 | 5 |
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | 27 | 28 | 29 | 30 | 31 | | |
| 14 | | | | | | | | |

| JUNE 2016 | | | | | | | | |
|-----------|------------------|----|----|----|----|----|----|----|
| 15th | Last Student Day | Su | M | T | W | T | F | S |
| 17th | Last Staff Day | | | | 1 | 2 | 3 | 4 |
| | | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | | 26 | 27 | 28 | 29 | 30 | | |
| 12 | | | | | | | | |

| JANUARY 2016 | | | | | | | | |
|--------------|-------------------------|-------|----|----|----|----|----|----|
| 1st | New Years Day | Su | M | T | W | T | F | S |
| 18th | Martin Luther King, Jr. | | | | | | 1 | 2 |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | 24/21 | 25 | 26 | 27 | 28 | 29 | 30 |
| 20 | | | | | | | | |

| JULY 2016 | | | | | | | | |
|-----------|------------------|-------|----|----|----|----|----|----|
| 4th | Independence Day | Su | M | T | W | T | F | S |
| | | | | | | | 1 | 2 |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | 24/21 | 25 | 26 | 27 | 28 | 29 | 30 |
| 19 | | | | | | | | |

- First/Last Day of School
- Breaks - NO SCHOOL
- Federal Holiday - NO SCHOOL
- 1:30pm Early Release; Professional Practice Day

- Professional Development for Staff
- KG/New Student Orientation and Home Visits
- Parent Conferences - NO CLASSES

Quarter 1:
August 17-Oct. 30
Quarter 2:
Nov. 2-Jan. 15
Quarter 3:
Jan. 19-April 1
Quarter 4:
April 4 - June 16

| # Days: | | |
|------------|------------|------|
| Staff | Stud | |
| 21 | 11 | Aug |
| 21 | 21 | Sept |
| 20 | 20 | Oct |
| 17 | 15 | Nov |
| 14 | 14 | Dec |
| 19 | 19 | Jan |
| 16 | 16 | Feb |
| 23 | 23 | Mar |
| 16 | 14 | Apr |
| 21 | 21 | May |
| 13 | 11 | Jun |
| 5 | 0 | Jul |
| 206 | 185 | |

| # Instructional Hours: | |
|------------------------|-------------|
| Full day | 1237.5 |
| Early dis | 178.5 |
| TOTAL | 1416 |

SOAR Academy Sample Primary Academy Daily/Weekly Schedule

| Time | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|-------------------------------|------------------------|----------------------------|------------------------|------------------------|
| 8:15-8:45 | Breakfast / Community Meeting | | | | |
| 8:45-8:50 | Breakfast / Community Meeting | | | | |
| 8:50-9:00 | Morning Circle | Morning Circle | Morning Circle | Morning Circle | Morning Circle |
| 9:00-11:00 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 11:00-12:00 | Intervention | Intervention | Intervention | Intervention | Intervention |
| 12:00-12:40 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:40-12:45 | Art | Art | Math | Art | Art |
| 12:45-1:45 | Math | Math | Professional Practice Days | Math | Math |
| 1:45-2:50 | Recess | Recess | | Recess | Recess |
| 2:50-3:10 | Science/Social Studies | Science/Social Studies | | Science/Social Studies | Science/Social Studies |
| 3:10-4:20 | Pack Up & Dismissal | Pack Up & Dismissal | Pack Up & Dismissal | Pack Up & Dismissal | Pack Up & Dismissal |

SOAR Academy Intermediate Academy Daily/Weekly Schedule

| Time | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|---------------------|---------------------|----------------------------|---------------------|---------------------|
| 8:15-8:40 | Community Meeting | Community Meeting | Community Meeting | Community Meeting | Community Meeting |
| 8:40-9:00 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 9:00-10:45 | Humanities | Humanities | Humanities | Humanities | Humanities |
| 10:45-11:45 | Elective | Elective | 10 Minutes | Elective | Elective |
| 11:45-12:30 | Intervention | Intervention | Math/Science | Intervention | Intervention |
| 12:30-1:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00-1:30 | Math/Science | Math/Science | Intervention | Math/Science | Math/Science |
| 1:30-2:45 | Math/Science | Math/Science | Professional Practice Days | Math/Science | Math/Science |
| 2:45-3:45 | Art | Art | Professional Practice Days | Art | Art |
| 3:45-4:20 | Advisory | Advisory | Professional Practice Days | Advisory | Advisory |
| 4:20-4:30 | Pack Up & Dismissal | Pack Up & Dismissal | Professional Practice Days | Pack Up & Dismissal | Pack Up & Dismissal |

Attachment 6

SOAR Academy Enrollment Policy

SOAR Academy is a public, common school open to all children free of charge.¹ Pursuant to Washington state law, SOAR Academy 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. SOAR Academy is open to any student regardless of his or her location of residence.²

SOAR Academy's recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in high school, college and in life. We will work actively to recruit the students who are most at need and ensure that all students that are eligible can apply and have the opportunity to be enrolled in SOAR Academy in a fair and equitable manner.

Application Period

SOAR will begin to accept applications starting October 1 and will end at 5:00 pm on March 15.

Enrollment Deadlines

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

Receipt and Processing of Applications

All applications must be delivered in person to guarantee a placement in the lottery. Parents are welcome to mail or email their application (address to be determined). An acknowledgement will be sent upon receipt of the mailed or emailed application. However, if a family does not receive or keep this receipt SOAR Academy is not responsible for claims that an application was sent by mail, or not received by the deadline. (SOAR will track all receipts as well, and while highly unlikely that any record be lost, we cannot take responsibility if the family does not keep their record in the rare case that an application cannot be located.) All applications received in person will receive a receipt.

Lottery

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

A lottery will be held the first Saturday following the March 15 deadline. Families will be mailed and/or emailed the official results on the Monday following the Saturday lottery. Families will

¹ RCW 28A.710.020(1)

² RCW 28A.710.050(1)

³ RCW 28A.710.050(4)

have ten (10) business days beyond the lottery notification date to submit a letter of intent. After this date, SOAR Academy will attempt to contact (phone, email, USPS mail) all families that have not submitted a letter of intent to verify that they are indeed forfeiting their student's seat at SOAR. 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 did not receive a seat. If there are still seats available after the lottery, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, SOAR Academy will adhere to any and all requirements concerning the recruitment and enrollment of students.

Waitlist, Withdrawals, Re-enrollment, Transfer Policies

Below are the policies on these important issues:

- **Waitlist** will start one week after Acceptance Day (date noted in letters from Lottery that families must officially accept their seat) and last until end of second week of school.
- **Waitlist** then expires and anyone who wishes to transfer must re-apply. Applications after the expiration date are taken in order and a new waitlist is built.
- **Waitlist Back Filling:** At the discretion of School Director during the school year, and only at end of 1st and 2nd quarters (if spaces are available).
- **Dis-enroll** - 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).



Attachment 7 Discipline Policy

High expectations, discipline through intervention and advocacy connected to appropriate consequences govern student behavior at SOAR Academy. Each fall, and when a new student enters the school, they will be given a copy of the student Code of Conduct. This Code of Conduct outlines the whole school behavior expectations as well as the associated consequences for offenses.

PHILOSOPHY – FOCUS ON CORE VALUES AND HABITS OF MIND

SOAR Academy's approach to student discipline first focuses on preventing negative student behavior by strategically and thoughtfully developing a positive school culture. We believe 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 a high functioning and high achieving school.

SOAR intends to have a culture that embodies our Core Values and works to develop and celebrate student embodiment of our Core Values. We intend to clearly communicate that every community member of SOAR, which includes all SOAR staff, leadership team, students, and families, will be held to the same high standards and expectations for being positive stewards of the SOAR culture.

SOAR Academy's Core Values are:

1. Excellence

We value striving for excellence every single day, in every single situation. We know that excellence is the result of purposefully learning from failures and challenges.

2. Diversity

We value the wealth of experiences and perspectives that our diverse community brings to SOAR, and know that understanding these different perspectives creates compassionate, critical thinkers and leaders.

3. Joy

We endeavor to find joy in every experience and undertaking. Our learning community is one that celebrates the joy of learning and personal discovery.

4. Arts are foundational

Arts integration demands creativity, problem-solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create a final product. As a foundational component in our program, this provides the opportunities for teachers and students to create their own meaning.

5. Individual AND Community

We value our individuality AND we value the diverse perspectives and power of community.

6. Continuous Growth Mindset

We get smarter and smarter through hard work and learning from failure; we value the small, persistent steps that it takes to be great; we know that greatness in anything is the result of continual practice over long periods of time.

We pride ourselves on being a “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 SOAR 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.

The following beliefs inform our Expectations and Consequences:

Safety:

It is our responsibility to ensure that SOAR students are physically and mentally safe at all times.

Respect and Kindness:

Respect and kindness towards self, peers, and adults anchors our leadership development and helps build community within the school and beyond.

Self-discipline:

Students who are organized, focused and committed, behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.

The systems and practices contained herein owe greatly to Democracy Preparatory Charter School (NY, NY) and Denver School of Science and Technology (Denver, CO).

The following overarching processes inform our discipline policy:

Reinforce positive behavior immediately

We believe that the frequency of positive, specific feedback about behavior correlates with repetition of positive actions. We train our staff to look for and reinforce positive behavior throughout the day and school year. This communicates the expectations in a positive manner and sends a message that we believe students behave well on a regular basis.

Addressing small things before they become big

We believe that the extent to which we address small problem behaviors and the manner in which we address it causes people to positively reengage. Therefore, at SOAR, nothing is too small to address. There are no “little” problems; every seemingly small problem can quickly lead to more serious problems. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and provide appropriate redirection every time.

Clear consequences. The students of SOAR will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parents about disciplinary occurrences and consequences.

Relational and Strict. We must be both relational and strict in our approach to holding high expectations for behavior. A relational and strict teacher uses the school’s discipline system in conjunction with their own systems, strong-engaging curriculum and tasks, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well-taught and re-taught rules and procedures.

Uninterrupted learning. A major purpose of SOAR Expectations is to minimize distractions in the classroom so that students can commit 100 percent of their attention to academic learning.

SOAR Discipline Policy

GENERAL STATEMENT

Students are expected to abide by all policies and regulations that have been developed by SOAR Academy to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, fellow 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 SOAR students will 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.

Clear Expectations and Consequences – SOAR will have very clear expectations and consequences (E&C) for behavior. This will be consistent across all spaces and classrooms at SOAR. We believe the E&C are critical in adolescent development, and properly set the stage for the gradual release model at SOAR that carefully develops students who will thrive in high school, college and life. Very clear and consistent E&C are also a critical component of the SOAR culture. It is a core belief at SOAR that every E&C is directly tied to the support of a SOAR Core Value. Therefore, all E&C are designed solely for the purpose of helping our scholars grow and meet our mission. When developing any type of strategy or

system at a SOAR school, the question “is this good for student progress?” must be answered in the affirmative in order for the strategy or system to be acceptable. In other words, systems or strategies that simply make life easier for adults are not acceptable at SOAR.

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 we begin each year with a home visit. During this home visit we discuss the SOAR Core Values. In addition, each year we revisit the student-parent-SOAR commitment plan. The College and Career Success Coach connects with each family weekly and we send home a weekly paycheck overview for families. In instances where there is moderate, serious, or extreme offenses, we immediately contact the family to begin the process of discussing the possible consequences and next steps. In situations where students are suspended or expelled from the SOAR campus, we revisit 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 SOAR is centered on maintaining the Core Values and the “3 B’s”, to be **Safe, Respectful and Responsible** (see 3 B’s matrix on last page of this attachment). 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.

In addition, as detailed in Section I – School Culture, there will be a tremendous amount of energy placed into ensuring that positive behavior is recognized and celebrated throughout the SOAR culture. At Community Meetings, advisory meetings, and in classrooms SOAR staff will be excellent at identifying students that meet the high expectations of the SOAR culture.

Morning Meeting: We have detailed the Morning Meeting in the School Culture section of this application. One of the key aspects of Morning Meeting is the opportunity to give “shout outs” to students about their positive behavior and positive behavior growth. In addition, this structure allows students and staff the opportunity to bond and celebrate school-wide successes and recognitions.

Morning Staff Circle: Also detailed in the School Culture section of this application is the Staff Circle that will happen each morning before students arrive. This allows staff to give “shout outs” to each other for exemplifying the SOAR Core Values and for their relentless work each day in service to our students.

RESPONDING TO NEGATIVE BEHAVIORS

SOAR educators hold students to high academic expectations, and are able to focus on effective instruction because every teacher enforces consistent expectations.

Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. No misbehavior will go unchecked at any time for any reason.

The Nature of Offenses

At SOAR there are four categories of offenses which warrant redirection by adults. The categories are **Minor Offenses, Moderate Offenses, Serious Offenses, and Extreme Offenses**. 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:

| Level of Offenses; Values and Expectations: | |
|---|---|
| Minor Offenses: | Expectations: |
| Poor posture | Sitting upright; Tracking the speaker |
| Supplies that are used inappropriately or not in students possession when needed | Supplies are used appropriately at appropriate times and available when needed |
| Littering | Place trash in the nearest bin |
| Chewing gum | No gum chewing |
| Cutting and horse play in line | Respectful and safe in line |
| Uniform violations | Uniform is worn daily and properly |
| Eating at unapproved times | Eating at lunch or during breaks only |
| Disrupted behavior | Self-aware and attentive to expectations |
| Failure to complete work | Complete work on time |
| Failure to return | Complete and submit work on time |
| Tardy to school | Arrive on time everyday |
| Moderate Offenses: | Expectations: |
| Any pattern of minor offenses | We learn from our mistakes and take responsibility to make adjustments to improve |
| Possession of non-school related electronic items (iPods, cell phones, games, tablets, pagers) | We are respectful, engaged and responsible |
| Minor vandalism (writing on desks, walls, etc.) | We take great care of SOAR property |
| Minor disrespect to any member of the school community (i.e. telling someone to "shut up") | We are a community and are always respectful and responsible |
| Horse-playing in class, school, on school-related transportation, or during a school-sponsored activity | Respectful and self-aware |
| Physical behavior that causes a disruption, or makes others feel unsafe, uncomfortable or excluded | We are a community and are always respectful and responsible |
| Inappropriate response to staff/teacher redirection | We are a community and are always respectful and responsible |

| | |
|---|--|
| Interference with school authority (failure to identify self, failure to comply with requests, leaving campus without proper authorization) | We are a community and are always respectful and responsible |
| Serious Offenses: | Expectations: |
| Any pattern of moderate offenses | Not taking personal responsibility for own actions |
| Damaging school property | Respectful of property at all times |
| Intimidation, Bullying or Harassment | Respectful and responsible at all times |
| Profanity | Respectful and responsible at all times |
| Direct disobedience | Respectful and responsible at all times |
| Possession of toys that resemble weapons | Safe, respectful and responsible at all times |
| Cheating and/or plagiarism | Demonstrate courage and integrity |
| Issuing an implied or illicit threat | Respectful and responsible at all times |
| Extreme Offenses: | Expectations: |
| Arranging Fights | Safe, respectful and responsible at all times |
| Fighting | Safe, respectful and responsible at all times |
| Possession of a weapon | There will be no weapons permitted on school property |
| Distribution, possession or under the influence of drugs or alcohol | This is an illicit act and not permitted on school property |

Consequences - Minor Offenses

If a student commits any of the infractions listed as a minor offense, the student will receive the appropriate classroom based consequences. At the teacher's discretion, the student may also publicly apologize for the infraction. The teacher uses these opportunities to have "teachable moments" with students by quickly correcting a minor offense, clearly giving a consequence, and deciding if the student and the classroom environment are best served by an apology.

Consequences - Moderate Offenses

Students who engage in a moderate offense (which includes a second minor offense) are subject to consequences. Examples of possible additional consequences would include, but are not limited to, the following:

- Eating lunch in the office and/or in lunch detention
- Remaining in school for the entire afternoon during shortened days
- Serving Saturday detention
- Apologizing to their peers in small groups or at a school assembly
- Performing extra service for the school

Additional days of detention may be added based on the severity of the behavior. Multiple moderate infractions may result in a serious offense.

Serious Offenses

Consequences for a serious offense can be an immediate suspension. We define suspension as a removal from the school culture for a period of days. Suspensions are not removals from academic support and instruction. Students are sent directly to the School Director's office and fill out a Reflection Sheet. They remain in the

School Director's office until someone from SOAR leadership can meet with them, and they have completely filled out their Reflection Sheet. A parent is required to come in and meet with the student and School Director/Dean of Culture and Engagement determine an appropriate RESTORATIVE plan for the offense. For example, a student who is under the influence of drugs/alcohol needs professional drug/alcohol counseling. Completion of this counseling and reflection by the student may be considered restorative. In addition to the restorative work the student must do, we also believe that these serious offenses require students to be suspended from the school culture. These students work in a designated area that other students cannot access and they participate in their academic courses via video/Skype/on-line adaptive curriculum. The SOAR School Director determines the number of days a student will be suspended from the learning environment. A ten-day suspension from the school culture would be a very extreme consequence. Typically suspensions are 1-3 days depending on the frequency and severity of the offense.

Extreme Offenses

Consequences for extreme offenses often involve our local authorities (i.e., police). We take extreme offenses case by case because they are so unusual and unique. There is no discretion in removing the student from the SOAR campus (expelling or suspending at home). The leadership team, authorities, family, and other relevant adults will meet to determine the best next step. In these situations, the SOAR community is the priority while we still are responsible to serving our SOAR student. For students who commit extreme offenses, we provide an academic program that allows them progress while we determine the next steps for the SOAR community and student.

School Director Office Hours / Reflection Sheets

A student assigned to School Director's Office Hours (OH) will be required to complete a Reflection Sheet and attend OH from 4:15-5:00 each day (except Wednesdays – Wednesday consequences will be served on Thursday). A Reflection Sheet is essentially an essay reflecting on the nature of the offense, the impact the offense has on the school community, and the alternative acceptable choices that the student could have made. Students who do not make adequate progress towards completing the assignment will be assigned additional days of School Director's Office Hours. School Director's Office Hours will be monitored at all times by SOAR leadership team and staff.

Suspension and Expulsion Policy

This student Suspension and Expulsion Policy is established in order to promote an orderly learning environment 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 and counseling students, conferring with parents/guardians, 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, 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.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 these discipline policies and procedures are available on request at the School Director'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 Student Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means The SOAR Academy Board of Directors.
2. "Expulsion" means disenrollment from the School.
3. "School day" means a day upon which the School is in session.
4. "Suspension" means removal of a student 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 student will receive continuing instruction for the length of day prescribed by the School's Board for students of the same grade level.
 - b. Referral to a certificated employee designated by the School Director to advise students.

- c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the student to the School Director or designee.
5. "Student" includes a student's parent or guardian or legal counsel or other representative.
6. "School" means SOAR Academy.

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 student:

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 Director/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 Director or the School Director'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 Director. The conference may be omitted if the School Director 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 student 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 student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.
 - b. At the conference, the student 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 Director, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The School Director upon either of the following determinations will make this determination: a) the student's presence will be disruptive to the education process; or b) the student poses a threat or danger to others. Upon either determination, the student'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. Notice will be provided to the student and family, pursuant to WAC 392 400 280 and hearing will be schedule pursuant to WAC 392 400 285. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
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 student.

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 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 student 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 student, 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 Director 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 or parent/guardian. 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 student shall have no right of appeal beyond the appeal at SOAR Academies Board of Directors level from expulsion from the School, as the Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students 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 student may reapply to the School for readmission.

O. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Chief Executive Officer and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer shall make a recommendation to the Board following the meeting regarding his or her determination. The student'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 SOAR'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 through the Special Education Unit of the Office of Administrative Hearings.

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 Chief Executive Officer 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 IDEA 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 director 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 of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

SOAR Academy 3 Be's Expectations

| | Be Safe! | Be Respectful! | Be Responsible! |
|--------------------------------|--|--|--|
| Assembly Expectations | <ul style="list-style-type: none"> • <i>I stay with my class.</i> • <i>I face forward.</i> • <i>I listen to and follow all directions.</i> • <i>I report problems to an adult.</i> | <ul style="list-style-type: none"> • <i>I walk at a safe pace.</i> • <i>I keep my hands, feet and other objects to myself.</i> • <i>I wait for permission to be dismissed.</i> | <ul style="list-style-type: none"> • <i>I applaud when appropriate.</i> • <i>I am courteous to the performers or speakers.</i> • <i>I use positive language and sounds.</i> • <i>I follow adult directions.</i> |
| Cafeteria Expectations | <ul style="list-style-type: none"> • <i>I enter and exit walking, and with my class.</i> • <i>I don't take cuts in line or save spots in line.</i> • <i>I follow all adult directions.</i> | <ul style="list-style-type: none"> • <i>I wait patiently in line.</i> • <i>I use an inside voice.</i> • <i>I eat my own food.</i> • <i>I raise my hand for help.</i> | <ul style="list-style-type: none"> • <i>I sit at my designated table.</i> • <i>I use positive language and an indoor voice.</i> • <i>I get permission before leaving the cafeteria for any reason.</i> • <i>I clean up after myself and stack my tray when finished.</i> |
| Bathroom Expectations | <ul style="list-style-type: none"> • <i>I wash my hands with soap.</i> • <i>I use the toilets, sinks and trash cans correctly.</i> • <i>I put trash in the trash can only.</i> | <ul style="list-style-type: none"> • <i>I clean up after myself.</i> • <i>I give others privacy.</i> | <ul style="list-style-type: none"> • <i>I get in and out quickly.</i> • <i>I walk at all times.</i> • <i>I flush the toilet.</i> |
| Hallway Expectations | <ul style="list-style-type: none"> • <i>I walk to the right.</i> • <i>I keep my hands and feet to myself.</i> • <i>I use the handrail on the stairs.</i> • <i>I walk at a safe pace.</i> | <ul style="list-style-type: none"> • <i>I stay in my personal space.</i> • <i>I use positive language and an inside voice.</i> | <ul style="list-style-type: none"> • <i>I respect hallway displays and other's property.</i> • <i>I keep the hallways free from litter.</i> • <i>I follow all adult directions.</i> |
| Playground Expectations | <ul style="list-style-type: none"> • <i>I walk on the sidewalk.</i> • <i>I use only playground equipment.</i> • <i>I stay on the playground at all times.</i> | <ul style="list-style-type: none"> • <i>I report problems to adults.</i> • <i>I include others in play.</i> • <i>I share and take turns.</i> • <i>I follow all adult directions.</i> | <ul style="list-style-type: none"> • <i>I bring in items that I have taken outside.</i> • <i>I line up quickly and quietly.</i> |
| Classroom | <ul style="list-style-type: none"> • <i>I use materials the correct</i> | <ul style="list-style-type: none"> • <i>I use kind words.</i> | <ul style="list-style-type: none"> • <i>I focus on my work and goals.</i> |

| | | | |
|---------------------|---|---|--|
| Expectations | <i>way.</i> <ul style="list-style-type: none">• <i>I get permission to leave the classroom.</i>• <i>I walk at all times.</i> | <ul style="list-style-type: none">• <i>I help my classmates.</i>• <i>I stay in designated areas and on campus.</i>• <i>I clean up after myself.</i> | <ul style="list-style-type: none">• <i>I follow rules and routines.</i>• <i>I use positive language and indoor voice.</i>• <i>I follow all adult directions.</i> |
|---------------------|---|---|--|

Attachment 8
Conversion School Support

This attachment does not apply to SOAR Academy as SOAR is not a conversion school.

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 SOAR Academy's application to open a K-8 charter school serving the students of Tacoma.

I have met with SOAR founder Kristina Bellamy-McClain and find her vision, beliefs, and model to be both inspiring and compelling. SOAR Academy'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 Tacoma community. I recently spoke at a Tacoma community event where Ms. Bellamy-McClain presented on her school, and the room was packed with dozens of parents, educators, and community leaders all eager to learn about her model.

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. SOAR Academy 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.

SOAR Academy's commitment to the kids of Tacoma 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. SOAR Academy 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,

A handwritten signature in black ink that reads "Eric Pettigrew".

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 SOAR Academy and Kristina Bellamy-McClain's leadership. Through the Senior Fellows Program, WA Charters is honored to work with SOAR Academy in the development of a grade K-8 public charter school for Tacoma, 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.

Kristina Bellamy-McClain 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, Kristina 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 Kristina's abilities and are committed to continuing to work with SOAR Academy 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 Tacoma the option and opportunity to attend SOAR Academy.

Sincerely,

A handwritten signature in blue ink that reads "Marta Reyes - Newberry".

Marta Reyes-Newberry
Interim CEO
Washington State Charter Schools Association



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 SOAR Academy in Tacoma to serve grades K-8. I admire SOAR Academy'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. SOAR Academy'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 SOAR Academy's model, and the urgency of providing students and families in Tacoma 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 SOAR Academy.

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 14, 2013

Kristina Bellamy-McClain
CEO and Founding School Director
SOAR Academy
210 S. Hudson
Seattle, WA 98134

Dear Ms. Bellamy-McClain,

It is with great pleasure that I write to support your charter school application for SOAR Academy in Tacoma, Washington. As the founder and CEO of Seneca Family of Agencies, I see great alignment in our vision for providing inclusive and responsive school environments for all children, particularly those experiencing barriers to academic success.

Our 25 years of experience partnering with counties, districts, and schools in California to provide special education and mental health services for children and families has led us to understand the complex array of factors that influence the health, well-being, and academic functioning of students. I appreciate your commitment to meeting the holistic needs of students and your goal to create an onsite clinic that will ensure that accessible services are available to students and families. Your comprehensive mindset will ensure that all students, including students impacted by poverty, English Language Learners, students involved in child welfare, and students diagnosed with learning and emotional disabilities will have access to a high quality education that meets their individual needs.

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 Tacoma.

I endorse the vision that you have put forth and look forward to seeing it actualized.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ken Berrick", is written over a light blue horizontal line.

Ken Berrick
Founder and CEO
Seneca Family of Agencies



November 6, 2013

To the Washington State Charter School Commission:

On behalf of Committee for Children, I'm writing in support of Kristina Bellamy-McClain's application to open the SOAR Academy K-8 public charter school in Tacoma, 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 SOAR Academy.

Sincerely,

A handwritten signature in black ink that reads "Joan Cole Duffell". The signature is written in a cursive, flowing style.

Joan Cole Duffell
Executive Director

Our vision: Safe children thriving in a peaceful world

2115 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 SOAR Academy, a K-8 school serving the Hilltop neighborhood of Tacoma. 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 SOAR Academy can help us address this need. SOAR Academy 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 SOAR Academy's vision to give our children the opportunity to receive a high quality education.

Sincerely,

Heidi Bennett
Parent Advocate and PTA Leader



November 14, 2013

Washington State Charter School Commission

Dear Review Committee:

I am quite pleased to write this letter of support for the development of SOAR Academy in Tacoma, Washington. I am a Professor of Education at the University of Washington Tacoma and Director of Project RTI.

Project RTI is a federally funded initiative focused on the improvement of teacher preparation programs for teachers who wish to be certified in both general and special education (i.e., dual track certification).

One of the objectives for Project RTI has been the development of a model of university/school partnerships with particular emphasis on ensuring coherence between what is taught in university teacher education methods classes (i.e., evidence-based instruction) and what is practiced in the field. The partner school model that we have developed differs significantly from traditional student teaching models. Rather than placing individual teacher candidates in classrooms scattered throughout several school districts, we place approximately 3-5 teacher candidates in a residency program in a carefully selected partner school for an entire academic year. The teacher candidates become an integral part of the school community and are given opportunities to develop both important instructional and collaborative skills.

Critical to the mission of Project RTI, is our commitment to place teacher candidates only in **high need AND high achieving schools**. (See Figures 1 and 2 below.) In our evaluations of the revised certification program, we have found placing teacher candidates in such schools better prepares new teachers to successfully teach in struggling schools immediately upon graduation.

The added benefits of our university/school partnership model include opportunities for classroom teachers to receive targeted professional development from university faculty, additional support for struggling students, and the opportunity for practicing teachers to engage in leadership experiences through coaching our teacher candidates. We hope that this mutually beneficial model is one that will contribute significantly to the education of those who are most at risk for failure in our schools.

Delivering high quality public education is essential not only to the children served in our schools but also to the development of a teaching force that is committed to the success of every student. We are very much looking forward to partnering with SOAR Academy in the preparation of new teachers.

Sincerely,

A handwritten signature in black ink that reads "Marcy St" with a horizontal line extending from the end of the "t".

Marcy Stein, PhD
Professor
Project RTI
University of Washington, Tacoma

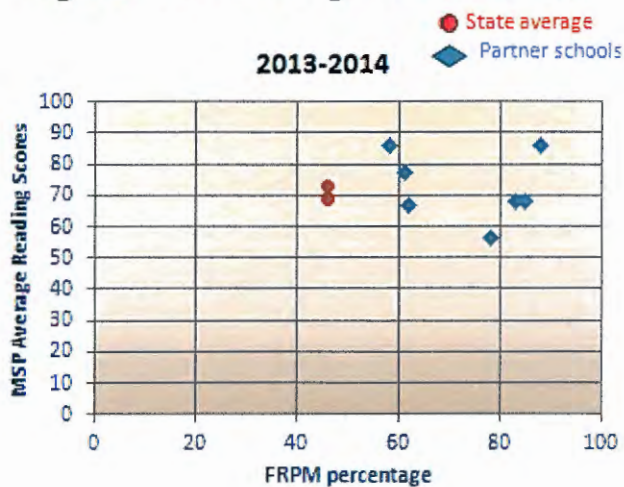
Figure 1: Project RTI Partner School Demographics – Note that all of our partner schools exceed the WA state average for free and reduced lunch and ethnic diversity.

Partner School Demographics High Needs *and* High Achievement

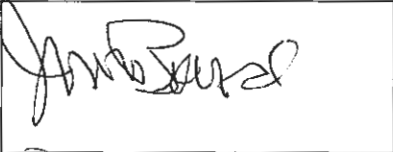
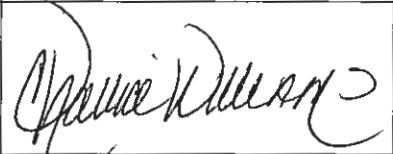
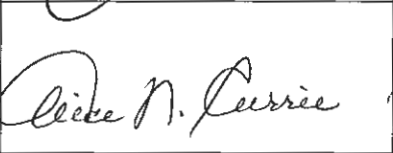
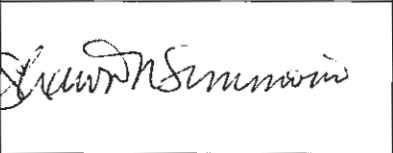
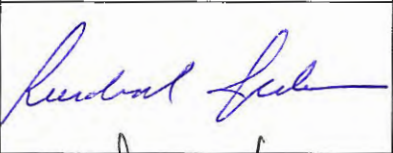
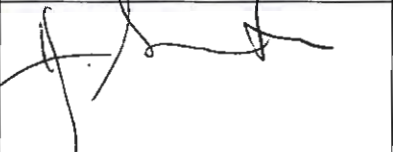
| | 2011-12 | 2012-13 | 2013-14 | WA Average 2013-14 |
|--|------------------------|--|-------------------------------------|-----------------------|
| Average percent of children receiving FRPM | 65% (50-91%) | 79% (61-91%) | 74% (58-88%) | 46% |
| Ethnic diversity, Non-White | 52% | 67% | 59% | 41% |
| Schools of Distinction | 2011 Central Avenue | 2012 Central Avenue, Gildo Rey, Pioneer | 2013 Gildo Rey, Liberty Ridge | |

Figure 2: Student Achievement in Partner Schools – Note that all (but one) partner school matches or exceeds WA state average for student performance on the state test. The school that is lagging is a school that has engaged Project RTI in school reform efforts.

Partner Schools Performance High Needs *and* High Achievement



Support SOAR Academy Charter school

| NAME | Signature | Where do you live? |
|-------------------|--|--------------------------------|
| William Tsapralis | William Tsapralis | South Tacoma - Near Larchmont. |
| James M. Boyd |  | Fircrest, WA |
| Challie Williams |  | Tacoma, WA |
| Alice N. Currie |  | Tacoma, WA |
| SHAWN N. SIMMONS |  | RENTON |
| Rosalund Jenkins |  | Olympia, WA |
| Yasmin Smith |  | Tacoma. |
| | | |
| | | |
| | | |

Dear Washington State Charter School Commission:

We have signed our names below in **support of SOAR Academy opening in the Hilltop of Tacoma in 2015.**

We support SOAR's mission to **transform the educational experience for all learners for success in and through high school, college and beyond.**

We believe that **college preparation begins in Kindergarten** and we want that belief and option for the students of Tacoma.

We want a **rigorous, personalized, college prep program** in a **small school environment** for a truly **diverse group of students.** **SOAR Academy** offers all of this.

We, the undersigned members of the Washington State and the Tacoma community – **ask you to approve SOAR Academy's charter application.** Thank you.

| Name | Signature | Where you live |
|---------------------|--|----------------|
| Eddie Sumlin | Electronic Signatures: Email proof provided upon request | Tacoma |
| Calyn Holdaway | | Tacoma |
| Emmalee Humphreys | | Kent |
| Colton Davis | | Tacoma |
| Dick Muri | | Tacoma |
| Harrison Laird | | Tacoma |
| Angela Bogan | | Seattle |
| Cathy Liu Scott | | Seattle |
| Chris Eide | | Seattle |
| Katherine Kribbs | | Seattle |
| Amy Liu | | Tacoma |
| Cedric Henderson | | Tacoma |
| Angela Burgess | | Seattle |
| Marilyn McVay | | Seattle |
| Gustavus Lawler | | Tacoma |
| Vitoria Woodards | | Tacoma |
| Joe Query | | Tacoma |
| Adam Waalkes | | Sammamish |
| Mary Beth Lambert | | Seattle |
| Johnathan Aisenburg | | Seattle |
| Pamela Belyea | | Seattle |
| Laura Kimball | | Sammamish |
| Lindsay Hill | | Seattle |

Creating the Schools of our Dreams

Together we can make it happen!

Public Charter Schools Community Forum

Tuesday, October 29, 2013 6:30 p.m. - 8:40 p.m.
Bates Technical College Auditorium, Tacoma, Washington

6:30 p.m. Dinner

6:45 p.m. Welcome and Introductions – Roz Jenkins, Black Advocacy Network

7:00 p.m. Washington Charter Schools Association – Marta Reyes-Newberry, Interim CEO

7:10 p.m. Honorable Eric Pettigrew, State Representative (D) 37th District

7:20 p.m. Sharing the Dream (Group Discussion)

- ✂ If you could create your dream school, what would it look like?
- ✂ How might this new school be different than others?
- ✂ What results are you looking for from your school?

7:35 p.m. Group Reports

7:45 p.m. SOAR Academy

- ✂ Kristina Bellamy- McClain, SOAR Academy CEO

8:00 p.m. Green Dot Public Schools

- ✂ Chad Soleo - Vice President of Advancement, Green Dot Public Schools
- ✂ Jacob Edwards - Principal of Ánimo Middle School #2
- ✂ Nithya Rajan - Director of Strategic Planning, Green Dot Public Schools

8:15 p.m. Summit Public Schools

- ✂ Sarah Satinover - Director of Growth, Summit Public Schools
- ✂ Jen Wickens - Chief Regional Officer for Washington, Summit Public Schools
- ✂ Jennifer Galeana - Everest Public High School student
- ✂ Natalie Rodriguez - Everest Public High School student

8:30 p.m. Closing Remarks – Kristina Bellamy-McClain, SOAR Academy CEO

8:40 p.m. Upcoming Community Events – you are invited!



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

Creating the schools of our dreams

Together we can make it happen!

Public Charter Schools Community Forum

November 13, 2013 6:30 p.m. – 8:00 p.m.
Bates Technical College Auditorium Tacoma, Washington

☞ 6:30 p.m. Dinner

☞ 6:45 p.m. Welcome and introductions - Kristina Bellamy-McClain

☞ 7 p.m. Sharing the dream (Group Discussion) – Kristina Bellamy-McClain

- ☞ If you could create your dream school, what would it look like?
- ☞ How might this new school be different than others?
- ☞ What results are you looking for from your school?

☞ 7:20 p.m. Group reports

☞ 7:30 p.m. SOAR Academy

- ☞ Kristina Bellamy- McClain, SOAR Academy CEO

☞ 7:45 p.m. Closing Remarks – Kristina Bellamy-McClain, SOAR Academy CEO

- ☞ Upcoming Community Events – you are invited!

☞ 8:00 p.m. Adjournment

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



Creating the schools of our dreams

Together we can make it happen!

Public Charter Schools Community Forum

November 16, 2013 10 a.m. – 12:00 p.m.
Bates Technical College Auditorium South Campus, Tacoma

☞ 10 a.m. Breakfast

☞ 10:10 a.m. Welcome and introductions - Kristina Bellamy-McClain

☞ 10:20 a.m. Sharing the dream (Group Discussion) – Kristina Bellamy-McClain

- ✎ If you could create your dream school, what would it look like?
- ✎ How might this new school be different than others?
- ✎ What results are you looking for from your school?

☞ 10:40 p.m. Group reports

☞ 11:00 p.m. SOAR Academy

- ✎ Kristina Bellamy- McClain, SOAR Academy CEO

☞ 12:00 p.m. Closing Remarks – Kristina Bellamy-McClain, SOAR Academy CEO

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





THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

Title of event Tacoma Community Forum Date 11/13/13 Location Bates T.C. - Downtown

| NAME | TITLE/ OCCUPATION | ORGANIZATION/ AFFILIATION | E-MAIL Address | PHONE | How did you hear about this event? | Are you a parent of a current K-12 student? (Y/N) |
|---------------------|---|------------------------------|-------------------|-------|---|---|
| 1. Timmie Foster | Education | | | | flyer | |
| 2. Aaron Bickham | | | | | flyer | |
| 3. Virgindle Ashe | Visitation Support | | | | flyer | |
| 4. Roz Jenkins | | | | | | |
| 5. Mary Reeves | | | | | Roz | |
| 6. I.V. Reeves, Jr. | Visitation | | | | Roz | |
| 7. Lindsay Hill | ED | | | | email | Y |
| 8. Eva Colen | Managing Director Community Engagement | | | | email | N |
| 9. Perry Lee | Education | | | | | No |
| 10. Diane Kader | Education | | | | | |



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

Title of event _____ Date _____ Location _____

| NAME | TITLE/ OCCUPATION | ORGANIZATION/ AFFILIATION | E-MAIL Address | PHONE | How did you hear about this event? | Are you a parent of a current K-12 student? (Y/N) |
|---------------|----------------------|------------------------------|-------------------|------------|---|---|
| 1. Tia Poma | SPO | [REDACTED] | [REDACTED] | [REDACTED] | | |
| 2. Lisa Smith | City Director | [REDACTED] | [REDACTED] | [REDACTED] | Adie Simmons | Yes |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION 2013

Title of event Tacoma SOAR Forum Date Sat Nov 16 Location Tacoma Bates S. campus

| NAME | TITLE/ OCCUPATION | ORGANIZATION/ AFFILIATION | E-MAIL Address | PHONE | How did you hear about this event? | Are you a parent of a current K-12 student? (Y/N) |
|-----------------------------|----------------------------|------------------------------|-------------------|-------|---|---|
| 1. <u>Perry Lee Dyer</u> | <u>Director</u> | | | | <u>Dr. Kinley</u> | <u>NO</u> |
| 2. <u>Jim Boyd</u> | <u>Director</u> | | | | <u>Perry Dyer</u> | <u>NO</u> |
| 3. <u>Roz Jenkins</u> | | | | | <u>NO</u> | |
| 4. <u>Alma Currier</u> | | | | | <u>NO</u> | |
| 5. <u>Alan Walker</u> | <u>Researcher</u> | | | | <u>Grange</u> | <u>Y</u> |
| 6. <u>GEORGE MENG</u> | <u>Retired</u> | | | | <u>Un Chunks</u> | <u>Yes</u> |
| 7. <u>Rony Robinson</u> | <u>Educ Consultant</u> | | | | <u>NO</u> | |
| 8. <u>Challuce Williams</u> | <u>Corrections Officer</u> | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |



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. Diane Kinder | Prof. | Tacoma | N | | |
| 2. SHAWN SIMMONS | EDUCATOR | PENTON | N | | |
| 3. [REDACTED] | Prof. | Sammamish | Y | | |
| 4. William Tsapralis | Communities in Schools volunteer | Tacoma | N | | |
| 5. Y. Smith | Edu Instructor | Tacoma | N | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |

Kristina Bellamy-McClain



OBJECTIVE To provide quality, focused and exemplary leadership as the CEO and Founding School Director of SOAR Academy, promoting social justice, equity and rigor for all learners.

EDUCATION

University of Alaska Anchorage Anchorage, Alaska
Masters of Education; Educational Leadership
May 2008

Loyola Marymount University Los Angeles, California
Masters of Arts; Elementary Education
May 2004

University of North Carolina at Charlotte Charlotte, North Carolina
Bachelors of Science; Criminal Justice
May 1999

EMPLOYMENT

July '13- Present Senior Leadership Fellow, Washington State Charter School Association
Selected through a nationwide search to find exemplary leaders to form the inaugural cohort sponsored by the Washington State Charter Schools Association. As a Leadership Fellow, receives support in navigating the application process to launch SOAR Academy, a high-quality proposed public charter school in Tacoma, WA.

July '11- June '13 Principal, Seattle Public Schools
Appointed to Emerson Elementary by Superintendent to lead work at a "turnaround" school (bottom 10% in the state of Washington); Oversaw and lead planning, investment and communication process with State Department of Education to plan, write and implement school reform plan; Oversaw daily operations, to include the development and implementation of safety and supervision plans. Sole administrator tasked with discipline, parent, teacher and student support and relationships, as well as development and implementation of staff professional development, school budget management and oversight, in addition to building capacity and

sustainability systems. Responsible for the restructuring and development of school systems to include: Discipline and Intervention; Multi-Tiered System of Students Support (MTSS or RTI); Additional duties included, but not limited to: Providing support for staff, performs staff evaluations, building and nurturing relationships with all school community stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution projects and /or units of study, assisted with management of Professional Learning Communities (PLC's), including school-wide data tracking and data collection ; Served as coordinator to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Executive Director and the Superintendent of Seattle Public Schools.

Aug. '10- Assistant Principal, Seattle Public Schools

June '11 Assigned to Denny International Middle School; At the discretion of the principal, assisted with and oversaw daily operations, as well as served as the school lead for student supervision and monitoring plans. Served as Grade Level Administrator (GLA) for the entire 8th grade and 6th grade (last names M-Z): Duties as GLA included, but not limited to: discipline, parent, teacher and student conferencing, attending weekly grade level team meetings to discuss interventions, students of concern and referrals to the schools SAST (Student Academic Support Team); Served as lead department Administrator to the Science, Music, World Language, Physical Education and Special Education departments: Duties included, but not limited to: Provides support for staff, performs staff evaluations, building and nurturing relationships with all department stakeholders to include families, staff and community, as well as providing consistent feedback and participation in content specific collaboration meetings (weekly) and planning and execution of department specific projects and /or units of study, assisted with management of PLC's, including providing department-specific professional development as needed; Served as Administrative liaison to the Associated Student Body (ASB) as an integral part of planning and execution of all ASB sponsored events; Other duties as assigned by the Principal, Executive Director and the Superintendent of Seattle Public Schools.

July '09- Principal, Anchorage School District

July '10 Assigned to Tudor Elementary School (Title 1 School); Is responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, managing and overseeing the expenditures of general education, Title 1, Stimulus

(ARRA)), School Improvement and NCLB Supplemental Educational Services Budgets; providing support for staff, performing staff evaluations, building and nurturing relationships with families, staff and community, as well as day to day operations. Other duties as assigned by the Superintendent and the Executive Director of Elementary Education.

- July '08-
May '09** **Assistant Principal, Anchorage School District**
Assigned to both Muldoon and Rogers Park Elementary Schools working collaboratively with the building Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, staff evaluations, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal and the Anchorage School District Elementary Education Department.
- Feb. '08-
Mar. '08** **Principal Intern; Anchorage School District**
As a participant in the ASD DEEL Program (Developing Exemplary Educational Leaders) served as an Intern at Tudor Elementary School. Under the supervision of a mentor Principal was responsible for attending to the needs of staff, students and community. Duties included but not limited to: discipline, conferencing, providing support for staff, building and nurturing relationships with families, staff and community and day to day operations. Other duties as assigned by Principal.
- Aug. '05-
May '08** **Teacher, Anchorage School District**
Co-Teacher In Charge; Responsible for teaching Alaska State Standards in a Kindergarten classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas. Taught grades 4th ('05-'06) and 4/5 Combo ('06-'07) and Kindergarten ('07-'08).
- Summer
2007** **Teach For America, School Director - Grape Street Elementary School**
Served as principal for a 6 week summer school in inner city Los Angeles, while leading both instruction and operations. Responsible for the development of 53 new-to-profession ,Teach for America Corps Members; Oversaw day to day operations of the summer school program; Developed a team of 8 Institute staff members to maximize their effectiveness; Partnered with district principal and faculty advisors to ensure that our model for instruction met the needs of the student population; Created a culture of excellence within the school community.

- 2002-2005** **Teacher, Lynwood Unified School District**
Grade level chairperson; Responsible for teaching California State Standards in a first grade multi-subject classroom of 20 students; Responsible for assessing and reporting on student achievement in all subject areas; Teacher Representative to the Superintendents Advisory Council
- 2002-2004** **Teach for America Corps; Los Angeles**
Student taught in the Bronx, New York at CES 199 (Shakespeare School) as a member of a highly competitively sought national corps dedicated to eliminating the educational divide, and providing students across the nation with access to quality education and educators by placing highly trained teachers in urban and rural school districts across the country.
- 2000-2002** **Community School Coordinator, Anchorage School District**
Developed and implemented strategic plans for ASD Community Education Department to ensure program sustainability; Implemented 21st Century Community Learning Centers grant through the effective marketing of community education and resources; submitted quarterly reports with budget projections, facility usage reports and adherence to grant specifications; plan programs and implemented them to meet grant specifications; supervised 10-20 member staff and scheduled school facility use with the community; coordinated and oversaw numerous successful community sponsored and family events; recruited volunteers and council members.

COMPUTER SKILLS

Microsoft Office Applications, Quick Books, Excel, Quicken, AppleWorks Applications

LEADERSHIP AND PROFESSIONAL AFFILIATIONS/Awards

- Southeast Representative; Principals' Association of Seattle Schools
- Negotiations Team Member 2012-2013; Principals' Association of Seattle Schools
- President; Santa's Castle Joint Base Lewis-McChord; Fort Lewis, WA
- Executive Board Member & Leadership Development Chair 2010-2012; Alpha Kappa Alpha Sorority, Inc. – Delta Upsilon Omega Chapter; Seattle, WA
- Past Board Member (Vice President and Charter Member), Anchorage Urban League of Young Professionals

- Member, National Association of Elementary School Principals;
- 2006 “Alaska’s Top 40 Under 40” Recipient
- 2005 Mile High Leadership Award

CERTIFICATIONS

North Carolina Principal’s Certification – March 2013

North Carolina Teacher’s Certification – March 2013

Washington State Resident Administrative Certificate – May 2013

Alaska Type A Professional Teaching Certification – April 2008

Alaska Type B Principal’s Certification – May 2008

CBEST RICA CLAD Teaching Cert. – May 2004

(CA)

Professional Biography

Kristina Bellamy-McClain resides in Washington State with her husband Jimmy, an active duty military service member currently serving in Afghanistan. Born and raised in Anchorage, Alaska, Kristina is a professional educator and small business owner.

Kristina holds Masters Degrees in both Elementary Education and Educational Leadership from Loyola Marymount University in Los Angeles, California and the University of Alaska Anchorage respectively and a Bachelor of Science Degree in Criminal Justice from the University of North Carolina at Charlotte. She is the former Principal of Emerson Elementary in Seattle, WA and Tudor Elementary in Anchorage, AK. Currently, Kristina is a Senior Fellow with the Washington State Charter Schools Association.

Kristina is the owner of "Simply Stunning, LLC", an event planning, modeling/pageant and personal development coaching business. In 2006, she was honored by being named one of "Alaska's Top 40 Under 40" by the Alaska Journal of Commerce and the Anchorage Chamber of Commerce. Kristina currently serves as Co-Director of the Pacific Northwest Coed Pageants an awards program for young ladies ages 3-22, and produces state pageants annually in Alaska, Oregon and Washington. Kristina has coached and trained national, state and local pageant winners in Alaska and Washington.

Kristina has planned and produced several community projects in Alaska and Washington including: Operation Homefront of Washington Military Moms Baby Showers; Anchorage Urban League Young Professionals Leadership Summit and OurTime 2008; Alpha Kappa Alpha Scholarship and Cotillion Ball; AKA Far Western Regional Conferences in Alaska (2004) and Washington state (2011). Kristina volunteers a great deal of her time to many local organizations and is Past-President of Santa's Castle – Joint Base Lewis-McChord and as a former corporate event planner for Operation Homefront of Washington (2010-2012). In addition, Kristina is very proud of her 13 years of dedicated service to Alpha Kappa Alpha Sorority, Inc.

Attachment 13

SOAR Academy Timeline, Criteria, Recruitment, Hiring Process For Leadership Team

This attachment outlines the timeline, criteria, recruitment, and hiring process for the leadership team. Criteria in the form of job descriptions and general qualifications for each leadership position follow the timeline for recruiting and hiring. The timeline for the stipend-based Curriculum Lead is contingent upon securing appropriate start-up funding.

Curriculum Lead (Stipend work): Start-up Year

| Start Date | Person Responsible | Task |
|---------------|--------------------|--|
| December 2014 | CEO | <ul style="list-style-type: none"> Meet with local university education programs for possible referrals: University of Washington, Washington State University, Seattle University, etc. |
| January 2015 | CEO | <ul style="list-style-type: none"> Post position opening to SOAR Academy web page, Facebook and Twitter Work with TNTP to recruit nationally Post position on NACSA Job Board and National Alliance for Public Charter Schools website Contact TFA for possible contacts looking for curriculum and instruction leadership positions Put together small hiring team of qualified individuals, including university partners Begin hiring process (See detailed description of Interview Process in Section 2: Operations, Staffing and Hiring) Complete screening phone calls |
| February 2015 | CEO | <ul style="list-style-type: none"> CEO watches candidates teach (early-mid February) Feedback provided (early-mid February) Re-teach based on feedback (mid-February) 2nd Interview completed (end of February) 2nd Interview feedback (end of February) |
| March 2015 | CEO | <ul style="list-style-type: none"> Panel Interview small hiring team (see above) |

| | | |
|-----------|--------------|---|
| | | <p>January 2015)</p> <ul style="list-style-type: none"> • Reference Checks (early March) • Final Interview and offer made (mid-March) • Finalize fingerprinting and hiring paperwork • Define work to be completed for stipend with Curriculum and Instruction Lead prior to full time employment |
| June 2015 | CEO/New Hire | <ul style="list-style-type: none"> • Position begins for stipend work (end of school year/earlier June if not under contract in another district/position) |

Year 2 Start: 2016-2017

Dean of Academics K-4

| Start Date | Person Responsible | Task |
|---------------|--------------------|---|
| February 2016 | CEO | <ul style="list-style-type: none"> • Meet with and inquire with local educational agencies regarding referrals • Connect with the University of Washington Tacoma regarding referrals from their alumni network |
| March 2016 | CEO | <ul style="list-style-type: none"> • Post position opening to SOAR Academy web page, Facebook and Twitter • Work with TNTP to recruit nationally • Post position on NACSA Job Board and National Alliance for Public Charter Schools website • Attend both Seattle and Tacoma Education Career Fairs • Contact TFA for possible contacts • Accept resumes and applications • Put together small hiring team of qualified individuals |
| April 2016 | CEO | <ul style="list-style-type: none"> • Begin hiring process • Complete screening phone calls (early April) • Initial interview with Hiring Team (mid April) • Call backs for performance observations (mid April) • Call backs for final interview (end of April) • Panel interview with SOAR Academy staff and Design Team (end of April) |
| May 2016 | CEO | <ul style="list-style-type: none"> • Reference checks • Final interview with CEO (beginning of May) • Offer made (beginning-Middle May) • Finalize fingerprinting and hiring paperwork (mid- |

| | | |
|--------------|--------------|---|
| | | May) • Define work to be completed for stipend |
| July 7, 2016 | CEO/New Hire | • Position begins for Dean of Academics |

Year 4 Start– 2018-2019

School Director

| Start Date | Person Responsible | Task |
|--------------------|---------------------------|--|
| Fall 2017 | CEO | <ul style="list-style-type: none"> • Meet with local school administrator programs (person must have experience) • Connect with various education leaders in Tacoma and surrounding counties for referrals |
| Mid-Late Fall 2017 | CEO | <ul style="list-style-type: none"> • Post position opening to SOAR Academy web page, Facebook and Twitter • Work with TNTP to recruit nationally • Post position on NACSA Job Board and National Alliance for Public Charter Schools website • Attend Tacoma and surrounding county career fairs • Contact TFA for possible contacts • Accept resumes and applications • Pull Hiring Team of SOAR staff together • Train Hiring Team |
| March 2018 | CEO | <ul style="list-style-type: none"> • Begin Hiring Process and screen applications/ resumes • Complete screening phone calls (mid-March) • Initial Interview with Hiring Team (mid-March) • Call backs for Performance Interview (mid-March) • Performance Interviews: instructional leadership, developing a team, professional development, etc. (mid-March) • Call backs for final interview (end of March) |
| April 2018 | CEO | <ul style="list-style-type: none"> • Reference checks • Final interview, SOAR Academy board vets final applicant and offer is made (beginning April) • Finalize fingerprinting and hiring paperwork (mid-April) |
| July 9, 2018 | CEO/New Hire | • Position begins |

Year 4 Start: 2018-2019

Director of Operations & Dean of Culture and Engagement (2 separate positions)

| Start Date | Person Responsible | Task |
|------------------------------|--------------------|--|
| February 2019 | CEO | <ul style="list-style-type: none"> • Meet with local universities for referral sources • Connect with various leaders in Tacoma and surrounding areas for referrals |
| March 2019 | CEO | <ul style="list-style-type: none"> • Post position openings to SOAR web page, Facebook and Twitter • Work with TNTP to recruit nationally • Post positions on NACSA Job Board and National Alliance for Public Charter Schools website • Attend Tacoma Career Fairs • Contact TFA for possible contacts • Accept resumes and applications • Put together small Hiring Team of qualified individuals, including business or community leaders with known expertise in operations |
| April 2019 | CEO | <ul style="list-style-type: none"> • Begin hiring process • Complete screening phone calls (early April) • Initial interview with Hiring Team (mid April) • Call backs for Performance Interviews (mid April) • Performance Interviews: use of excel, ability to communicate in writing, ability to interact with students (end of April) • Call backs for Final Interview (end of April) |
| May 2019 | CEO | <ul style="list-style-type: none"> • Reference checks • Final interview with CEO (beginning of May) • Offer made (beginning-Middle May) • Finalize fingerprinting and hiring paperwork (mid-May) |
| July 8, 2019 July 8, 2019 | CEO/New Hire | <ul style="list-style-type: none"> • Position begins for Operations Manager • Position begins for Dean of Culture and Engagement |

Year 5 Start: 2019-2020

Dean of Academics 5-8

| Start Date | Person Responsible | Task |
|---------------|--------------------|--|
| February 2019 | School Director | <ul style="list-style-type: none"> • Meet with and inquire with local educational agencies regarding referrals. • Connect with the University of Washington Tacoma regarding referrals from their alumni network |

| | | |
|--------------|------------------------------|--|
| March 2019 | School Director | <ul style="list-style-type: none"> • Post position opening to SOAR Academy web page, Facebook and Twitter • Work with TNTP to recruit nationally • Post position on NACSA Job Board and National Alliance for Public Charter Schools website • Attend both Seattle and Tacoma Education Career Fairs • Contact TFA for possible contacts • Accept resumes and applications • Put together small Hiring Team of SOAR Staff |
| April 2019 | School Director | <ul style="list-style-type: none"> • Begin hiring process • Complete screening phone calls (early April) • Initial interview with Hiring Team (mid April) • Call backs for Performance Observations (mid April) • Call backs for observation portion of interview • Call backs for final interview (end of April) • Panel interview with SOAR Academy staff (end of April) |
| May 2019 | School Director | <ul style="list-style-type: none"> • Reference checks • Final interview with CEO (beginning of May) • Offer made (beginning-mid May) • Finalize fingerprinting and hiring paperwork |
| July 8, 2019 | School Director/ New Hire | <ul style="list-style-type: none"> • Position begins for Dean of Academics 5-8 |

SOAR Academy Leadership Team Qualifications and Job Descriptions:

At SOAR Academy we believe that there are aspects of our culture that are critical for all candidates. We have highlighted these professional and employee qualifications. However, in addition to these qualifications, we believe that each job is unique and therefore require further specific qualifications.

Professional Qualifications

In addition to appropriate alignment with the school's mission, excellent candidates for employment at SOAR will share critical professional qualifications, which include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language
- Verbal fluency and writing skills

Employee Qualifications

- Successful manager of a classroom who has used structure, incentives, and high expectations to drive student success.
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages.
- Ability to work with a variety of learning abilities, including those with disabilities and low skill level in a heterogeneously grouped classroom setting.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Analytical problem solver.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.
- Appropriate certification with the State of Washington in the subject area to be taught preferred.
- Professional demeanor.
- Highly qualified as defined by No Child Left Behind.



**Job Description for:
Chief Executive Officer (CEO)**

The CEO will work with the School Director and the School Board of Directors to establish and maintain the overall direction, mission and vision of SOAR Academy. The CEO collaborates with the School Director and board members to manage the organizational budget and consider best use of resource allocation.

Major Responsibilities Include:

- **Provide leadership:** advises the Board; advocate and promote organization and stakeholder maintenance and change related to organization mission; support motivation of employees in organization
- **Visioning:** Ensure staff and board have sufficient and up-to-date information; look to the future for change opportunities; interface between Board and employees; interface between organization and community
- **Decision Making:** Formulate policies and planning recommendations to the Board; decides or guide courses of action in operations by staff
- **Managing:** Oversees operations of organization; implement plans; manages human resources of organization; manages financial and physical resources
- **Board Development:** Assists in the selection and evaluation of board members; makes recommendations, supports Board during orientation and self-evaluation; supports Board's evaluation of Chief Executive

Minimum Qualifications:

- Master degree in education or school administration, or related degree; including administrative certification
- Experience in the areas of charter schools and/or urban education preferred
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers and board
- Demonstrated school leadership knowledge about critical education initiatives including common core, analyzing and using data to drive instruction, using technology in the classroom and teacher and principal evaluation
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers, staff, parents and stakeholders



**Job Description for:
School Director (Principal)**

This role requires a strong instructional foundation, unwavering desire to ensure each and every student attains academic excellence and an ability to work with, coach and inspire teachers.

Major Responsibilities Include:

- Leading the implementation of curriculum and all aspects of the instructional program, including a common core aligned curriculum.
- Development and management of accountability programs to ensure instructional excellence and academic achievement, including managing teacher evaluations and teacher development.
- Establishes and maintains scheduling, enrollment and curriculum alignment.
- Leading staff and teachers in professional development and on-going improvement of an academic program tailored to the needs of the students based on formative assessment data.
- Leading teachers in analyzing and using extensive data to drive daily instruction.
- Ensuring teachers implement effective instructional practices and monitor student achievement on an ongoing basis.
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be.
- Consistently reflects on self, as well as instructional practices, to achieve these academic goals.
- Executes the mission including high academic achievement, integration of core disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices.
- Formally trains, supervises and evaluates teachers.
- Collaborates with staff to create professional development plans.
- Fosters collegiality and collaborative decision making among staff.
- Works with Chief Operations Manager to ensure proper budgeting, accounting, auditing, safety, managing policies and procedures, financial planning and compliance.

Minimum Qualifications:

- Master degree in education or school administration, or related degree; including administrative certification
- Demonstration of a progressively more responsible experience in teaching, such as lead teacher
- Experience in the areas of charter schools and/or urban education preferred

- Experience in using data to drive instruction
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers and board
- Demonstrated school leadership experience including experience with common core implementation, analyzing and using data to drive instruction, using technology in the classroom
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers and staff



**Job Description for:
Dean of Academics (K-4)**

The primary purpose of the Dean of Academics (K-4) is to lead, support, model, and facilitate teachers in implementing strong data-driven instruction in the classroom.

Major Responsibilities Include:

- Teacher goals and development: with the principal, plan professional development; with other leadership team members, lead whole school ongoing professional development; with teachers, set and monitor goals based on a highly effective teacher's rubric including observation review, RTI planning and data review.
- Establish and support a clear curricular scope and sequence: know the scope and sequence for all grades you are working with; facilitate unit planning using UbD or other backwards design tool; provide development as needed around the content in the unit; make adjustments based on formative assessment data.
- Set and track instructional and professional goals with teachers: provide observational feedback with targeted instructional support and next steps; support and lead data analysis sessions; ensure assessment data is being entered and updated; ensure all teacher have necessary materials to successfully teach their subject areas.
- Work with team leaders to support facilitation of high functioning, data-driven professional learning communities; support creating effective agendas for team meetings to target critical issues.
- Serve as a member of the data leadership team with principal and other instructional leads.
- Work with Chief Operations Manager to ensure assessment materials are prepared, collected and appropriately collated.
- Work with School Director (principal) to create a targeted math and ELA RTI system, including grouping and opportunities for appropriate intervention; create a system for organizing, updating and tracking RTI data.

Minimum Qualifications:

- 3+ years K-4 teaching experience in an urban classroom and realizing significant gains.
- Strong leadership and interpersonal skills
- Relentless pursuit of high expectations for ALL students
- Results-oriented and data driven
- Ability to inspire, motivate and develop others
- Ability to engage and empower parents and families
- Experience in building and maintaining a positive school culture
- Strong time management and organizational skills
- Strong verbal and written communication skills
- Strong personal skills, strategic planning and project management
- Valid teaching credential



**Job Description for:
Dean of Academics (5-8)**

The primary purpose of the Dean of Academics (5-8) is to lead, support, model, and facilitate teachers in implementing strong data-driven instruction in the classroom.

Major Responsibilities Include:

- Teacher goals and development: with the principal, plan professional development; with other leadership team members, lead whole school ongoing professional development; with teachers, set and monitor goals based on a highly effective teacher's rubric including observation review, RTI planning and data review.
- Establish and support a clear curricular scope and sequence: know the scope and sequence for all grades you are working with; facilitate unit planning using UbD or other backwards design tool; provide development as needed around the content in the unit; make adjustments based on formative assessment data.
- Set and track instructional and professional goals with teachers: provide observational feedback with targeted instructional support and next steps; support and lead data analysis sessions; ensure assessment data is being entered and updated; ensure all teacher have necessary materials to successfully teach their subject areas.
- Work with team leaders to support facilitation of high functioning, data-driven professional learning communities; support creating effective agendas for team meetings to target critical issues.
- Serve as a member of the data leadership team with principal and other instructional leads.
- Work with Chief Operations Manager to ensure assessment materials are prepared, collected and appropriately collated.
- Work with School Director (principal) to create a targeted math and ELA RTI system, including grouping and opportunities for appropriate intervention; create a system for organizing, updating and tracking RTI data.

Minimum Qualifications:

- 3+ years 5-8 teaching experience in an urban classroom and realizing significant gains.
- Strong leadership and interpersonal skills
- Relentless pursuit of high expectations for ALL students
- Results-oriented and data driven
- Ability to inspire, motivate and develop others
- Ability to engage and empower parents and families
- Experience in building and maintaining a positive school culture
- Strong time management and organizational skills
- Strong verbal and written communication skills
- Strong personal skills, strategic planning and project management
- Valid teaching credential



**Job Description for:
Dean of Culture and Engagement**

The Dean of Culture and Engagement leads the school-wide efforts to build and maintain a strong, positive, achievement-oriented school culture where students grow in a warm and supportive environment. The Dean will work with building leaders to ensure that all students show dramatic student achievement gains and develop strong character skills to help them succeed.

Major Responsibilities Include:

- Builds and maintains achievement-oriented culture: write, maintain, update systems and policies with School Director and Chief Operations Manager around attendance and other policies and procedures; plans and implements a behavior management system; analyzes schools-wide trends in areas such as attendance and behavior.
- Conducts regular school culture walkthroughs, trains staff in classroom management, student engagement and parent involvement.
- Works with teachers and parents to create individual student plans as needed.
- Works with School Director and Chief Operations Manager to coordinate and support parent engagement and participation; manages family-friendly extracurricular programming and assemblies.
- Works with administrative staff to record and monitor student attendance, truancy and behavior issues.
- Works with school staff to monitor and support positive student behavior during arrival, lunch, recess and dismissal.

Minimum Qualifications:

- 3+ years of teaching in a K-8 urban school
- Demonstrated strong instructional, classroom management, and discipline skills
- Ability in student advising, behavioral management and/or modification
- Focus on systems-oriented approach to student, classroom and school culture
- History of building successful relationships with adults and school-aged children
- Excellent communication skills
- Proven track record of meeting high standards for student achievement



Job Description for: Chief Operations Manager

The primary purpose of the Chief Operations Manager is to ensure that the school is safe, compliant and efficient. The Chief Operations Manager will be responsible for compliance, facilities, operations, budget support, human resources and student information systems.

Major Responsibilities Include:

- Create and oversee operational activities including managing and organizing the school meal program.
- Own free and reduced lunch application process, including validating forms and running income verification process.
- Hire, manage and evaluate registrar, administrative staff, hourly school support staff, and lunch and arrival/dismissal staff.
- Maintain staff records and compliance with benefits and personnel files.
- Support administrative staff including, but not limited to coordinating substitute teachers, coordinating and auditing monthly time sheets, tracking sick and other PTO, answering phones, coordinating mailings, managing student attendance including compliance reporting, tracking enrollment, reviewing transcripts, and organizing and mailing cumulative files.
- Manage report card process and audit grades quarterly.
- Own procurement and purchasing for the school site including meeting with vendors.
- Operate and track items within the approved budget and provide input into budget development.
- Manage state testing and support the logistical, compliance and technological side of formative and interim assessments.
- Work closely with the on-site IT support.
- Serve as main owner of school safety processes and compliance, including administering trainings, running drills, conducting safety audits and partnering with the principal to respond to emergencies.
- Cultivate and manage parent volunteers and assist in special projects such as fundraising events, school exhibitions, recruitment events, Board Meetings as needed.
- 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

- Excellent interpersonal communication skills, including on sensitive topics with staff, students, families and other stakeholders as well as maintain confidentiality where required
- Demonstrated ability to be detail-oriented, organized and resourceful
- Ability to proactively manage multiple critical deadlines and quickly adapt in a fast-paced environment, independently following through on completion of tasks and responsibilities
- Strong PC-based computer skills and ability to adapt to new computer programs and software including educational assessment systems
- Excellent writing and communication skills
- Knowledge of school systems reporting a plus
- Prior experience with budget and personnel management a plus
- Education industry experience a plus

Attachment 12
Governance Documents

Please find the following documents as requested to constitute this attachment:

1. Washington state Certificate of Incorporation
2. Cover letter for Form 1023 from SOAR Academy's attorney
3. Form 1023
4. Receipt of postage with tracking number
5. SOAR Academy Bylaws
6. SOAR Academy Articles of Incorporation
7. Statement of Assurances
8. Note to Assurance #48
9. Exceptions to Provisions of Sample Contract

Please note: Conflict of Interest Policy and Code of Ethics Policy included in Attachment 15 per RFP instructions.

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

SOAR ACADEMIES

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

Date: 11/6/2013

UBI Number: 603-347-597



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

A handwritten signature in blue ink that reads "Kim Wyman".

Kim Wyman, Secretary of State

Date Issued: 11/8/2013



ASHLEY RAYMOND

ATTORNEYS AT LAW

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

November 21, 2013

Re: SOAR Academies, EIN 46-4081539
Form 1023 and Attachments

To Whom It May Concern:

Enclosed you will find Form 1023 and attachments for SOAR Academies, EIN 46-4081539. Here is some preliminary information about SOAR Academies to assist you in processing its Form 1023.

SOAR Academies ("SOAR") has submitted its application for approval as a Washington State public charter school. As a charter school, it will be operated by a board of directors of a nonprofit organization and will qualify for public funding from the State of Washington. In order to be approved as a Washington State Charter School, SOAR is required to provide proof that it has submitted its application for 501(c)(3) status to the IRS.

SOAR plans to begin operations for the school year 2015-2016. The charter school application is enclosed, which provides the school's anticipated student enrollment figures and a detailed description of the curriculum.

The school will not engage a management company. It will be operated by a non-profit board consisting of between 3 and 15 board members, none of whom will be compensated for their service as directors of the board. Qualifications of each of the board members have been provided in the enclosed materials. In order to obtain a charter under Washington State law, SOAR must be a 501(c)(3) entity.

The board meetings will be held at least monthly and will be open to the general public. Advisory committees will be formed in order to provide feedback and advocacy to the board of directors. You will also see that the Board has adopted a conflict of interest policy.

Please feel free to contact me via the contact information above with any questions you may have regarding SOAR Academies' Form 1023. Thank you.

Best Regards,

A handwritten signature in black ink that reads "Ashley Raymond". The signature is written in a cursive, flowing style.

Ashley Raymond

Cc: Kristina Bellamy-McClain

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 ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____

Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Power of Attorney and Declaration of Representative

OMB No. 1545-0150

For IRS Use Only

Received by: _____

Name _____

Telephone _____

Function _____

Date / /

▶ Type or print. ▶ See the separate instructions.

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

| | |
|--|---|
| Taxpayer name and address SOAR Academies 210 South Hudson Street Seattle, WA 98134 | Taxpayer identification number(s) 46-4081539 Daytime telephone number 425-496-7495 |
| | Plan number (if applicable) |

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

| | |
|--|---|
| Name and address Ashley Raymond 651 Strander Blvd., Ste. 215 Tukwila, WA 98188 | CAF No. 0307-68968R PTIN _____ Telephone No. 425-496-7495 Fax No. 425-523-3984 |
| Check if to be sent notices and communications <input checked="" type="checkbox"/> | Check if new: Address <input checked="" type="checkbox"/> Telephone No. <input checked="" type="checkbox"/> Fax No. <input checked="" type="checkbox"/> |
| Name and address Check if to be sent notices and communications <input type="checkbox"/> | CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/> |
| Name and address Check if to be sent notices and communications <input type="checkbox"/> | CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/> |

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

| Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3) | Tax Form Number (1040, 941, 720, etc.) (if applicable) | Year(s) or Period(s) (if applicable) (see instructions for line 3) |
|---|--|--|
| Application for Recognition of Exemption under 501(c)(3) | 1023 | 2013 - 2014 |
| | | |
| | | |

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties; Substitute or add representative(s); Signing a return; _____

Other acts authorized: _____
 (see instructions for more information)


Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here
YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.

 Signature 11/12/13 Date CEO Title (if applicable)

Kristina Bellamy-McClain

Print Name PIN Number Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LTC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

| Designation— Insert above letter (a-r) | Licensing jurisdiction (state) or other licensing authority (if applicable) | Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information. | Signature | Date |
|--|--|---|----------------|------------|
| a | WA | 39819 | Ashley Raymond | 11/18/2013 |
| | | | | |
| | | | | |

A new interactive version of Form 1023 is available at www.irs.gov. It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|---|------------|---|--|
| 1 Full name of organization (exactly as it appears in your organizing document) | | 2 c/o Name (if applicable) | |
| SOAR Academies | | Kristina Bellamy-McClain | |
| 3 Mailing address (Number and street) (see instructions) | Room/Suite | 4 Employer Identification Number (EIN) | |
| 210 South Hudson Street | | 46-4081539 | |
| City or town, state or country, and ZIP + 4 | | 5 Month the annual accounting period ends (01 - 12) | |
| Seattle, WA 98134 | | 06 | |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: Ashley Raymond | | b Phone: 425-496-7495 | |
| | | c Fax: (optional) 425-523-3984 | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 9a Organization's website: http://soaracademies.org | | | |
| b Organization's email: (optional) | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 11 / 06 / 2013 | |
| 12 Were you formed under the laws of a foreign country? If "Yes," state the country. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Article IV**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 3, Article VIII**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|--------------------------|-------------------------|--|--|
| Kristina Bellamy-McClain | CEO/Ex Officio Director | 210 South Hudson Street Seattle, WA 98134 | \$100,000 |
| Amy Barnes | Director | 210 South Hudson Street Seattle, WA 98134 | \$0 |
| Carmela Dellino | Director | 210 South Hudson Street Seattle, WA 98134 | \$0 |
| Dr. Thelma Jackson | Director | 210 South Hudson Street Seattle, WA 98134 | \$0 |
| George Meng | Director | 210 South Hudson Street Seattle, WA 98134 | \$0 |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------------------|----------|--|--|
| To Be Determined | Teachers | 210 South Hudson Street Seattle, WA 98134 | \$58,000 |
| | | | |
| | | | |
| | | | |
| | | | |

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-----------------------|----------------------|--|--|
| EdTec | Back office services | 1410A 62nd St. Emeryville, CA 94608 | \$60,000 |
| Food Service Provider | Food Service | To Be Determined | \$112,632 |
| | | | |
| | | | |
| | | | |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

| | | |
|----|---|---|
| d | Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| e | Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| f | Do you or will you record in writing both the information on which you relied to base your decision and its source? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| g | If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c. | |
| 5a | Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| b | What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation? | |
| c | What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves? | |
| | Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14. | |
| 6a | Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments , such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| b | Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 7a | Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length , and explain how you determine or will determine that you pay no more than fair market value . Attach copies of any written contracts or other agreements relating to such purchases. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| b | Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length , and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 8a | Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| b | Describe any written or oral arrangements that you made or intend to make. | |
| c | Identify with whom you have or will have such arrangements. | |
| d | Explain how the terms are or will be negotiated at arm's length . | |
| e | Explain how you determine you pay no more than fair market value or you are paid at least fair market value. | |
| f | Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements. | |
| 9a | Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate **bingo or gaming activities**? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct **gaming or bingo**.

Part VIII Your Specific Activities (Continued)

| | | |
|--|--|---|
| <p>4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)</p> <p><input checked="" type="checkbox"/> mail solicitations <input checked="" type="checkbox"/> email solicitations <input type="checkbox"/> personal solicitations <input type="checkbox"/> vehicle, boat, plane, or similar donations <input checked="" type="checkbox"/> foundation grant solicitations</p> | <p><input type="checkbox"/> phone solicitations <input checked="" type="checkbox"/> accept donations on your website <input type="checkbox"/> receive donations from another organization's website <input checked="" type="checkbox"/> government grant solicitations <input checked="" type="checkbox"/> Other</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| <p>Attach a description of each fundraising program.</p> | | |
| <p>b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.</p> | | |
| <p>e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>5 Are you affiliated with a governmental unit? If "Yes," explain.</p> | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| <p>6a Do you or will you engage in economic development? If "Yes," describe your program.</p> <p>b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.</p> | | |
| <p>8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |
| <p>b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| <p>c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| <p>d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| <p>10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | |

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| | Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) |
|-----------------|---|----------------------------|---|----------------------------|----------------------------|---------------------------------------|
| | | (a) From To | (b) From To | (c) From To | (d) From To | |
| Revenues | 1 Gifts, grants, and contributions received (do not include unusual grants) | Please | see | attachment | | |
| | 2 Membership fees received | | | | | |
| | 3 Gross investment income | | | | | |
| | 4 Net unrelated business income | | | | | |
| | 5 Taxes levied for your benefit | | | | | |
| | 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | | | | | |
| | 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | | | | | |
| | 8 Total of lines 1 through 7 | | | | | |
| | 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | | | | | |
| | 10 Total of lines 8 and 9 | | | | | |
| | 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | | | | | |
| | 12 Unusual grants | | | | | |
| | 13 Total Revenue Add lines 10 through 12 | | | | | |
| Expenses | 14 Fundraising expenses | | | | | |
| | 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | | | | | |
| | 16 Disbursements to or for the benefit of members (attach an itemized list) | | | | | |
| | 17 Compensation of officers, directors, and trustees | | | | | |
| | 18 Other salaries and wages | | | | | |
| | 19 Interest expense | | | | | |
| | 20 Occupancy (rent, utilities, etc.) | | | | | |
| | 21 Depreciation and depletion | | | | | |
| | 22 Professional fees | | | | | |
| | 23 Any expense not otherwise classified, such as program services (attach itemized list) | | | | | |
| | 24 Total Expenses Add lines 14 through 23 | | | | | |

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

| | | Year End: |
|------------------------------------|---|--|
| | | (Whole dollars) |
| Assets | | |
| 1 | Cash | 1 |
| 2 | Accounts receivable, net | 2 |
| 3 | Inventories | 3 |
| 4 | Bonds and notes receivable (attach an itemized list) | 4 |
| 5 | Corporate stocks (attach an itemized list) | 5 |
| 6 | Loans receivable (attach an itemized list) | 6 |
| 7 | Other investments (attach an itemized list) | 7 |
| 8 | Depreciable and depletable assets (attach an itemized list) | 8 |
| 9 | Land | 9 |
| 10 | Other assets (attach an itemized list) | 10 |
| 11 | Total Assets (add lines 1 through 10) | 11 |
| Liabilities | | |
| 12 | Accounts payable | 12 |
| 13 | Contributions, gifts, grants, etc. payable | 13 |
| 14 | Mortgages and notes payable (attach an itemized list) | 14 |
| 15 | Other liabilities (attach an itemized list) | 15 |
| 16 | Total Liabilities (add lines 12 through 15) | 16 |
| Fund Balances or Net Assets | | |
| 17 | Total fund balances or net assets | 17 |
| 18 | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) | 18 |
| 19 | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <i>n/a</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. Yes No
If you are unsure, see the instructions.
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

- 6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 6 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

▶ Ashley Raymond
(Signature of Officer, Director, Trustee, or other authorized official)

Ashley Raymond 11/20/2013
(Type or print name of signer) (Date)
Authorized Representative
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3 In what public school district, county, and state are you located?
- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**

Information required by Revenue Procedure 75-50.

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a If "Yes," attach a representative sample of each document.
- b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

| Racial Category | (a) Student Body | | (b) Faculty | | (c) Administrative Staff | |
|-----------------|------------------|-----------|--------------|-----------|--------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | | | | | |

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

| Racial Category | Number of Loans | | Amount of Loans | | Number of Scholarships | | Amount of Scholarships | |
|-----------------|-----------------|-----------|-----------------|-----------|------------------------|-----------|------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Total | | | | | | | | |

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

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=====
Sales Receipt
=====
Product Sale Unit Final
Description Qty Price Price
=====
09 -- COVINGTON KY 41012 \$5.60
Zone-B
Priority Mail 2-Day
Flat Rate Env
1 lb. 6.00 oz.
Scheduled Delivery Day: Sat
11/23/13
Label #:9114901123086373816511
Includes \$50 Insurance

=====
Issue PVI: \$5.60

09 -- COVINGTON KY 41012 \$5.60
Zone-B
Priority Mail 2-Day
Flat Rate Env
1 lb. 8.20 oz.
Scheduled Delivery Day: Sat
11/23/13
Label #:9114901123086373816535
Includes \$50 Insurance

=====
Issue PVI: \$5.60

=====
Total: \$11.20

Paid by:
VISA \$11.20
Account #: XXXXXXXXXXXX4428
Approval #: 021918
Transaction #: 427
23903510964

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**BYLAWS
OF
SOAR ACADEMIES**

**ARTICLE I
CORPORATE OFFICE**

The principal office of SOAR Academies (the "Corporation") in the State of Washington shall be located at such place as the Board may from time to time designate (in its sole discretion). The Corporation may have such other offices, either within or without the State of Washington, as the business of the Corporation may require from time to time.

**ARTICLE II
PURPOSES**

The Corporation is organized and shall be operated for the following purposes:

(a) To engage exclusively in charitable and educational purposes within the meaning of Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code, including but not limited to the following areas: providing education to students in any combination of grades ranging from kindergarten through twelve in the State of Washington.

(b) To engage in any and all other lawful purposes that are permitted by the Washington Nonprofit Corporation Act so long as such purposes do not otherwise violate or exceed those purposes permitted by a private foundation under the Internal Revenue Code.

**ARTICLE III
MEMBERS**

The Corporation shall have no members.

**ARTICLE IV
DIRECTORS**

Section 1. General Powers. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of directors of the Corporation shall be not be less than three (3), nor more than fifteen (15). Subject to such limitation, the number of directors shall be fixed by these Bylaws, and may be increased or decreased from time to time by amendment to these Bylaws. No decrease shall have the effect of shortening the term of any incumbent director. In the absence of a bylaw fixing the number of directors, the number shall be the same as that stated in the articles of incorporation.

(a) **Term.** The term of office of each director shall be two (2) years, beginning

upon such director's election. Each director shall hold office for the term for which he or she is elected and until his or her successor has been elected and qualified. No Director shall serve more than three (3) consecutive terms, after which he/she must take a minimum of two years off before being reconsidered for nomination as a Director. Directors need not be residents of the State of Washington. The directors constituting the initial Board of Directors shall be named in the Articles of Incorporation and shall hold office until the first annual election of directors. Thereafter, directors shall be elected at the annual meeting or a special meeting of the Board of Directors. Staggered terms may be set by resolution of the Board.

(b) **Non-Voting Members.** The Board shall not appoint *ex officio* and other advisory non-voting members, except for the CEO, as outlined in Article VIII of these bylaws.

Section 3. Duties and Powers. The Board of Directors shall have control and management of the business and affairs of the Corporation. The directors shall in all cases act as a Board, regularly convened, and, in the transaction of business, the act of a majority present at a meeting except as otherwise provided by law, these Bylaws or the articles of incorporation shall be the act of the Board, provided a quorum is present. The directors may adopt such rules and regulations for the conduct of their meetings and the management of the Corporation as they may deem proper, not inconsistent with law or these Bylaws.

Section 4. Annual Meeting. The annual meeting of the Board of Directors, for the purpose of electing or appointing directors and officers and for the transaction of any other business which may come before the meeting, shall be held each year at a time and location designated by the Board of Directors.

Section 5. Regular Meetings. The Board of Directors may provide by resolution the time and place, either within or without the State of Washington, for the holding of additional regular meetings without other notice than such resolution.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair at any time. The Chair or Secretary shall, upon a written request of at least one-half (½) the number of directors, call a special meeting to be held not more than seven (7) days after the receipt of such request. The Chair may fix any place, either within or without the State of Washington as a place for holding any special meeting of the Board of Directors.

Section 7. Meetings; Voting by Communications Equipment. Members of the Board of Directors (or others, as applicable) may participate in any by means of a telephone conference, Skype, or similar communications equipment permitting all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 8. Notice. Notice of any special Board meeting shall be given to each Director in writing, by personal communication, or via electronic communication with such Director not less than two days before the meeting. Notices in writing may be delivered or mailed to the Director at his or her address shown on the records of the Corporation. Neither the business to be transacted at, nor the purpose of any special meeting need be specified in the notice of such meeting. Any director may waive notice of any meeting. The attendance of a

director at any meeting shall constitute a waiver of notice of such meeting, except that 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.

(a) **Electronic Transmission.** Notice in an electronic transmission is effective only with respect to those Directors that have consented, in the form of a record, to receive electronically transmitted notices and designated in such consent the address, location or system to which these notices may be electronically transmitted. A Director who has consented to receipt of electronically transmitted notices may revoke the consent by delivering a revocation to the Corporation in the form of a record. Furthermore, the consent is automatically revoked if the Corporation is unable to electronically transmit two (2) consecutive notices given by the Corporation, and this inability becomes known to the person responsible for giving notice. Notice provided in an electronic transmission is effective when it is electronically transmitted to an address, location or system designated by the recipient for that purpose.

Section 9. Quorum. Unless otherwise provided by bylaw, a majority of the number of directors shall constitute a quorum for the transaction of business at any regular or special meeting. In no event shall a quorum consist of less than one-third of the number of directors. A quorum, once attained at a meeting, shall be deemed to continue until adjournment notwithstanding a voluntary withdrawal of enough directors to leave less than a quorum. The act of the majority of the directors present at a meeting at which a quorum is present, unless otherwise provided by law, these Bylaws or the articles of incorporation, shall be the act of the Board of Directors. If less than a majority of the directors are present at any meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 10. Manifestation of Dissent. A director who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 11. Vacancies. Any vacancy occurring in the Board of Directors or any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. Any directorship to be filled by reason of an increase in the number of directors shall be filled by the Board of Directors for a term of office continuing only until the next annual meeting of directors.

Section 12. Removal of Directors. At a directors' meeting called expressly for that purpose, one or more directors, or the entire Board of Directors, may be removed, with or without cause, by a vote of a majority of the disinterested directors.

Section 13. Resignation. A director may resign at any time by delivering written notice to the Board of Directors, its Chair, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a later effective date.

Section 14. Committees.

(a) **Delegation Generally.** The Board of Directors by resolution adopted by a majority of the Directors in office may designate and appoint a Committee which shall consist of two (2) or more directors and exercise such authority as the Board of Directors may specify in said resolution; provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such Committee or any Director or Officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such Committee. The designation and appointment of any such Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual director of any responsibility imposed upon it or him or her by law.

(b) **Creation of Executive Committee.** The Board of Directors may, in its discretion, create and appoint an Executive Committee to manage the day-to-day affairs of the Corporation. If created, the Executive Committee shall be composed of: (1) the Corporation's officers; and (2) such other additional members (if any) that the Board appoints to the Executive Committee.

(c) **Other Committees.** The Board of Directors may create standing committees, delegate authority, and appoint chairpersons and members of those committees as required by the business of the Corporation. The Executive Committee (if created in accordance with subsection (b) above) also has the authority to create *ad hoc* committees and to appoint members to those committees from time to time as the need arises.

Section 15. Action by Board Without a Meeting; Electronic Voting. Subject to the provisions of the laws of the State of Washington, any action that is required or permitted to be taken at a meeting of the Board of Directors may be taken without such a meeting if approved by either (a) written consent; or (b) electronic voting.

(a) **Written Consent.** Any action required or which may be taken at a meeting of the Board of Directors may be taken without a meeting if the Board members holding at least the minimum number of votes that would be necessary to authorize or take such action at a meeting (at which all Board members entitled to vote on the action were present and voted), approve of the action. Such written consents may be given in two or more counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same document. Any such written consent shall be inserted in the minute book of the Corporation.

(b) **Electronic Voting.** An action may be approved by electronic voting if the Board members holding the minimum number of votes that would be necessary to authorize or take action: (1) have consented to receive electronic notice in accordance with RCW 24.03.080;

(2) all such consenting Board members are advised of the issue electronically and given a reasonable opportunity to evaluate the issue and discuss it over e-mail with other Board members; and (3) express their approval of the action in an e-mail address designated by the Board.

ARTICLE V COMPENSATION OF DIRECTORS

Directors shall receive no compensation for their service as Directors. However, by Board resolution, Directors may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VI OFFICERS

Section 1. Officers and Qualifications. The officers of this Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, each of whom shall be elected by the Board of Directors at the time and in the manner prescribed by these Bylaws. Other officers and assistant officers and agents deemed necessary may be elected or appointed by the Board of Directors or chosen in the manner prescribed by these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary. All officers and agents of the Corporation, as between themselves and the Corporation, shall have the authority and perform the duties in the management of the Corporation as provided in these Bylaws, or as determined by the resolution of the Board of Directors not inconsistent with these Bylaws.

(a) **Chair.** The Chair shall exercise the usual executive powers pertaining to the office of the president of the Board of Directors (within the meaning of RCW 24.03.125 *et seq.*). The Chair shall be an ex officio member of all councils and committees of the Corporation, and may delegate any of his or her duties to any other elected officer of the Corporation. The Chair of the Board shall, with advice of counsel, the vice chair, and the President, appoint all committee chairs.

(b) **Vice Chair.** In the absence or disability of the Chair, the Vice Chair shall act as Chair.

(c) **Secretary.** It shall be the duty of the Secretary to keep records of the proceedings of the Board of Directors, and when requested by the Chair to do so, to sign and execute with the Chair all deeds, bonds, contracts, and other obligations or instruments in the name of the Corporation (except to the extent that such authority has been delegated to another individual, such as the President of the Foundation).

(d) **Treasurer.** The Treasurer shall have the care and custody of and be responsible for all funds and investments of the Corporation, and shall keep regular books of account. He or she shall cause to be deposited all funds and other valuable assets in the name

of the Corporation in such depositories as may be designated by the Board of Directors. In general, he or she shall perform all of the duties incident to the office of Treasurer.

Section 2. Election and Term. All officers of the Corporation shall be elected annually by the Board of Directors at its regular annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office until his successor has been duly elected and qualified, or until removed as hereinafter provided. As a general matter, an officer may serve in the same office for a maximum of two consecutive one-year terms. The Board may, by resolution and in its sole discretion, however, allow an officer to serve one additional one-year term if the needs of the Corporation will be best served thereby.

Section 3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors (whether at a regular meeting or at a meeting called specifically for that purpose).

Section 4. Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interest of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person removed. Election or appointment of an officer or agent shall not of itself create contract rights.

Section 5. Duties of Officers. The duties and powers of the officers of the Corporation shall be as follows and that shall hereafter be set by resolution of the Board of Directors:

Section 6. Compensation of Officers. Officers shall receive no compensation for their service as officers. However, by Board resolution, officers may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any officer from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VII INTERESTS OF DIRECTORS AND OFFICERS

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

**ARTICLE VIII
CHIEF EXECUTIVE OFFICER**

The Corporation will employ a Chief Executive Officer ("CEO") who shall be appointed, employed, and discharged by the Board. The CEO shall manage the affairs of the Corporation according to the policies, principles, practices and budget authorized by the Board, and shall be responsible for the management of personnel, finances, and programs. The CEO shall be responsible for staff management including hiring, training, disciplinary action, and discharge. The CEO shall serve as an ex-officio, non-voting member of the Board. For the purposes of determining the number of Directors serving the Corporation, the CEO shall not be considered a member of the Board.

**ARTICLE IX
LIMITATION ON LIABILITY; INDEMNIFICATION**

Limitations on liability and indemnification of directors, officers, employees and agents of the Corporation shall be as set forth in the Articles of Incorporation.

**ARTICLE X
CONTRACTS, CHECKS, DEPOSITS AND FUNDS**

Section 1. Authorization. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 2. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer or officers or agent or agents of the Corporation to whom such power may be delegated by the Board of Directors.

Section 3. Acceptance of Gifts. The Board of Directors or any officer or officer or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 4. Audits. Annually, or upon the request of any member of the Board of Directors, the accounts of the Corporation will be audited by a reputable Certified Public Accountant, whose report shall be submitted to each member of the Board.

Section 5. Bond. At the direction of the directors, any officer or employee of the Corporation shall be bonded. The expense of furnishing any such bond shall be paid by the Corporation.

**ARTICLE XI
FISCAL YEAR**

The Corporation's fiscal year shall be July 1 – June 30.

**ARTICLE XII
WAIVER OF NOTICE**

Whenever under the provisions of these Bylaws or of any statute any director is entitled to notice of any regular or special meeting or of any action to be taken by the Corporation, such meeting may be held or such action may be taken without the giving of such notice, provided every director entitled to such notice in writing waives the requirements of these Bylaws in respect thereto.

**ARTICLE XIII
ADMINISTRATIVE PROVISIONS**

Section 1. Books and Records. The Corporation shall keep at its principal or registered office, or at the office of its legal representative, current and complete books and records and minutes of the proceedings of the Board of Directors and committees thereof, the names and addresses of all directors and officers, and correct and adequate records of accounts and finances.

Section 2. Rules. Unless otherwise determined by the Board of Directors, the rules of procedure at meetings of the Board of Directors of the Corporation shall be the rules contained in Roberts' Rules of Order on Parliamentary Procedure, newly revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation, or with any resolution of the Board of Directors.

**ARTICLE XIV
AMENDMENTS**

These Bylaws may be altered, amended, repealed or new Bylaws adopted by a majority of the entire Board of Directors at a regular or special meeting of the Board.

The above and foregoing Bylaws of SOAR Academies, a Washington nonprofit Corporation are the Bylaws of this Corporation, adopted by the Board of Directors thereof on November 18, 2013.

FILED
SECRETARY OF STATE
NOVEMBER 6, 2013
STATE OF WASHINGTON

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**ARTICLES OF INCORPORATION
OF
SOAR ACADEMIES**

The undersigned, acting as an incorporator under the provisions of the Washington Nonprofit Corporation Act, Chapter 24.03 RCW, hereby adopts and executes the following Articles of Incorporation.

**ARTICLE I
NAME**

The name of the Corporation shall be SOAR Academies (hereinafter referred to as the "Corporation").

**ARTICLE II
EFFECTIVE DATE**

The Corporation shall be effective upon filing by the Secretary of State.

**ARTICLE III
DURATION**

The Corporation shall have perpetual existence.

**ARTICLE IV
PURPOSES**

The Corporation is organized exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code (the "Code"), or any corresponding section of any future federal tax code.

The specific purpose of the Corporation is to provide education to students in the state of Washington in any combination of grades ranging from kindergarten through grade twelve.

The Corporation is further organized to do any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes.

**ARTICLE V
POWERS**

Subject to such limitations and conditions as may be prescribed by law, or in these Articles of Incorporation or the Corporation's Bylaws, the Corporation shall have all powers which are now or hereafter conferred by law upon a corporation organized for the purposes set forth above, and as are necessary or incidental to the power so conferred and to the accomplishment of its purposes.

ARTICLE VI LIMITATIONS

All references to sections of the Code shall include those sections as they may later be amended, or the corresponding provisions of any subsequently enacted federal tax laws.

(a) The Corporation shall have no capital stock, 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, to the extent allowed by the Code, the Corporation is authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

(b) The Corporation shall not carry on any propaganda, or otherwise attempt to influence legislation, except as permitted for corporations of like status under the Code.

(c) The Corporation shall not publish or distribute any statements or otherwise participate or interfere in any political campaign on behalf of any candidate for public office, except as permitted for corporations of like status under the Code.

(d) If the Corporation becomes a private foundation within the meaning of section 509 of the Code, so long as its private foundation status continues the following provisions shall apply in the management of its affairs:

(1) The Corporation shall distribute its income in a manner as to avoid the tax imposed by Section 4942 of the Code;

(2) The Corporation shall not engage in any act of "self-dealing" (as defined in Section 4941(d) of the Code) which would give rise to any liability for the tax imposed by section 4941(a) of the Code;

(3) The Corporation shall not retain any "excess business holdings" (as defined in Section 4943(c) of the Code) which would give rise to any liability for the tax imposed by section 4943(a) of the Code;

(4) The Corporation shall make investments in a manner as to avoid the tax imposed by Section 4944 of the Code; and

(5) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

(f) Notwithstanding any other provision of these Articles, the Corporation shall not engage in activities not permitted by an organization exempt under Section 501(c)(3) of the Code, or an organization to which contributions are deductible under Section 170(c)(2) of the Code.

**ARTICLE VII
BOARD OF DIRECTORS**

The management of the Corporation will be vested in a Board of not less than three (3) directors. The number, qualifications, terms of office, manner of election, time and place of meeting, and powers and duties of the Directors shall be prescribed in the Bylaws of the Corporation. The authority to make, alter, amend or repeal the Bylaws, as well as the authority to amend the Articles of Incorporation, is vested in the Board of Directors, and may be exercised at any regular or special meeting of the Board.

The names and addresses of the initial Directors who will manage the affairs of the Corporation until their successors are elected and qualified, are as follows:

1. Kristina Bellamy-McClain
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
2. George Meng
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
3. Carmela Dellino
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE VIII
DISTRIBUTION UPON DISSOLUTION**

Upon the winding up and dissolution of the Corporation, the assets remaining after payment of, or provision for, payment of all debts and liabilities of the corporation shall be distributed by the Board of Directors to one or more organizations having similar purposes and qualifying for exemption under section 501(c)(3) of the Code.

**ARTICLE IX
DIRECTOR LIABILITY LIMITATIONS**

A director or officer shall have no liability to the Corporation for monetary damages for conduct as a director or officer, except for acts or omissions that involve intentional misconduct by the director or officer, or a knowing violation of law by the director or officer, or for any transaction from which the director or officer will personally receive a benefit in money, property or services to which the director or officer is not legally entitled. If the Washington Nonprofit Corporation Act is hereafter amended to authorize corporate action further eliminating or limiting the personal liability of director or officers, then the liability of a director or officer shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as

so amended. Any repeal or modification of this Article shall not adversely affect any right or protection of a director or officer of the corporation existing at the time of such repeal or modification for or with respect to an act or omission of such director or officer occurring prior to such repeal or modification.

ARTICLE X INDEMNIFICATION

Section 1. Right to Indemnification.

Each director, officer, employee, or agent of the corporation who is threatened to be made a party to or is otherwise involved (including, without limitation, as a witness) in any actual or threatened action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee, or agent of the Corporation or he or she is or was serving at the request of the Corporation as a director, trustee, officer, employee or agent of another corporation or of a partnership, joint venture, trust or other enterprise, including service with respect to employee benefit plans, whether the basis of such proceeding is alleged action in an official capacity as a director, trustee, officer, employee or agent or in any other capacity while serving as a director, trustee, officer, employee or agent, shall be indemnified and held harmless by the corporation, to the full extent permitted by applicable law as then in effect, against all expense, liability and loss (including attorney's fees, judgments, fines, ERISA excise taxes or penalties and amounts to be paid in settlement) actually and reasonably incurred or suffered by such person in connection therewith, and such indemnification shall continue as to a person who has ceased to be a director, trustee, officer, employee or agent and shall inure to the benefit of his or her heirs, executors and administrators; provided, however, that except as provided in Section 2 of this Article with respect to proceedings seeking solely to enforce rights to indemnification, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the board of directors of the corporation. The right to indemnification conferred in this Section 1 shall be a contract right and shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition; provided, however, that the payment of such expenses in advance of the final disposition of a proceeding shall be made only upon delivery to the Corporation of an undertaking, by or on behalf of such director or officer, to repay all amounts so advanced if it shall ultimately be determined that such director or officer is not entitled to be indemnified under this Section 1 or otherwise.

Section 2. Right of Claimant to Bring Suit.

If a claim for which indemnification is required under Section 1 of this Article is not paid in full by the Corporation within sixty (60) days after a written claim has been received by the Corporation, except in the case of a claim for expenses incurred in defending a proceeding in advance of its final disposition, in which case the applicable period shall be twenty (20) days, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, to the extent successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. The claimant shall be presumed to be entitled to indemnification under this Article upon submission of a written claim (and, in an action brought to enforce a claim for expenses incurred in defending any proceeding in

advance of its final disposition, where the required undertaking has been tendered to the corporation), and thereafter the Corporation shall have the burden of proof to overcome the presumption that the claimant is not so entitled. Neither the failure of the Corporation (including its board of directors or independent legal counsel) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses to the claimant is proper in the circumstances nor an actual determination by the Corporation (including its board of directors or independent legal counsel) that the claimant is not entitled to indemnification or to the reimbursement or advancement of expenses shall be a defense to the action or create a presumption that the claimant is not so entitled.

Section 3. Non-exclusivity of Rights.

The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this Article shall not be exclusive of any other right which any person may have or hereafter acquire under any statute, provision of the Articles of Incorporation, Bylaws, agreement, or vote of disinterested directors or otherwise.

Section 4. Insurance, Contracts and Funding.

The Corporation may maintain insurance to protect itself and any director, trustee, officer, employee or agent of the Corporation or another corporation, partnership, joint venture, trust or other 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 RCW 24.03.043 of the Washington Nonprofit Corporation Act and RCW 23B.08.510 of the Washington Business Corporation Act, or any successor provision(s).

Section 5. Indemnification of Employees and Agents of the Corporation.

The Corporation may, by action of its board of directors from time to time, provide indemnification and pay expenses in advance of the final disposition of a proceeding to employees and agents of the Corporation with the same scope and effect as the provisions of this Article with respect to the indemnification and advancement of expenses of directors and officers of the corporation or pursuant to rights granted pursuant to, or provided by, the Washington Business Corporation Act, as applied to nonprofit corporations, or otherwise.

ARTICLE XI NO MEMBERS

The Corporation shall have no members.

ARTICLE XII BYLAWS

Bylaws of the Corporation may be adopted by the Board of Directors at any regular meeting or any special meeting called for that purposes, so long as they are not inconsistent with the provisions of these Articles. The authority to make, alter, amend or repeal bylaws is

vested in the Board of Directors and may be exercised at any regular or special meeting of the Board of Directors.

**ARTICLE XIII
REGISTERED OFFICE AND AGENT**

The registered office address and name of the registered agent of the Corporation is as follows:

Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE XIV
INCORPORATOR**

The name and address of the incorporator are as follows:

Ashley Raymond
Ashley Raymond, PLLC
651 Strander Blvd., Suite 215
Tukwila, WA 98188



Ashley Raymond, Incorporator
Dated: November 1, 2013

CONSENT TO APPOINTMENT AS REGISTERED AGENT

Washington State Charter Schools Association hereby consents to serve as registered agent in the state of Washington for SOAR Academies, a Washington nonprofit corporation. 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 officers of the Corporation; and to immediately notify the Office of the Secretary of State of my resignation or of any change in the address of the registered office of the corporation for which I am agent.

DATED: October 18, 2013

WASHINGTON STATE CHARTER SCHOOLS
ASSOCIATION

Marta Reyes-Newberry
By: (Name) Marta Reyes-Newberry
Its: (Position) Secretary CEO

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 SOAR Academy 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 conversation 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.

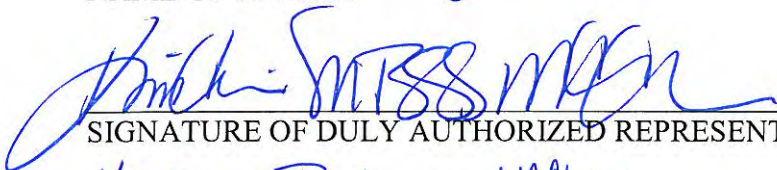
51. The School grants the Commission, or its representatives, the right to contact references and others, who may have pertinent information regarding the ability of the School, its board members, proposed management and lead staff to perform the services contemplated by this RFP.

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.

SOAR Academy
NAME OF SCHOOL


SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

11/18/13
DATE

Kristina Bellamy-McClain
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 SOAR Academy in the preparation of this application. Julia has not provided any assistance to SOAR Academy 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.

Sample 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 be 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 design elements 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 sixty (60) days or more; or
6. Any known change in its corporate status with the Washington Secretary of State's Office or 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; (45) an organizational chart; (56) 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; (67) internal control procedures for cash receipts, cash disbursements and purchases; and (78) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law. No payments shall be made to the sSchool unless the sSchool 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 Schools' 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 conversation 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;

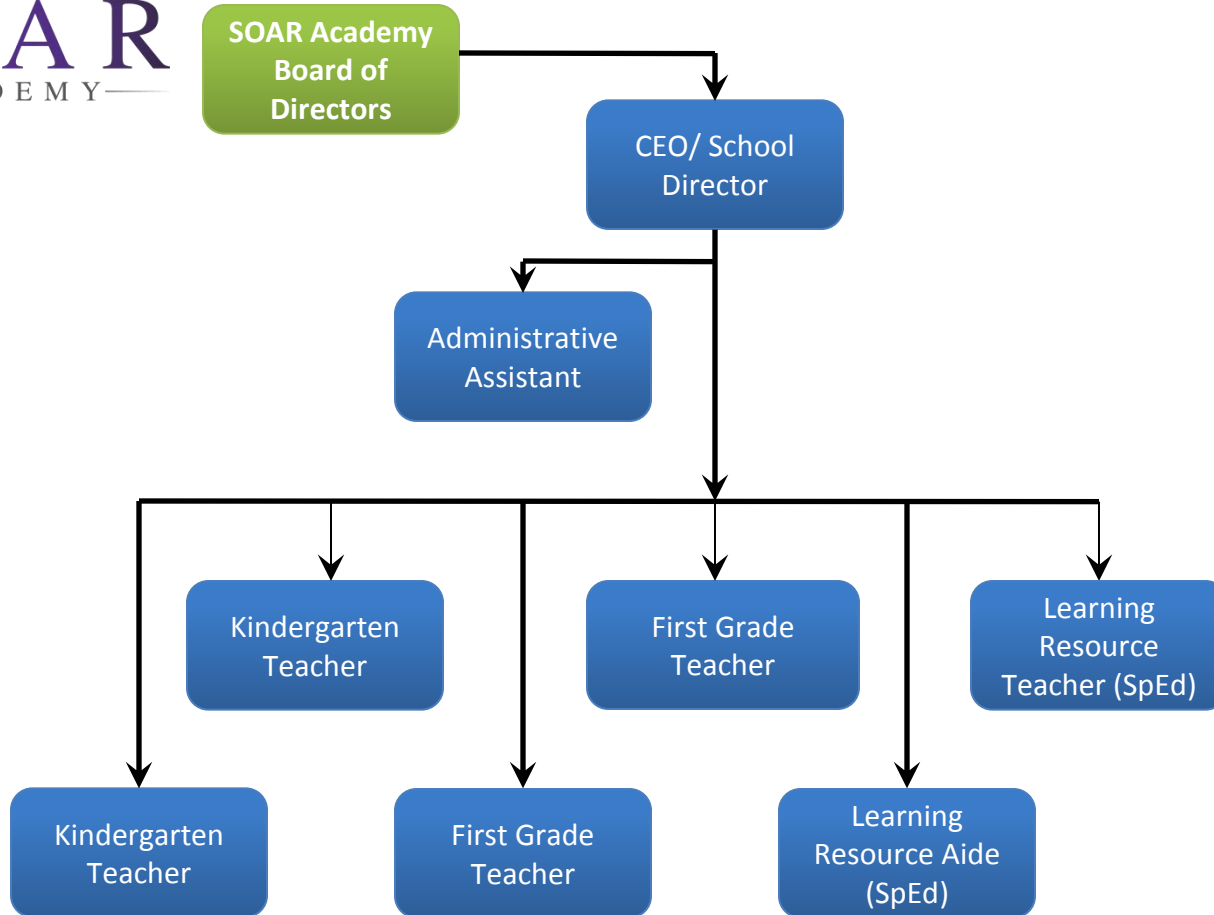
- *Exception:* Indemnification should be reciprocal. Suggest revising to include exception for situations in which the Commission's own errors or omissions give rise to liability, and/or in cases of gross negligence or willful misconduct.

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)).

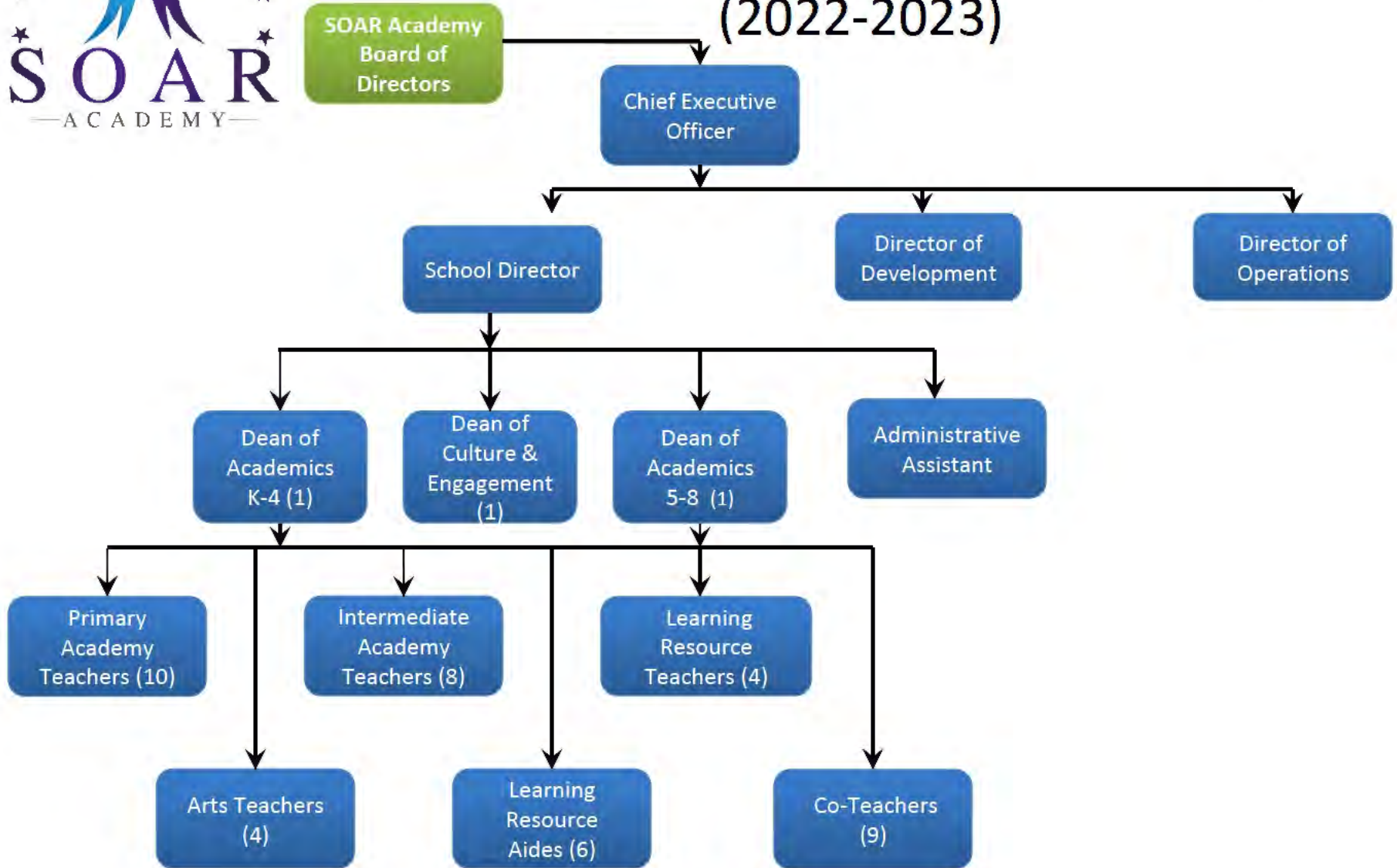


Organizational Chart Year 1 (2015-2016)





Organizational Chart at Capacity (2022-2023)



Charter School Board Member Information

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


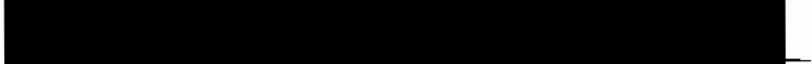
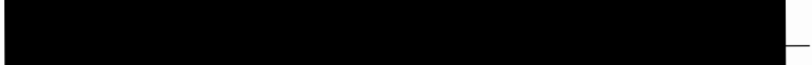

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations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

2. Full name Amy Beth Barnes
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?

As a product of public school, I believe we must have diverse public education options for all students, regardless of where they live and their socioeconomic background. I also believe school leaders must have the freedom to innovate in order to best serve their students. In addition, I saw SOAR Academy's Founding Leader in action when she was the Principal at Emerson Elementary and was inspired by her passion and dedication to serving her students.

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

The board is responsible for oversight of the school, including financial stability and CEO supervision with the ultimate goal of making sure the school achieves its mission to “transform the educational experience for all learners for success in and through high school, college and beyond.” Each board member will use his/her unique skills and talents to support this effort and promote the school to the community.

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 been on the board of City Year Seattle/King County (CYSKC) for nearly five years. CYSKC is an education focused nonprofit organization that unites young people of all backgrounds for a year of full-time service to keep students in school and on track to graduation. We serve in six Seattle public schools. In addition, I serve three other non-profits and I successfully ran a fundraising consulting business for 15 years where I raised over \$75 million for varying organizations and managed up to 10 individuals. In the last year I have transitioned to a career in commercial real estate development where I have increased my knowledge of financing, contract/document execution and facilities management.

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

My fundraising expertise will serve the board well and my experience managing staff and serving on other boards will support the work of the Founding Leader and mission of SOAR Academy. I will apply my knowledge of commercial real estate to support the CEO with any operational issues such as securing and operating the physical building. I will leverage my personal and professional connections in the greater Tacoma area to promote the work of SOAR Academy to the community.

School Mission and Program

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

SOAR Academy will provide students with a rigorous, engaging and personalized educational experience, allowing them to become productive members of a diverse, global society, prepared and equipped academically, socially and emotionally for success in and through high school, college and beyond.

SOAR Academy prides itself on setting a bar high, where “Excellence is the Standard.” All students will be prepared to be productive, contributing members of the 21st century global community and economy. The Mission of SOAR Academy is to “transform the educational experience for all learners for success in and through high school, college and beyond.”

SOAR Academy has six core values: for its teachers, leaders, students and families:

- 1. Excellence - We value striving for excellence every single day, in every single situation. We know that excellence is the result of purposefully learning from failures and challenges.**
- 2. Diversity - We value the wealth of experiences and perspectives that our diverse community**

brings to SOAR, and know that understanding these different perspectives creates compassionate, critical thinkers and leaders.

3. **Joy** - We endeavor to find joy in every experience and undertaking. Our learning community is one that celebrates the joy of learning and personal discovery.

4. **Arts are foundational** - Arts integration demands creativity, problem-solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create a final product. As a foundational component in our program, this provides the opportunities for teachers and students to create their own meaning.

5. **Individual AND Community** - We value our individuality, diverse perspectives and the power of community.

6. **Continuous Growth Mindset** - We get smarter and smarter through hard work and learning from failure; we value the small, persistent steps that it takes to be great; we know that greatness in anything is the result of continual practice over long periods of time.

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

SOAR Academy will serve kindergarten through 8th grade students. The kindergarten through 4th grade will be known as the “Primary Academy” and the 5th through 8th grade will be known as the “Intermediate Academy”. SOAR’s educational model relies upon stages of gradual release over its nine-year program. The table below illustrates the stages of gradual release at SOAR Academy and key programmatic shifts for each academy. In general, gradual release is a research-based approach to providing the correct type of pedagogy and instructional methods to students as they grow through adolescence. For additional information on each area listed below, please see the SOAR application.

| | Primary Academy (Grades K-4) | Intermediate Academy (Grades |
|-----------------------|---|---|
| Whole School Approach | <ul style="list-style-type: none"> • Standards-Based, Aligned Curriculum • Personalized Learning Plans • Data-Driven Instruction and Planning • Technology Enhanced Personalization • Team Teaching • Arts exploration • Multi-tiered system of intervention | |
| Academy Focus | <ul style="list-style-type: none"> • Teacher-Centered Learning Environment • Direct Instruction and Content Mastery • Station Rotation classroom structure | <ul style="list-style-type: none"> • Student-Centered Learning Environment • Group Work and Project-Based Learning • Flipped Classroom structure |

| | | |
|---|--|--|
| <p>Extended Learning Opportunities</p> | <ul style="list-style-type: none"> • Classroom-Selected Community Service Projects | <ul style="list-style-type: none"> • Internships • Rite of Passage Portfolio |
|---|--|--|

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

A successful school is able to demonstrate student achievement through data (test scores) and a creation of community. Building a structured, orderly, and positive learning environment is crucial to transforming the educational experience for all students, both intellectually and socially. Some key factors for success include: frequent teacher feedback, data-driven instruction, intensified tutoring, increased instructional time and high expectations. SOAR Academy will foster a values-rich environment that inspires students to work hard and treat others with respect. Core Values (excellence, diversity, joy, the value of the individual *and* community, continuous improvement) will constantly be reinforced in the classroom, during assemblies, in the hallways, in written communication with parents and on banners, on posters and displays around the school. Constant repetition of our values motivates students to aspire and to achieve, and helps them develop an ethos of continual self-improvement and concern for the well-being of others.

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

As a member of the founding board, our job is to assess whether or not the school is achieving its mission. To make that assessment, we will set goals and review strategies that will continually guide the school towards the fulfillment of its mission.

We believe that 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?**

To determine the answers to the above questions we will use state and SOAR specific academic assessments, audits and financial plans that ensure stability and personnel reviews that allow for 360° feedback.

Governance

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

As a Founding Board, the group fully realizes that strong leadership is required for a high performing school to grow and flourish. This includes strong day-to-day management by the CEO of the school and oversight by a Governing Board. In order to best steward the vision and mission of the school, the SOAR Board will have the responsibility of defining, communicating, monitoring, and ultimately ensuring the success of the school.

SOAR Academy will be governed by an odd number of board members consisting of between seven and 15 Directors. The board will include the CEO who will serve as an ex-officio, non-

voting member and other members who offer diverse experiences that will enable the board to ensure the school’s academic success, organizational viability, and faithfulness to the terms of the charter. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience. The Board will develop and approve the annual budget and school policies, attend monthly board meetings, and serve on a board sub-committee.

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

SOAR is committed to using data in order to ensure that the school is successful, even in its first year of operation. Staff will be trained to collect, upload, analyze, reflect, and create action plans based on their data. Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with faculty, students, parents, and the general public. SOAR aims to have high transparency with all of our data, and will be forthcoming in our areas of strengths and also our weaknesses. The table below illustrates the goals for SOAR Academy. The first three goals below begin when students have attended SOAR for at least two years, however, we can begin to assess student progress and ensure high quality academic excellence in the first year. Goals four through seven will be assessed in the first year.

| Goal 1: Students will achieve mastery in Reading/Language Arts. | |
|--|--|
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of a scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All S.O.A.R Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |
| Measure | 90% of 4th, 7th grade students will attain of rate of proficiency or above on the Smarter Balanced Assessment. |
| Goal 2: Students will achieve mastery in Mathematics. | |

| | |
|----------------|--|
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All SOAR Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |

Goal 3: Students will achieve mastery in the Sciences.

| | |
|----------------|---|
| Measure | 65% of all scholars who have attended the school for two or more year will score in the Proficient or Advanced category in Science on the Smarter Balanced Assessment. 75% of all scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All students at SOAR who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the Smart Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR students on the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |

Goal 4: S.O.A.R Academy will be fully enrolled and demonstrate high levels of daily attendance and scholar retention.

| | |
|----------------|---|
| Measure | 85% of students who begin the school year at SOAR will remain in the school throughout the academic year. |
|----------------|---|

| | |
|----------------|---|
| Measure | 90% of students who complete the school year at SOAR will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness) |
| Measure | SOAR Academy will average 95% or higher daily student attendance in each school year. |

Goal 5: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of S.O.A.R Academy.

| | |
|----------------|---|
| Measure | Parent satisfaction with the clear and open communication by the faculty and staff of S.O.A.R Academy, as measured by an annual survey at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |
| Measure | Parent satisfaction with the academic program, as measured by an annual survey conducted at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |

Goal 6: S.O.A.R Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility.

| | |
|----------------|---|
| Measure | External, annual audit reports will demonstrate that S.O.A.R Academy meets or exceeds professional accounting standards. |
| Measure | Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission as measured by yearly balanced budgets submitted to the State agency, OSPI. The Finance Committee of the Board of Directors will review this budget monthly. |

Goal 7: The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools.

| | |
|----------------|--|
| Measure | The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year. |
| Measure | The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board. |

| | |
|----------------|---|
| Measure | The Board of Directors will annually review the bylaws and update as necessary. |
| Measure | The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses. |

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

If SOAR Academy achieves all of the goals stated above, we know that our school is successful. In the event that our school does not meet our own internal goals and standards for student performance, we will immediately take corrective measures, utilizing all resources (the Board of Directors, theory, research, and faculty/staff input) to re-focus ourselves on our vision and mission thus taking action to make the necessary changes to produce desired results.

Some possible turnaround measures include:

- **Conduct a self-study to identify the school's most pressing needs**
- **Adopt a research-based reform program**
- **Organize school into small learning communities**
- **Create incentives for students to study and achieve**
- **Schedule change**
- **Move toward full interdisciplinary instructional programs**
- **Establish a more safe and orderly learning environment**

We will also use the School Performance Scores (SPS) as a benchmark for how well we have fulfilled the minimum standards as set by OSPI. If we are performing at such levels as to qualify for School Improvement, we will work with the State Authorizer to develop a written School Improvement Plan. Furthermore, we will remain in constant communication with the State Commission to determine other steps we might take to steer ourselves toward high achievement and out of School Improvement status.

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

After the charter is approved, the board will have to create a strategic plan to expand the existing board. With this expanded board of at least nine members, the board should develop a strategic plan that will include community outreach to the families in the Hilltop community, fundraising to ensure a financially healthy startup, a long-term facility review, and a hiring plan for new teachers and staff members. Beyond the initial startup of the charter, the board will need to have regular meetings, site visits, and community forums to ensure that the school is achieving all that it has promised to the community.

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?

Academic excellence for students and sustainability of the school must be the constant focus of

the board. In a situation where an individual board member is not acting in the best interests of the school and students, the full board will need to act quickly and decisively to address the situation. When appropriate, discussion should be conducted in an open forum and written notice of intended disciplinary action must be issued. A vote of the board will decide the suitable course of action and that must be respected by all board members.

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

**George Meng – serve on the board of City Year Seattle King County
Camilla Dellino – former principal at Roxhill Elementary, a school where City Year serves
Lauren Guzauskas – former staff at City Year**

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 met the Founding Leader, Kristina Bellamy-McClain, when she was a principal at Emerson Elementary, a school where City Year serves.

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.

x 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.

x 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.

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

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

x None. Yes

Certification

I, Amy B. Barnes, 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 SOAR Academy Charter School is true and correct in every respect.

 _____ 11/14/13 _____
Signature Date

Amy B. Barnes



Professional Experience

PFEFFER DEVELOPMENT, LLC, Seatac, WA and Anchorage, AK (2013 – Present)

DIRECTOR OF STRATEGIC PROJECTS

Lead the company's business development activities focusing on consolidated rental car facilities. Interface with leadership of all major rental car brands, airports and governing entities to develop and operate shared facilities at locations across the United States and Canada. Work with a highly specialized team of consolidated rent a car (CONRAC) experts who focus on contract/document development, financing and facility management.

FUNDRAISING PARTNERS NORTHWEST, Seattle, WA (2004 – 2012)

STRATEGIC EVENTS & FUNDRAISING, Seattle, WA (1998 – 2004)

PARTNER/OWNER

Co-founded fundraising and event management firm to provide services to political, corporate and not-for-profit clients in the Pacific Northwest and Alaska. Expanded original company to provide enhanced services, increasing annual revenue by more than 30 percent. Directed firm's political practice while managing highest-profile clients. Developed detailed fundraising plans with scheduling, financial projections and strategies across key revenue sources from grassroots to major donor initiatives. Recruited and guided community leaders and C-level executives to head volunteer fundraising efforts; hired/managed vendors and staff; analyzed data and recommended/implemented course corrections as necessary.

Major Accomplishments:

- Cultivated, solicited and closed five and six figure individual and corporate contributions to political committees.
- Directed fundraising of over \$75 million for federal, state and local campaigns and causes.
- Developed and implemented comprehensive fundraising budgets for candidate direct solicitation, finance committee, local and national events, direct mail, telemarketing and online solicitation.
- Counseled leaders from Safeco Insurance and the University of Washington to establish the Safeco Scholarship Fund, raising over \$1.5 million for students in the UW's diversity scholars program.
- Provided leadership and managed a team of up to 10 professionals.

BDO SEIDMAN, Seattle, WA (1997 – 1998)

DIRECTOR OF ADMINISTRATION

Partnered with managing principal to lead 40-person local office of national consulting firm, including hiring and managing administrative team. Directed all human resource functions and led efforts to grow brand awareness in the Puget Sound Region.

U.S. SENATOR FRANK MURKOWSKI, Washington, D.C. (1994 – 1997)

ASSISTANT TO THE CHIEF OF STAFF

Supported United States senator and senior staff, managing internal and external communications, travel, constituent affairs, office budgets and VIP events. Selected and supervised 60 interns over four summers. Developed itinerary and coordinated all aspects of multi-day trips for members of Congress and staff, including to Alaska's Arctic National Wildlife Refuge and the Commonwealth of Puerto Rico.

Community Leadership

- Development Committee Chair & Board Member: City Year Seattle/King County (2009 – Present)
- Board Member: Roanoke Conference (2010 – Present)
- Advisory Board Member: Slade Gorton International Policy Center (2012 – Present)
- Co-Founder & Event Co-Chair: Seattle Adventure Race for Parkinson's (2013 – Present)
- Founding Board Member: SOAR Academy (2013 – Present)

Education

- Bachelor of Arts in Political Science, Denison University, Granville, OH

- Fundraising Management Certificate Program, University of Washington, Seattle, WA

Amy Barnes, SOAR Academy Founding Board Member

Amy B. Barnes

Amy Barnes is a goal-driven leader responsible for managing complex campaign environments. She is an expert relationship manager with extensive background in public affairs, advocacy, fundraising and project management. In addition, she is highly skilled at structuring strategic partnerships and working successfully with individuals from across socioeconomic groups and the political spectrum.

Amy currently serves as Director of Strategic Projects for Pfeffer Development, a real estate development firm. In addition, she is a civic leader dedicated to improving her community by directly working with four not-for-profit organizations, including serving on the board of City Year Seattle/King County (CYSKC) for nearly five years.

Her background includes co-founding two Seattle-based consulting firms specializing in fundraising and event management for political, corporate and not-for-profit clients. There she directed the fundraising of more than \$75 million for federal, state and local campaigns and causes throughout the Pacific Northwest and Alaska. Amy began her professional career in Washington, DC as assistant to the chief of staff for former U.S. Senator Frank Murkowski. She earned a Bachelor of Arts in Political Science from Denison University in Granville, OH in 1994 and is a graduate of A.J. Dimond High School in Anchorage, AK.

Charter School Board Member Information

To be completed individually by each proposed charter school board member.

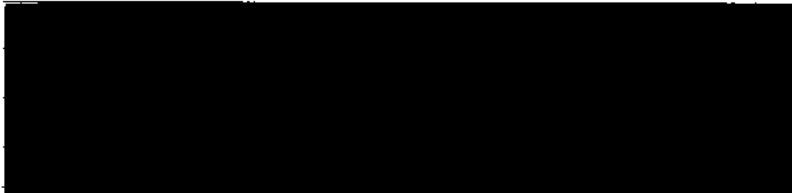
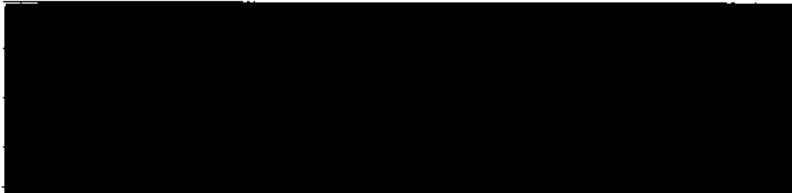
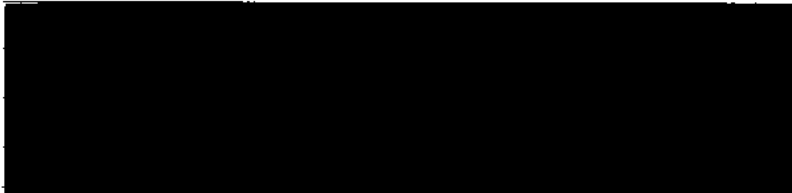
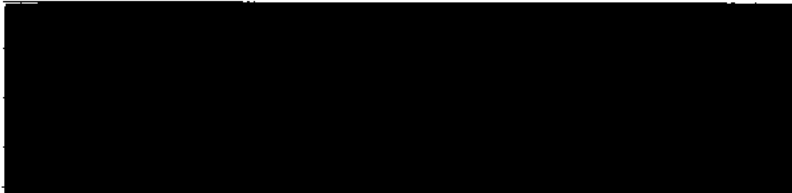
All forms must be signed by hand.

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 SOAR Academy
2. Full name Carmela Dellino
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 vision and mission of SOAR Academy. **After almost 30 years in education in a variety of capacities, it is ever so apparent that families and students deserve alternatives, in a public school, that meet their needs. SOAR Academy provides that.**

6. What is your understanding of the appropriate role of a public charter school board member? **1. Safeguard the school's mission. 2. Secure sufficient resources to fulfill the school's mission. 3. Ensure strategic and effective resource allocation. 4. Hire, support and assess the performance of the school's CEO. 5. Serve as ambassadors for the organization. 6. Set policies and procedures. 7. Monitor and ensure legal and regulatory compliance. 8. Assess the performance of the Board.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on two Boards for non-profits in the past and the rules of governance are similar (Seattle SCORES and First Book of King County)

8. Describe the specific knowledge and experience that you would bring to the board.
As an educator for 30 years, I have served in a variety of capacities, including: Was assigned as the principal of a failing public elementary school. Successfully turned the school around in four years, as evidenced by academic gains of over 60%; served as an Executive Director of Schools for Seattle Public Schools. This position required that I oversee all the operations and educational programming of 21 schools in Seattle Public Schools. Currently I serve as an Educational Consultant, supporting 8 Title I public elementary schools in Seattle.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide students with a rigorous, engaging and personalized educational experience, preparing them to become productive members of a diverse, global society and equipping them academically and socially for success in and throughout high school, college and beyond.

2. What is your understanding of the school's proposed educational program?
SOAR Academy will serve K – 8th grade students. Elements of the educational program include: Whole school approach that includes standards based aligned curriculum, personalized learning plans, MTSS, Arts Integration, Technology Enhanced Personalization, team teaching and data driven instruction. There is a differentiated design for primary and intermediate for project –based learning, which evolves into internships and portfolios.

3. What do you believe to be the characteristics of a successful school?
 - 1. Clear and shared focus**
 - 2. High standards and expectations for all students; high level of rigor**
 - 3. High quality leadership**
 - 4. High levels of collaboration and communication among stakeholders**
 - 5. Curriculum, instruction and assessments aligned with state standards**
 - 6. Frequent monitoring of learning and teaching**
 - 7. Focused professional development**
 - 8. Supportive, personalized learning environment**

9. High level of family and community involvement

- 4. How will you know that the school is succeeding (or not) in its mission? **Through ongoing Board assessments and evaluations, periodic review of the data; input from all stakeholders**

Governance

- 1. Describe the role that the board will play in the school’s operation.
The Board is responsible for ensuring there is adherence to the school’s mission. The Board will evaluate the performance of the CEO. The Board will ensure legal and regulatory compliance.
- 2. How will you know if the school is successful at the end of the first year of operation?
Based on survey data from parents, staff, students and the CEO. Evidence of being fiscally sound. Adherence to policies and procedures.
- 3. How will you know at the end of four years of the school is successful? **If the school is fiscally sound; has been able to meet the goals established in the strategic plan; data demonstrates student achievement; legal and regulatory compliance; families and community members consider the school an asset to the community**
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Committees and Board representation needs to be varied in skill and reflective of the community we are serving. Work reflects teamwork commitment, adherence to philosophy, vision and mission of the school, ability to resolve conflict and differences of opinion in a productive manner, adherence to the bylaws and guidelines of the SOAR Charter School Board**
- 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? **If it were to come to believing a board member was acting unethically, I would follow the established Board procedures, which still need to be written. It would be imperative that I report this concern to the Board Chair, with the reasons that have created my belief. If in fact a Board member has acted unethically, I would support that she immediately be removed from the board. If a board member has acted in such a way that is not in the best interest of the school, then again, I would follow Board procedures and report it to the Chair. Depending on the nature and magnitude of the infraction would determine next steps. These procedures need to be established within the first two months of SOAR Academy being granted a charter.**

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.

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

I / we do not know any such persons. Yes

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

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

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

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

8. Indicate whether you, your spouse or other immediate family members are a director,

officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

X None. Yes

Certification

I, CARMELA Dellino, 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 SOAR Charter School is true and correct in every respect.

Carmela Dellino
Signature

11-13-13
Date

Carmela Dellino; SOAR Academy Founding Board Member

ADDITIONAL LEADERSHIP EXPERIENCE

- Assistant Principal Shorewood High School (7-2005 – 6-2008)
- Shoreline School District's Diversity Specialist and co-leader Diversity Task Force
- Developer and coordinator of Shorewood Climate and Vision Committees
- Led Crisis Response teams for Shoreline School District
- Instructional and Curriculum Leader English Department Blanchet High School

ADDITIONAL EXPERIENCE

Shorewood High School Counselor/Dept. Chair

Shoreline School District 8/1994 to present
Shoreline, Washington

Nelson Middle School Counselor/Dept. Chair

Renton School District 8/1990 to 6/1994
Renton, Washington

Domestic Violence Specialist

Bellevue Police Department 1/1988 to 6/1991
Bellevue, Washington

Language Arts Teacher Grades 9 - 12

Blanchet High School 8/1982 to 6/1986
Seattle, Washington

Teacher 7th and 8th Grades

St. Lukes School 8/1981 to 6/1982
Shoreline, Washington

AWARDS

- Teacher of the Year Shoreline School District 2003
- Washington Woman "The Power of One Award"
sponsored by the U.S. Senator's Office 1999
- Professional Excellence Award Woodring College of Education
Western Washington University 1992

EDUCATION

P-12 Residency Principal's Certification

Western Washington University 2005

Masters of Education: School Counseling and Guidance

University of Washington 1989

Washington State Teacher Certification Program 1980

Bachelor of Arts: English 1979

Bachelor of Arts: Italian Language and Literature 1979

University of Washington

References available upon request.

Carmela Dellino; SOAR Academy Founding Board Member

Carmela Dellino Bio

Carmela Dellino has been an educator for over 30 years. Her educational career spans Pre-K through 12th grade. Currently, she serves as a Consultant for the Office for Education at the City of Seattle. In this role, she provides consulting to the elementary innovation schools in the Seattle School District, offering support in increasing student achievement and closing the opportunity and achievement gaps. Prior to that, she worked as the Executive Director of Schools for the Southwest Region of Seattle Public Schools and four years as the Principal at Roxhill Elementary. During those four years, she led the school reform efforts that resulted in significant increases in student achievement, enrollment and family and community engagement.

Her career began as an English teacher at Blanchet High School. For 16 years she worked as a school counselor, serving four years at Nelson Middle School in the Renton School District and 12 years at Shorewood High School, where she also worked as Assistant Principal for three years. While at Shorewood, she was invited to be the District's Diversity Specialist and co-led the District Diversity Task Force. She was honored to be named the Teacher of the Year in 2003 for the Shoreline School District. Dellino earned her principal certification through Western Washington University and a Masters of Education in Educational Psychology at the University of Washington. She also holds Bachelor of Arts degrees in Italian Language and Literature and English from the University of Washington.

Charter School Board Member Information


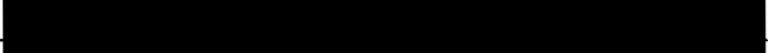
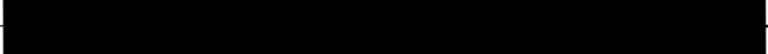
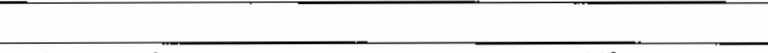
**To be completed individually by each proposed charter school board member.
All forms must be signed by hand.**

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 SOAR Academy
2. Full name Lauren Guzauskas
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 a nonprofit professional who is dedicated to improving the quality of public education and I am a strong proponent of education reform. I believe that charter schools give our school leaders the necessary space to innovate on behalf of our students.

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

Board members are charged with ensuring that the school achieves its mission of providing academic excellence to its students, that it is financially stable, and that it has the right leader in the CEO position. A board member's role is oversight, not operations, which is the primary responsibility of the school leader. The Board should be as transparent as possible and meetings should be open to the public. Overall, a board member of a charter school is that school's ultimate champion to the public on behalf of the school's children and families.

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 managed multiple Board committees for City Year including development, annual dinner, and program evaluation. At Seattle Central, I manage our annual dinner committee, scholarship committee, and co-manage our full board meetings as well as the executive and finance committees. I have also recruited board members and committee members.

While I have not acted as a board member myself, I have ample experience interacting with and managing boards. I understand what makes a high-quality board member and the high level of responsibility that comes along with the title. One of the necessary qualities of a board member is an alignment with the mission of the school. I have invested my professional career in various social justice issues and giving disenfranchised, low-income students a chance at a high quality education is of the upmost importance to me. I am passionate about education reform and believe that charters schools are a necessary part of that reform because they allow education leaders to innovate. My dedication to the school, professional experience, coupled with my masters in public administration make me a capable board member.

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

I have extensive experience as a fundraiser, which is an area of expertise that is valuable to any nonprofit and necessary for SOAR Academy specifically. I also have experience managing significant program evaluation projects in the content area of K-12 education and higher education scholarships. I have experience managing Board members as well as hiring, managing, and unfortunately, terminating staff members.

In my current position as Associate Director at the Seattle Central Foundation, I was part of a two person team that evaluated the mission, staffing structure and personnel of the Foundation. Within a year and a half of beginning my new position, we refocused the mission, launched a multi-million dollar scholarship campaign called the Seattle Promise, and reorganized the staff to actualize our new strategic plan. Our team of two has now grown to five staff members and we have never been as financially stable, nor had such a significant impact on the students of Seattle Central. This experience of creating a team and a mission almost from scratch is very similar to the work that is necessary to begin a charter school.

School Mission and Program

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

The mission of SOAR Academy is to provide students with a rigorous, engaging and personalized educational experience that prepares them to become productive members of a diverse, global society.

To do that SOAR will give them the academic and social tools for success through high school, college and beyond. The guiding beliefs of SOAR are summarized in the following six core values:

1. *Excellence* - We value striving for excellence each day and in every situation. Excellence is the result of purposefully learning from failures and challenges.
2. *Diversity* - We value the wealth of experiences and perspectives that our diverse community brings to SOAR. Understanding these different perspectives creates compassionate, critical thinkers and leaders.
3. *Joy* - We endeavor to find joy in every experience and undertaking. Our learning community is one that celebrates the joy of learning and personal discovery.
4. *Arts are foundational* - Arts integration demands creativity, problem-solving, perseverance, and collaboration to create a final product. As a foundational component in our program, this provides the opportunities for teachers and students to create their own meaning.
5. *Individual AND Community* - We value our individuality AND we value the diverse perspectives and power of community.
6. *Continuous Growth Mindset* - We value hard work and learning from failure and understand that each experience makes us smarter. We value the small, persistent steps that it takes to be great; we know that greatness in anything is the result of continual practice over long periods of time

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

SOAR Academy will serve kindergarten through 8th grade students. The kindergarten through 4th grade will be known as the “Primary Academy” and the 5th through 8th grade will be known as the “Intermediate Academy”. SOAR’s educational model relies upon stages of gradual release over its nine-year program. The table below illustrates the stages of gradual release at SOAR Academy and key programmatic shifts for each academy. In general, gradual release is a research-based approach to providing the correct type of pedagogy and instructional methods to students as they grow through adolescence. For additional information on each area listed below, please see the SOAR application.

| | Primary Academy (Grades K-4) | Intermediate Academy (Grades 5-8) |
|---------------------------------|---|---|
| Whole School Approach | <ul style="list-style-type: none"> • Standards-Based, Aligned Curriculum • Personalized Learning Plans • Data-Driven Instruction and Planning • Technology Enhanced Personalization • Team Teaching • Arts exploration • Multi-tiered system of intervention | |
| Academy Focus | <ul style="list-style-type: none"> • Teacher-Centered Learning Environment • Direct Instruction and Content Mastery • Station Rotation classroom structure | <ul style="list-style-type: none"> • Student-Centered Learning Environment • Group Work and Project-Based Learning • Flipped Classroom structure |
| Extended Learning Opportunities | <ul style="list-style-type: none"> • Classroom-Selected Community Service Projects | <ul style="list-style-type: none"> • Internships • Rite of Passage Portfolio |

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

A successful school will not only have the hard data (test scores) to show that students are learning at or above grade level, but will also have an 'it' factor that is more difficult to describe. It's a feeling of strong community, of support and engagement in learning and in the development of your fellow students. When walking into a successful school to do a site visit, I expect to see energetic, passionate teachers with bright, clean, colorful classrooms. I expect to see hallways that boast student work and inform parents and students alike about the exciting after-school programs, field trips, community partnerships, and other enrichment opportunities. The leadership team of successful schools needs to create an environment of creativity, collaboration, and continuous learning so the teachers, parents, local businesses, nonprofits, and other community members can come together to provide everything that the students need on a tight budget. Successful schools are built on the backs of successful, passionate leaders and teachers.

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

As a member of the founding board, our job is to assess whether or not the school is achieving its mission. To make that assessment, we will set goals and review strategies that will continually guide the school towards the fulfillment of its mission.

We believe that 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?

To determine the answers to the above questions we will use state and SOAR specific academic assessments, audits and financial plans that ensure stability and personnel reviews that allow for 360° feedback.

Governance

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

SOAR Academy will be governed by an odd number of board members consisting of between seven and 15 Directors. The board will include the CEO who will serve as an ex-officio, non-voting member and other members who offer diverse experiences that will enable the board to ensure the school's academic success, organizational viability, and faithfulness to the terms of the charter. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience. The Board will develop and approve the annual budget and school policies, attend monthly board meetings, and serve on a board sub-committee.

As a Founding Board, the group fully realizes that strong leadership is required for a high performing school to grow and flourish. This includes strong day-to-day management by the CEO of the school and oversight by a Governing Board.

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

SOAR is committed to using data in order to ensure that the school is successful, even in its first year of operation. Staff will be trained to collect, upload, analyze, reflect, and create action plans based on their data. Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with faculty, students, parents, and the general public. SOAR

aims to have high transparency with all of our data, and will be forthcoming in our areas of strengths and also our weaknesses. The table below illustrates the goals for SOAR Academy. The first three goals below begin when students have attended SOAR for at least two years, however, we can begin to assess student progress and ensure high quality academic excellence in the first year. Goals four through seven will be assessed in the first year.

| Goal 1: Students will achieve mastery in Reading/Language Arts. | |
|--|--|
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All S.O.A.R Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |
| Measure | 90% of 4th, 7th grade students will attain of rate of proficiency or above on the Smarter Balanced Assessment. |

| Goal 2: Students will achieve mastery in Mathematics. | |
|--|--|
| Measure | 65% of all students who have attended the school for two or more years, in grades 3-8, will score in the Proficient or Advanced category in Reading/Language Arts on the Smarter Balanced Assessment. 75% of all scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All SOAR Academy 3 rd through 8 th grade students who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district school average as measured by the Smarter Balanced Assessment. |

| | |
|----------------|--|
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR Academy students on the Reading Comprehension section of the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |
|----------------|--|

Goal 3: Students will achieve mastery in the Sciences.

| | |
|----------------|--|
| Measure | 65% of all scholars who have attended the school for two or more years will score in the Proficient or Advanced category in Science on the Smarter Balanced Assessment. 75% of all scholars who have attended the school for three or more years will score in the proficient or advanced category. 85% of scholars who have attended the school for four or more years will score in the proficient or advanced category. |
| Measure | All students at SOAR who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the Smarter Balanced Assessment. |
| Measure | In a cohort analysis of longitudinal growth, the average annual increase of percentiles among SOAR students on the NWEA MAP, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. |

Goal 4: S.O.A.R Academy will be fully enrolled and demonstrate high levels of daily attendance and scholar retention.

| | |
|----------------|---|
| Measure | 85% of students who begin the school year at SOAR will remain in the school throughout the academic year. |
| Measure | 90% of students who complete the school year at SOAR will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness) |
| Measure | SOAR Academy will average 95% or higher daily student attendance in each school year. |

Goal 5: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of S.O.A.R Academy.

| | |
|----------------|---|
| Measure | Parent satisfaction with the clear and open communication by the faculty and staff of S.O.A.R Academy, as measured by an annual survey at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |
| Measure | Parent satisfaction with the academic program, as measured by an annual survey conducted at the conclusion of the school year, will on average exceed 75%. The percentage of parents completing the survey will average at least 75%. |

| | |
|---|---|
| Goal 6: S.O.A.R Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility. | |
| Measure | External, annual audit reports will demonstrate that S.O.A.R Academy meets or exceeds professional accounting standards. |
| Measure | Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission as measured by yearly balanced budgets submitted to the State agency, OSPI. The Finance Committee of the Board of Directors will review this budget monthly. |

| | |
|---|--|
| Goal 7: The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools. | |
| Measure | The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year. |
| Measure | The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board. |
| Measure | The Board of Directors will annually review the bylaws and update as necessary. |
| Measure | The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses. |

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

If SOAR Academy achieves all of the goals stated above, we know that our school is successful. In the event that our school does not meet our own internal goals and standards for student performance, we will immediately take corrective measures, utilizing all resources (the Board of Directors, theory, research, and faculty/staff input) to re-focus ourselves on our vision and mission thus

taking action to make the necessary changes to produce desired results.

Some possible turnaround measures include:

- Conduct a self-study to identify the school’s most pressing needs
- Adopt a research-based reform program
- Organize school into small learning communities
- Create incentives for students to study and achieve
- Schedule change
- Move toward full interdisciplinary instructional programs
- Establish a more safe and orderly learning environment

We will also use the School Performance Scores (SPS) as a benchmark for how well we have fulfilled the minimum standards as set by OSPI. If we are performing at such levels as to qualify for School Improvement, we will work with the State Authorizer to develop a written School Improvement Plan. Furthermore, we will remain in constant communication with the State Commission to determine other steps we might take to steer ourselves toward high achievement and out of School Improvement status.

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

After the charter is approved, the board will have to create a strategic plan to expand the existing board. With this expanded board of at least nine members, the board should develop a strategic plan that will include community outreach to the families in the Hilltop community, fundraising to ensure a financially healthy startup, a long-term facility review, and a hiring plan for new teachers and staff members. Beyond the initial startup of the charter, the board will need to have regular meetings, site visits, and community forums to ensure that the school is achieving all that it has promised to the community.

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?

First and foremost, I would discuss my concerns with the board as a whole and with the school leader. Ideally, these discussions would be on record and if any of the decisions that I find problematic are called forward for a vote, I would formally dissent. If board members could not explain their actions as ethically sound, or if I thought they were still acting with a conflict of interest, then I would move my concern to the next level, which I believe would be the Office of the Superintendent of Public Instruction (OSPI). Ultimately, I would resign from the board because I would not risk my reputation, or personal liability for unethical choices.

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 knew Amy Barnes and George Meng previous to my involvement with the SOAR Academy Board. Both Amy and George serve as advisory board members for City Year Seattle/King County where I was an employee from 2006 to 2012.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization

that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

None. Yes

Certification

I, Lauren Guzauskas, 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 SOAR Academy Charter School is true and correct in every respect.


Signature

11/14/13
Date

Lauren Guzauskas - Relevant Personal and Professional Experiences (Bio)

I am the daughter of two K-12 public school educators who worked their entire careers in struggling, under-performing districts in the Chicago area. My family lived in Oak Park, which is an economically middle to upper class community with a high quality public school system. In elementary school I recognized the difference between the quality of my public education and the under-performing public schools that employed my parents. I didn't understand until much later the structural inequalities and lack of opportunities that plague our nation's education system.

Throughout my career, I have moved from one policy arena to another in order to have the greatest impact on society. I started in the arts where I worked on the grants program for the Regional Arts Commission in St. Louis, but I believed that youth needed food before crayons, so I switched from the arts to social service. After working as a fundraiser at Casa Central, a social service agency that served thousands of clients from cradle to grave, I realized that the vast majority of those we served lacked a quality education. I wanted to move upstream and work for education equity – what I believe to be the civil rights issue of our time. I transitioned to City Year, a large nonprofit that focuses on helping K-12 public schools stop the nation's dropout crisis. After five years at City Year, I wanted to work within the education system to create change. As the Associate Director of the Seattle Central Community College Foundation, which has an endowment of approximately \$8.5 million and distributes approximately \$450,000 to students in scholarships each year, I help our city's most disenfranchised students access the education that was otherwise out of reach.

Lauren Guzauskas

I am an extremely passionate and results-driven nonprofit professional with the creativity and persistence to become a leader in my field. I have over eight years of experience in fundraising and philanthropy for the arts, social service and public education.

SUMMARY OF QUALIFICATIONS:

- Over seven years of professional experience in client relations, philanthropy, and strategic planning
- Proven ability to effectively manage multiple projects and reporting requirements in a deadline-driven environment
- Strong professional written and oral communication skills
- Demonstrated leadership skills and respected by staff, supervisors and community decision-makers
- Master of Public Administration degree with a focus on nonprofit management and education policy

WORK EXPERIENCE:

Seattle Central Community College Foundation – Seattle, WA

Associate Director

January 2012 – Current

- Co-manage manage \$8.5 million endowment; in FY12 increased Foundation endowment by \$500,000;
- Created and launched Seattle Promise scholarship to provide free tuition to *any* qualifying student who wants to study at Seattle Central;
- Guide donors through scholarship criteria development and scholar selection to maximize both donor intent and our students' academic achievement;
- Manage annual review process and scholarship selection for over 400 scholarship applications for 74 unique student scholarships of 160 awards totaling over \$450,000;
- Manage distribution of professional development grants and student emergency funds;
- Increased annual fundraising dinner revenue by 50% and general operating funds by 45%; and
- Supervise two full-time Foundation professionals.

City Year Seattle/King County – Seattle, WA

Director of Strategic Advancement

July 2011 – January 2012

As a member of the Senior Leadership Team, I created and implemented new strategies for City Year Seattle/King County to strengthen the organization by increasing its efficiency and impact.

- Created, recruited, and led the Evaluation Committee to explore our program model and impact;
- Collected and analyze school and student-based data for our student and comparison groups;
- Convened program managers to resolve implementation problems and share best-practices;
- Provided analysis and key financial and programmatic inputs to shape our growth strategy;
- Fundraised primarily through corporate and foundation sources to meet \$2 million-plus annual budget;
- Increased the organization's budget by 50% through a single \$3.2 million gift for FY12 through FY14; and
- Managed City Year Seattle's media and outreach efforts; and
- Supervised two full-time development professionals.

Associate Development Director

Sept. 2009– July 2011

- Managed a portfolio of corporate and foundation grants with a total value of \$900,000; increased revenue by 10%, despite tough economic times; and
- Co-managed development plan and execution including analyzing financial risk and outlined evaluation plan.

Senior Development Manager

June 2008– Sept. 2009

- Led department and participated on leadership team during director turnover;
- Managed Advisory Board's communications committee and AmeriCorps member outreach committee; and
- Led workshop on best practices for fundraising at annual dinners during City Year's national training conference.

Development Manager

Oct. 2006 – June 2008

- Performed ongoing prospect research, drafted and edited proposals/reports for a portfolio of 40 foundations;
- Created and managed a financial tracking system and a grant deadline tracking system; and
- Mentored and led 55 AmeriCorps members and led them through workshops on grant writing, communications, stakeholder analysis, and community power mapping.

Casa Central – Chicago, IL**Grants Manager***June 2005– Oct. 2006*

- Served as principle contact and grant writer for corporate, government, and foundation funders;
- Assisted with development work plan;
- Participated on organization-wide Continuous Quality Improvement Committee;
- Developed a prospect research tracking system; and
- Processed all contributions; maintained Raiser’s Edge database, internal financial and deadline tracking systems.

Regional Arts Commission – St. Louis, MO**Full-Time Grants Intern***Jan. 2005 – May 2005*

- Reviewed, edited, and suggested improvements on submitted grants;
- Coordinated workshops, seminars, panel meetings, and gallery events; and
- Provided database support; created a new database in Pearl – an Access based program

TRAININGS, WORKSHOPS and CONFERENCES

- City of Seattle –2011 Inaugural Class of Engage Seattle Program; trainings sessions to engage and organize citizens
- People’s Institute for Survival and Beyond – Undoing Institutional Racism training
- The Connections Group – Communication Training
- Various Association of Fundraising Professionals (AFP), Northwest Development Officers Association (NDOA), Council for Advancement and Support of Education (CASE) and Puget Sound Grantwriters Association (PSGA) Trainings

EDUCATION:**University of Washington – Seattle, WA***Sept. 2009 – Dec. 2011*Daniel J. Evans School of Public Affairs, Master in Public Administration (focus on education policy) 3.71 GPA

- MPA Degree Project, *Leading IslandWood*, won the Maxwell School of Syracuse University's 2012 Snow Foundation Award for Best Case or Simulation in Collaborative Nonprofit Management
- Pi Alpha Alpha honors society for top level MPA students

North Park University – Chicago, IL*Sept. 2005 – July 2006*Graduate Level Certificate in Non-Profit Management 3.87 GPA**University of Minnesota – Twin Cities, MN***Sept. 2000 – May 2004*Bachelor of Arts, cultural anthropology; minor in philosophy *magno cum laude*. 3.68 GPA

- University of Minnesota Robert K. Spencer Prize for best undergraduate paper in social anthropology
- Pi Beta Kappa member and Presidential Scholarship recipient
- 4 year NCAA Division I Varsity swim team member and 4 time Big Ten Scholar Athlete

SKILLS: Proficient in SPSS, PowerPoint, Excel, Prezi, Word, Publisher, Access and databases Raiser’s Edge and Pearl**VOLUNTEER ACTIVITIES**

- City Year and Seattle Central service projects
- 4Culture – Committee member that determined funding for capital grants
- Starbucks organized neighborhood cleanup

Charter School Board Member Information

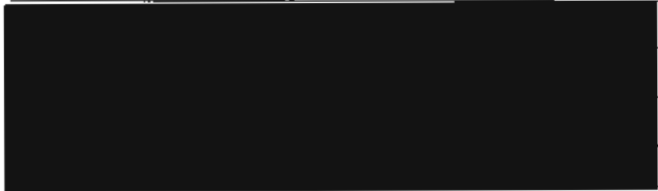
**To be completed individually by each proposed charter school board member.
All forms must be signed by hand.**

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 SOAR Academy
2. Full name Dr. Thelma A. Jackson
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?
Through my consultant work, I am aware of the historical under-achievement of many students who reside on the Hilltop of Tacoma and surrounding areas. These students have few to no options for success and I would like to help make such a possibility become reality.

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

The role of a school board member in a charter school is to define, communicate, monitor, and ultimately ensure its success. The board oversees, manages, and evaluates the Chief Executive Officer.

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.

From 1977 to 1997, I served on the North Thurston School Board in Lacey, Washington. During the course of this board service, I served as President 5 times and functioned in numerous capacities on various committees and task forces. In 1991, I was elected President of the State School Directors' Association (WSSDA) after serving as 1st Vice-President and on the Resolutions Committee. I also served as President of the Pacific Region Conference of the National School Boards Association.

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

Over the years, I have honed my leadership ability and increased my knowledge about Public education in this state and nation. I had the honor of representing school board members on Gov. Booth Gardner's Council on Education Reform and Funding (G-CERF) and was intricately involved in passage of legislation that defined WA state's education reform laws. I understand the various aspects of school governance and oversight of the chief operating officer, as well as the operational tasks including curriculum, instruction, professional development, human resource management, budgeting and finance, facilities, student support services, parental engagement, community partnerships, strategic planning, special education, gifted/highly capable programs and other areas of programming. I have been a visible and staunch advocate for equity, access, inclusion and opportunities for disenfranchised and under-served students for many years.

School Mission and Program

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

It is the mission of SOAR Academy to serve the Hilltop neighborhood of Tacoma and its highly diverse student population who are high-minority, high-poverty, and under-served. The Academy will provide students with a rigorous, engaging, culturally-relevant and personalized educational experience, preparing them to become productive members of a diverse, global society and equipping them academically and socially for success in and through high school, college and beyond.

2. What is your understanding of the school's proposed educational program? **SOAR's educational model relies upon stages of gradual release over its nine-year program, which is grounded in best practices taken from a variety of high-performing schools serving populations similar to ours on the Hilltop. The methodologies include a data-driven, rigorous standards-based curriculum; differentiated instruction; knowing students intimately; and intentional scaffolding to move from strong foundational skills for content mastery into opportunities for deep, critical thinking.**

3. What do you believe to be the characteristics of a successful school? **A successful school has a clearly defined vision and mission and is structured and organized to carry out the mission and realize the vision. Its leader is passionate and approaches the job as a “ministry”. Staff, at all levels, are culturally-competent and choose to be there. They understand the need for culturally-responsive teaching, cultural infusion into the curriculum, and high expectations for its students, staff and community. It is well governed, resourced and supported.**

4. How will you know that the school is succeeding (or not) in its mission? **School success will be measured by the benchmarks that are established along with the goals and objectives in fulfilling the mission.**

Governance

1. Describe the role that the board will play in the school’s operation. **The Board will oversee the general operations of the school through policy development and implementation, serving on committees, advocating for the school in the community, evaluating the chief operating officer on a regular basis, and providing an active strategic planning process.**
2. How will you know if the school is successful at the end of the first year of operation? **We will establish first year benchmarks and performance indicators against which to measure the school’s progress.**
3. How will you know at the end of four years of the school is successful? **The same is true for four years but particularly the number of students who will be enrolled and the success of those who would then be involved in previous years.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **The school must not be a duplication of existing schools that have failed to adequately educate the diverse student population who reside on the Hilltop. We must look at the short-comings of the current system and develop something different for this new school. It must be attractive to the community and inviting to students who have not been successful.**
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? **A carefull-worded code of ethics is necessary to ensure that there is a process and procedure for such a situation. The Board President has a strong responsibility to lead in such an instance, if they are not the culprit. The entire Board must act to protect at all times, a smooth operation that is free from unethical behavior or practices that are not in the best interest of the school.**

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.

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

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

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

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

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

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

X None. Yes

Certification

I, Thelma A. Jackson, 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 S.O.A.R. Academy Charter School is true and correct in every respect.

Thelma A. Jackson
Signature

11/14/13
Date

Bio for Dr. Thelma A. Jackson

Dr. Thelma A. Jackson is owner of *Foresight Consultants*, bringing over 30 years of experience in education change initiatives, restructuring and reform, equity and diversity, policy making, school boardsmanship, cultural competency, community mobilization, strategic planning, educational auditing, school improvement, systemic change, curriculum evaluation for bias and fairness, professional development, and educational transformation. She has provided consultant services to K-12 districts and buildings, private schools, colleges, universities, community entities, state and federal agencies, cities, foundations, educational laboratories, state associations, and faith-based organizations. Dr. Jackson served on Task Forces and Advisory Councils for five Governors of the State of Washington, including the Governor's Council on Education Reform and Funding (G-CERF) in 1991, which resulted in the state's education reform law. Thelma served on the Advisory Council for the Implementation of HB 2722, the legislation dealing with "Closing the Achievement Gap for African American Students" in the state.

Dr. Jackson has served in numerous leadership capacities over the years, such as President of the Washington State School Directors' Association; for 20 years was a Member and five-time President of the North Thurston School Board; as President of the Pacific Region of the National School Boards Association; as Chair of the State Advisory Council on Vocational Education; as Chairperson of the Washington State Legislative Ethics Board; as Chair of the Commission on African American Affairs; and as President of the Board of Trustees of The Evergreen State College, where she later taught as an Adjunct Faculty in Urban Education on the Tacoma Campus. Dr. Jackson has participated as an education panelist, seminar leader, facilitator, workshop presenter, and keynote speaker at more than 175 education-related events during her career.

Thelma has served on numerous Boards of community, civic, and service organizations, is listed in *Who's Who in America* for 2006 and 2007, and is the recipient of a number of recognitions and awards for educational and community service. She is the Immediate Past President of the Washington Alliance of Black School Educators, serves on the Steering Committee of the Black Education Strategy Roundtable, and is a member of the Board of League of Education Voters. She continues to be a visionary and respected community leader in the state of Washington, as well as a Mentor to many outstanding and talented individuals.

Thelma Jackson received a Bachelor of Science Degree in Biochemistry from Southern University in Baton Rouge, Louisiana in 1968 and a Doctorate Degree in Educational Leadership and Change from Fielding Graduate University in Santa Barbara, California in 2002. She and her husband Nat of 47 years are the proud parents of 3 children and the grandparents of 4 granddaughters. They have resided in the state of Washington for 45 years and in the Olympia area for the last 42 of those years.

RESUMÉ

Thelma A. Jackson, Ed.D.



Education

- ◆ Fielding Graduate University, Santa Barbara, CA.- Ed.D. - Educational Leadership and Change, 2002
- ◆ Southern University, Baton Rouge, LA - B. S. - Biochemistry, 1968
- ◆ Seattle University, Seattle, WA - Management Training/Decision-Making, 1977
- ◆ The Evergreen State College, Olympia, WA - Career Counseling/Life Planning, 1976

Employment

- 1997 – Present Owner and Principal Consultant, Foresight Consultants, Olympia, WA- Specializing in Educational Services
- 2002 – 2003 Adjunct Faculty in Urban Education, The Evergreen State College Tacoma Campus
- 1993 – 1997 Senior Vice-President of Education Services Division- Nat Jackson & Associates, Inc., Olympia, WA
- 1986 – 1992 Vice-President, Management Services Division -Nat Jackson & Associates, Inc., Olympia, WA
- 1979 – 1985 Jackson & Associates, Inc., Training Coordinator Olympia, WA
- 1975 – 1978 Project Coordinator, Work Options for Women YWCA, Olympia, WA
- 1968 –1971 Research Scientist, Battelle Memorial Institute Pacific Northwest Laboratory, Richland, WA - Senior Research Technician II
 - Inhalation Toxicology Department
 - Analytical Chemistry Department
 - Biology Department - Nutrition and Food Technology
- 1967 Recreation Director, Milwaukee Public Schools Summer Program, Milwaukee, WI
- 1967 Substitute Teacher, Morehouse Parish Schools - Bastrop, LA
- 1964 - 1966 Tutor for the Blind, Louisiana Department of Social & Health Services, Baton Rouge, LA

Key Skill Areas

| | |
|----------------------------------|---|
| Educational Auditing | Bias & Fairness Assessment |
| Cultural Competence | Team Building |
| Cross-cultural Communications | Budget Analysis |
| Writing | 2 nd Order Change |
| Transformational Change | Educational Reform Planning & Change Initiatives |
| Strategic Visioning and Planning | Collaborative Decision-Making |
| Public Speaking | Diversity Training |
| Vocational Education | Affirmative Action |
| Staff Training & Development | Education Equity |
| Curriculum Assessment | Multiculturalism |
| Leadership Development | Change Management |
| Ethical Conduct and Behavior | Employment & Training |
| Organizational Development | Contract Administration |
| Public Policy Making | Assessment & Evaluation |
| Management Training | Personnel Supervision |
| Conflict Resolution | Retreat Facilitation |
| Public Participation Processes | Curriculum Development |
| Legislative Processes | Character and Values Education |
| Educational Facility Planning | Site-Based Decision Making |
| Citizen Advisory Committees | Human Resource Management |
| School Budgeting and Finance | Equal Employment Opportunity Compliance |
| Cultural Awareness | |
| Statistical Analysis | |
| Deductive Reasoning | |

Organizations:

- ◆ Fielding Graduate University Alumni Council
- ◆ Northwest Institute for Leadership and Change – Founder and President of the Board of Directors (*501(c)(3) Non-Profit Organization*)
- ◆ American Education Research Association
- ◆ National Association for Multicultural Education
- ◆ Association for Supervision of Curriculum and Development
- ◆ National Alliance of Black School Educators
- ◆ Washington Alliance of Black School Educators - President
- ◆ African American/Multi-Ethnic Education Think Tanks of Washington State
- ◆ The Thurston Group of Washington State – Board of Directors
- ◆ Black Child Development Institute
- ◆ NAACP (Lifetime Member)
- ◆ Phi Delta Kappa

Boards, Councils and Committees

- 2010-Present League of Education Voters – Board of Directors
- 2008-Present Black Education Strategy Roundtable – Steering Committee
- 2007-2010 Washington Alliance of Black School Educators – President
- 2006-Present University of Puget Sound - Race & Pedagogy Community Forum
- 2000-2004 Capital Area African American Business Information Network Board
- 1998-2009 African American Education Think Tank- Founder & Chairperson
- 1976-1997 North Thurston School District Board Member, President 5 times
- 1997 Northwest Women's Law Center Leadership Breakfast Honorary Chairperson
- 1996-2000 Community Foundation Board of Directors
- 1994 Educational Technology Advisory Committee, Superintendent of Public Instruction

- 1994-1996 Northwest Regional Educational Laboratory Board of Directors
- 1994-1996 Washington State Legislative Ethics Board Chair
- 1992-1996 Washington State Commission on African-American Affairs Vice-President/President

- 1992 Education Renewal Institute: Vice-Chair, Secretary/Treasurer
- 1992 Governor Mike Lowry's Citizens Cabinet
- 1992 Governor Mike Lowry's K-12 Education Transition Task Force
- 1990-1991 Governor Booth Gardner's Council on Education Reform and Funding
- 1989 Special Interest Clinics Program Chairperson, National School Boards Association, Anaheim, CA

- 1987-1991 Pacific Mountain Private Industry Council Board of Directors
- 1987-1989 Elected Washington Women Board of Directors
- 1987 Washington State Employment Security Department - Employment and Training Advisory Council

- 1986-1988 Washington State School Volunteer Programs Board of Directors
- 1981-1986 The Evergreen State College Board of Trustees, President, 1983
- 1985 The Olympian Newspaper, Carrier Scholarship Award Selection Committee, Frank Gannet Newspaper

- 1983-1985 Citizens Education Center Northwest, Advisory Committee Member
- 1982 Chairperson - State Advisory Council on Vocational Education
- 1982 Executive Director Screening Committee, Commission for Vocational Education

- 1979-1991 National School Boards Associations: National Task Force on Vocational Education 1979-198 1, Pacific Region President 1990, Resolutions Committee 1990, President's Council 1991

- 1979 U. S. Department of Labor, National Council on Working Women
- 1978-1981 State Planning Committee - Commission for Vocational Education
- 1977-1982 Washington State Advisory Council on Vocational Education, President 1982

- 1977-1979 Northwest Women's Law Center Board of Directors
- 1977 Washington State Coordinating Committee for International Women's Year

- 1976-1980 Thurston Regional Planning Council
- 1974-1976 Olympia YWCA Board of Directors - Program Committee
- 1972-1974 Pacific Peaks Girls Scout Council, Olympia, WA -Board of Directors
- 1972 Benton Franklin American Red Cross - Board of Directors
- 1969-1972 Mid-Columbia Girl Scout Council, Richland, WA -Board of Directors

Associations and Professional Organizations

- 1986-1991 Washington State School Directors' Association, President, First Vice-President, Second Vice-President, Resolutions Committee
- 1987-1997 Thurston County School Directors Association, President 1988
- 1979-1985 Washington Women United
- 1977-1997 National Caucus of Black School Board Members
- 1973-1990 Thurston Country Urban League
- 1968- NAACP Lifetime Member

Community Organizations and Involvement

- 1997-Present African-American Alliance of Thurston County Founder and Chairperson
- 1996 African-American Leadership Summit Convenor, Thurston County
- 1994-1996 Co-Chair, Lacey Area Youth Task Force
- 1992-1998 Rotary Club of Lacey
- 1983-1989 Citizens Education Center Northwest - Board of Directors
- 1980-1983 President, Thurston County Chapter - Black Women's Caucus of Washington State
- 1980-Present Member, New Life Baptist Church
- 1980 Co-Chair, White House Conference on Families, Olympia
- 1978-1989 Northwest Conference of Black Public Officials
- 1977-1983 Founder and President - Black Women's Caucus of Washington State
- 1977 Washington State Women's Conference Planner and State Delegate to National Women's Conference, Houston, TX
- 1974-1976 PTA President - Lydia Hawk Elementary School, Lacey, WA
- 1969-1972 Black Youth Group Founder, Pasco, WA

Awards and Honors

- 2013 University of Puget Sound - Chism Series Distinguished Educator
- 2012 Women of Distinction Award – Girl Scouts of Western Washington
- 2009 Community Heroes Award for Education – Tacoma City Association of Colored Women's Clubs, Inc.
- 2006 Tabor 100 "Crystal Eagle" Leadership Award for Educational Excellence
- 2002 Distinguished Leader Award – Leadership Thurston County
- 1998 Washington Association of Black School Educators Distinguished Service in Education Award
- 1997 Washington State School Directors Association - 20-Year School Board Service Award

- 1995 African American Cultural Institute, First Annual Breakfast of Champions Honoree
- 1991 Nominee - Association of Washington Business Washington Award
- 1991 National Association of Partners in Education- Community Service Award
- 1989 Northwest Regional Educational Laboratory, inclusion in publication *Glimpses into Northwest Lives: Some Outstanding Women*
- 1988 Recipient of the Martin Luther King, Jr. Distinguished Service Award for Outstanding Community Achievement
- 1987 School Board of the Year Member – North Thurston School Board - Washington State School Directors Association
- 1984 100 Washington Women, Superintendent of Public Instruction
- 1984 Vocational Education, Layperson Contributor of the Year
- 1983 Who's Who of American Women
- 1978 Thurston County Citizen of the Year Finalist
- 1978 Outstanding Young Woman of America
- 1976 Lydia Hawk Elementary School PTA Golden Acorn Award
- 1964 Outstanding Freshman Student - Southern University

Published Works, Articles & Authored Reports

- Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: October 2013.
- Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: January 2013.
- Jackson, T. A. *Addressing the Achievement Gap for African American Students in Tacoma Public Schools*. Tacoma, WA: September 2009.
- Jackson, T. A. *Bias and Fairness Review of Technology Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: November 2008.
- Jackson, T. A. *Bias and Fairness Review of Health and Fitness Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: April 2008.
- Jackson, T. A. *Bias and Fairness Review of Social Studies Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: June 2007.
- Jackson, T. A. *Mathematics Comprehensive Project Report*. Office of Superintendent of Public Instruction. Olympia, WA: August 2005.

- Jackson, T. A. *Bias and Fairness of Writing and Communications Standards and Grade Level Content*. Office of Superintendent of Public Instruction. Olympia, WA: May 2005.
- Jackson, T. A. *Improving Teacher Quality in Washington State: A Matter of Alignment*. Office of Superintendent of Public Instruction. Olympia, WA: July 2004.
- Jackson, T. A. *Bias and Fairness Review of Science Standards: Grade Level Expectations and Evidences of Learning*. Office of Superintendent of Public Instruction. Olympia, WA: May 2004.
- Jackson, T.A. *Title II Teacher Quality Enhancement Project*. Office of Superintendent of Public Instruction. Olympia, WA: August 2003.
- Jackson, T. A. *Bias and Fairness Review of Washington State Standards and Grade Level Content in Reading and Mathematics*. Office of the Superintendent of Public Instruction. Olympia, WA: May 2003.
- Jackson, T. A. *Nurturing the Whole Learner: Education as a Ministry*. The Fielding Graduate Institute. Santa Barbara, CA. 2002.
- Jackson, T. A., Bustillo, M, Whelshula, M., and Zavala, N. *Call to Action: Mandating and Equitable and Culturally Competent Education for all Students in Washington State. Position Statement by the Multi-Ethnic Think Tank*. Office of the Superintendent of Public Instruction. Olympia, WA. June 2001.
- "Mission: Develop Master Plan for New System." *The Principal News*. March-April 1992.
- "Saturday Interview: Thelma Jackson" *Tacoma News Tribune*. October 21, 1991.
- "What is the Future of Public Education in Washington?" *Washington State PTA Newsletter*. October 1991. Volume 19, No. 2.
- "The Changing Culture of School Boards," *Washington State School Directors Association Signal* newsletter. June 1991.
- "1930's Strike Tactics Threaten 1990's Education Solutions." *Washington State School Directors Association Signal* newsletter. May 1991.
- "State Needs Long-Term Teacher Pay Goals." Opinion Editorial, *The Daily Olympian*. Olympia, Washington. April 1991.

- "Where Do We Go From Here?" *Washington State School Directors Association Signal* newsletter. March 1991.
- "Teachers: Let's Go Forward Together." *Washington State School Directors Association Signal* newsletter. April 1991.
- Jackson, T. A. *Affirmative Action Status Assessment of the Clover Park School District*. Clover Park School District. Tacoma, Washington. 1980.
- Sanders, C. L. and Jackson, T. A. *Induction of Mesotheliomas and Sarcomas from 'Hot Spots' of $^{239}\text{PuO}_2$ Activity*. *Health Physics*. Volume 22, Numbers 755-759. 1971.
- Sanders, C. L., Adey, R. R., and Jackson, T. A. *Fine Structure of Alveolar Areas in the Lung Following Inhalation of $^{239}\text{PuO}_2$ Particles*. *Archives of Environmental Health*. Volume 22, Numbers 525-533. 1971.
- Sanders, C. L., Adey, R. R., Jackson, T. A., Wehner, A. P., and Powers, G. J. *Distribution of Inhaled Metal Oxide Particles in Pulmonary Alveoli*. *Archives of Internal Medicine*. Volume 127, Numbers 1085-1089. 1971.
- Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Production from and Reaction with DNA and RNA*. *Radiation Research*. 1971. Presented at the 18th Annual Meeting of the Radiation Research Society. Dallas, Texas. March 1970.
- Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Hydrogen Ion Dependence of Formation*. *Radiation Research*. 1971.
- Yoss, J. K., Jackson, T. A., and Menzel, D. B. *Malonaldehyde as a Radiolysis Product of Carbohydrates and Polynucleotides, Identification of Malonaldehyde*. *Radiation Research*. 1971.

Charter School Board Member Information


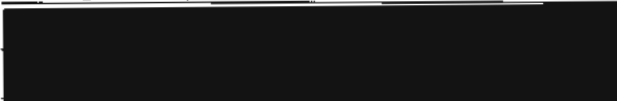


**To be completed individually by each proposed charter school board member.
All forms must be signed by hand.**

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 SOAR Academies
2. Full name George Meng
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?
Broad access to high quality education is a fundamental right. Charter schools represent an exciting opportunity for flexibility in public schools that will drive important innovation and learning that will benefit our students, especially those at-risk youth our Washington State charter schools will focus on serving.

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

The board of SOAR Academy will provide overall governance of the corporation and would oversee and manage the CEO to faithfully implement the mission of the school. The board will work with the CEO to ensure SOAR Academy is on track to deliver academic excellence, that the corporation is operationally and financially sound and that we are responsibly stewarding the long-term success of the organization.

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 25 years of experience in the for-profit sector ranging from engineering to marketing to HR and have experience in managing substantial multi-million dollar budgets. I also have extensive non-profit board experience having served for 9 years on the board of City Year Seattle (an AmeriCorps organization) including 3 years as co-chair of the board. In addition for the last 3 years I have served as a mentor to third graders in the Issaquah School district.

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

Extensive team/people management; Financial management including multi-million dollar budgets; Marketing; Recruiting; Human Resources; Non-profit management; Non-profit fundraising.

School Mission and Program

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

SOAR Academy will provide a rich educational experience for all learners with the goal of graduating students prepared to succeed in high school, college and beyond. SOAR's core values of Excellence, Diversity, Joy, Arts, Individual/Community and Continuous Growth will be taught and modeled and will provide the foundation for a rigorous environment for our students learning and development.

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

SOAR Academy will provide a standards-based yet highly personalized curriculum. By focusing on teacher excellence and small group learning, students will have the opportunity to learn in an environment with strong supports while being challenged with high expectations.

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

Strong culture that promotes the joy and importance of learning. Excellent, compassionate teaching. Academic rigor that utilizes data extensively to measure performance and subsequently to drive instruction and planning

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

Progress and success will be continuously measured through both quantitative and qualitative assessment of key performance indicators such as student performance improvement (and vis a vis state standards), teacher and parental satisfaction and operational and financial strength as an organization.

Governance

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

In terms of the school's operation, the board will primarily oversee and manage the CEO

of the school who is primarily responsible for the operation. The board will regularly evaluate key performance indicators mutually decided on by the board and CEO which will inform any recommendations or actions if necessary by the board.

2. How will you know if the school is successful at the end of the first year of operation?
The first year of operation is critical in establishing a strong foundation of the school's future success. Key indicators will include solid student performance, smoothly running systems and operation of the school overall, student retention and successful recruitment of additional grade year.
3. How will you know at the end of four years of the school is successful?
We will evaluate our success on several different dimensions. One dimension will be in terms of student performance/mastery, attendance, retention and recruitment. Another will be in terms of our assessment of teacher effectiveness. We will also assess our financial and operational strength and our progress in implementing the schools long-term strategic plan.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to establish and build the organizational infrastructure that will facilitate and enable the success of the school. The board will work in concert with the CEO to develop the organization's business rules such as key metrics, regular reporting, efficient decision making, etc. The board must ensure the financial and operational health of the organization in order for the school to function and thrive and grow. While the CEO will be responsible for the day-to-day operation, the board will serve as an important partner in key issues and decisions. Finally the board must think holistically about the organization and develop and execute a long-term plan.
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?
Transparency and immediacy would be critical. Any issues of this type should be quickly discussed with the board at large to understand if there is any impropriety and if so, to decide what should be done to address and resolve the matter.

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 board of City Year Seattle with one other prospective board member, Amy Barnes. I previously have worked with another prospective board member, Lauren Guzauskas when she was formerly Associate Director of City Year Seattle. I previously met Carmela Dellino when she was formerly Principal of Roxhill Elementary School.
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 had met the founding CEO, Kristina Bellamy-McClain when she was formerly Principal of Emerson Elementary School.
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, GEORGE MENG, 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 SOAR Academy Charter School is true and correct in every respect.


Signature

11/14/2013
Date

George Meng; SOAR Academy Founding Board Member

GEORGE T. MENG

EXPERIENCE

| | | |
|------------------|--|-----------------------|
| 2005-2009 | MICROSOFT CORPORATION | REDMOND, WA |
| <i>2006-2009</i> | Director of Staffing Marketing, Human Resources | |
| <i>2005-2006</i> | Director of U.S. College & MBA Recruiting, Human Resources | |
| 2001-2005 | RENDITION NETWORKS | REDMOND, WA |
| | VP of Operations | |
| 2000-2001 | IMANDI.COM | REDMOND, WA |
| | VP of Marketing | |
| 1991-2000 | MICROSOFT CORPORATION | REDMOND, WA |
| <i>1999-2000</i> | Group Product Manager, Microsoft Office | |
| <i>1997-1998</i> | Group Product Manager, Microsoft Outlook | |
| <i>1996-1997</i> | Group Product Manager, Microsoft FrontPage | |
| <i>1993-1996</i> | Group Product Manager, MSN | |
| <i>1991-1993</i> | Product Manager, Microsoft Developer Network (MSDN) | |
| 1990 | PACIFIC BELL | SAN RAMON, CA |
| | Product Manager | |
| 1987-1989 | DIGITAL | SHREWSBURY, MA |
| | Manufacturing Engineer | |
| 1986-1987 | THE GILLETTE COMPANY | BOSTON, MA |
| | Product Design and Manufacturing Engineer | |

EDUCATION

| | | |
|------------------|---|----------------------|
| 1982-1986 | MASSACHUSETTS INSTITUTE OF TECHNOLOGY | CAMBRIDGE, MA |
| | Bachelor of Science in Mechanical Engineering | |
| 1989-1991 | UNIVERSITY OF CALIFORNIA AT BERKELEY | BERKELEY, CA |
| | Masters in Business Administration | |

OTHER

Board Member, City Year Seattle; Mentor volunteer (3rd grade) for Issaquah School District

George Meng, SOAR Academy Founding Board Member

George T. Meng

From 2005-2009, George Meng served in two Human Resources roles at Microsoft. He was most recently the Director of Staffing Marketing for Microsoft. In this position he was responsible for Microsoft's recruitment marketing including developing a new global employment brand, creation of the company's main recruiting web sites and the employment marketing targeted at college and MBA hires.

Previously Mr. Meng was the Director of U.S. College & MBA Staffing overseeing Microsoft's efforts to annually recruit approximately two thousand college and MBA graduates for full-time and internship positions.

From 2000 to 2005, Mr. Meng served as an executive in two privately-held technology companies. Most recently he was Vice President of Operations at Rendition Networks, an enterprise networking software company where he was responsible for business operations, human resources, marketing and public relations. Previously, Mr. Meng served as Vice President of Marketing at Imandi Corporation, a consumer web marketplace.

From 1991 to 2000, Mr. Meng held numerous senior marketing roles at Microsoft. He served as group marketing manager for the multibillion-dollar Microsoft Office business, overseeing all end-user marketing, advertising and public relations, including the launch of Office 2000.

Mr. Meng was part of the original team that created MSN, and as MSN's first group marketing manager he directed core product marketing for the online service worldwide, oversaw public relations, and during his tenure grew MSN from its launch to over 800,000 members.

In other roles at Microsoft, Mr. Meng directed the marketing for Microsoft Outlook and for Microsoft FrontPage. He also helped co-found the Microsoft Developer Network (MSDN).

Prior to Microsoft, Mr. Meng held various engineering and marketing positions at The Gillette Company, Digital and Pacific Bell.

Mr. Meng holds a degree in Mechanical Engineering from MIT and a MBA from the Haas School of Business, University of California at Berkeley. Since 2005 he has served on the Advisory Board of City Year Seattle, an AmeriCorps organization. He also serves as a mentor for elementary students in the Issaquah School District.

CONFLICT OF INTEREST POLICY

OF

SOAR ACADEMIES

Article I

Purpose

The purpose of the conflict of interest policy is to protect the interests of SOAR Academies (the “Corporation”) if and when it contemplates entering into a transaction or arrangement that might benefit the private interest of an officer, director, or trustee of the Corporation, or might result in a possible excess benefit transaction. This policy is intended to supplement (but not replace) any applicable state or federal law governing conflicts of interest that are applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, trustee, or member of a committee with governing board-delegated powers (collectively referred to as “Directors”), who has a direct or indirect financial interest in a transaction (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 the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation 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 III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the relevant financial interest and be given the opportunity to disclose all material facts to the Directors who are 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, the interested person 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 whether a conflict of interest exists.

3. Procedures for Addressing a Potential Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson 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 the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. After it has considered these factors, the Directors 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 conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

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 V **Compensation**

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

Article VI
Annual Statements

Each Director shall annually sign a statement which affirms that such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that the Organization is charitable, and in order to maintain its federal tax exemption must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

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

**SOAR ACADEMIES
CODE OF ETHICS
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. ***Gifts:*** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. ***Confidential information:*** An office or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. ***Representation before the Board:*** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. ***Representation before the Board for a contingent fee:*** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. ***Disclosure of interest in matters before the Board:*** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect

financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. ***Investments in conflict with official duties:*** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. ***Private employment:*** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. ***Future employment:*** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 16

Memorandum of Understanding with the University of Washington Education Program

SOAR Academy has developed a Memorandum of Understanding, attached on the following pages, with the University of Washington Tacoma Education Program (UWT). The MOU outlines initial plans for SOAR and the UWT to place student teachers at SOAR Academy and for SOAR staff to receive access to professional development and courses on Direct Instruction and assistance with curriculum planning and development. UWT student teachers will receive dual certification in special education and general education.

This MOU is not a services agreement. It outlines the initial terms for a partnership.

- a. This MOU outlines a five-year partnership, though the term of the initial agreement shall be one year from the date of execution. At that point the agreement will be jointly revised by both parties.
- b. Please see the attached MOU.
- c. Please see the attached MOU.
- d. The SOAR Academy Board will develop a process and timelines for reviewing MOUs such as, and including, this one. Expectations and performance measures will be developed, and this partnership will be evaluated on an annual basis for its effectiveness.
- e. SOAR Academy will not pay the UWT Education Program for this partnership.
- f. The Board will develop an oversight and enforcement process for the performance of this partnership as mentioned in section b. The School Director/CEO will oversee partnership execution.
- g. N/A as this is not a contract.
- h. The current Terms of Agreement allow for either party to terminate the MOU at the end of any quarter.



TACOMA
Education Program

UWT Education Program

Partner Schools: Memorandum of Understanding

Purpose

The purpose of this MOU is to formalize the commitment among stakeholders to providing an evidence-based teacher education program for graduate students seeking teacher certification in the University of Washington Tacoma (UWT) Dual Track program. By combining resources and working together, UWT and SOAR ACADEMY share the objective to better prepare, retain, and support highly-qualified teachers who receive dual licensure in general and special education. The university/school partnership will align with state efforts to increase a school district's ability to implement a Response to Intervention (RTI) model of service delivery.

The stakeholders agree to embark on a process of simultaneous educational renewal through preparation of new teachers and the support of student learning in K-8 classrooms. This process of collaborative growth facilitates optimal learning experiences for all constituents.

Goals

1. To improve the process of preparing teachers;
2. To enhance professional development of practicing teachers;
3. To increase student learning.

Belief Statements

- Faculty of SOAR ACADEMY and UWT must understand and respect the goals of each other's programs.
- Simultaneous renewal is an active collaborative process between the partnership school and the university.
- Both school-based and university personnel are responsible for the preparation of future teachers and the continued growth of professionals.

- The university and the school agree that the implementation of evidence-based instruction and data based decision making are integral to the development of future educators who know and demonstrate best practices.
- Public school and university faculty and administrators support this collaboration.

Roles and Responsibilities

- All partners will assign the role of site coordinator to a certificated employee who takes responsibility for administrative support for the partnership operations, coaching all teachers in working with and supporting student interns, and providing some direct service to student interns.
- All partners will assign team leaders to grade level teams for the purpose of coordinating the work of the partnership (or an equivalent coordinating body).
- The school will ensure that participating teachers are substantially involved in the professional development of the partnership.
- The principal will provide oversight of the implementation of partnership activities in the school and will participate with other principals, district administrators and UWT faculty in planning for and evaluation of the partnership in quarterly meetings.
- Each school district with a participating partner school will designate a central administrator as the district coordinator for the partnership. That individual will participate with other administrators, principals, and UWT faculty in planning for and evaluation of the partnership.
- One UWT faculty or program representative will be designated as the primary liaison to each partner school.

Evaluating and Improving Partnership Impact

- The university and the school agree to share data on student interns and K-8 student performance in ways that assist the partnership to continuously evaluate and improve its work.
- When necessary to accomplish the above data sharing, the principal and UWT faculty agree to facilitate any necessary research reviews within their respective institutions.
- For any grants directly related to the goals of the partnership, both the district and UWT agree to collaborate in planning and decision-making.

Benefits

- K-8 students will benefit from the presence of additional personnel in their classrooms who can provide ongoing attention to their individual needs.
- Student interns benefit from having more classroom teaching experience under the guidance of a master teacher. In addition, students have the opportunity to participate in ongoing professional development activities provided by university and public school faculty.
- Teachers benefit from opportunities to grow professionally, such as mentoring student interns, participating in ongoing professional development opportunities, and working side by side with university faculty to instruct student interns.
- The public school benefits from resources, both human and financial, to help to meet the needs of students in the ongoing pursuit of increased academic performance.
- The university benefits from having the public school as a professional development site, staffed by knowledgeable faculty who provide mentoring and supervision for student interns. In addition, the university benefits from the wide range of knowledge and expertise offered by the public school faculty to compliment the university faculty in teaching and providing opportunities for professional development.
- The profession benefits from the addition of new teachers who have been prepared and nurtured in an environment where best practice, commitment to ongoing learning, and collaboration are a part of the entire range of their field experiences.

Terms of Agreement

Although our plan is to work together in this partnership for five years, the term of the initial agreement shall be one year from the date of execution. At that point, we expect to jointly revise the agreement based on our experience during the first year.

The University or the School District may terminate this Agreement for any reason at the end of any quarter. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic quarter, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

THIS AGREEMENT is made this 15th day of November, 2013 by and between University of Washington, Tacoma, an educational institution of the State System of Higher Education in Washington State and the school district .

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date indicated above.

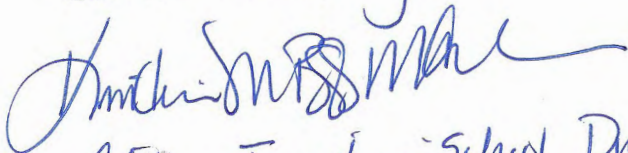
University of Washington Tacoma



Marcy Stein, PhD
University of Washington Tacoma
mstein@uw.edu

School

SOAR Academy



CEO + Founding School Director

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.

SOAR Academy K-8 Staffing Model and Rollout

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Capacity |
|---------------------------------------|------------|-------------|-------------|-----------|-----------|-----------|
| School Director | 1 | 1 | 1 | 1 | 1 | 1 |
| CEO | 0 | 0 | 0 | 1 | 1 | 1 |
| Dean of Culture and Engagement | 0 | 0 | 0 | 1 | 1 | 1 |
| Dean of Academics (K-4) | 0 | 1 | 1 | 1 | 1 | 1 |
| Dean of Academics (5-8) | 0 | 0 | 0 | 0 | 1 | 1 |
| Administrative Assistant | 1 | 1 | 1 | 1 | 1 | 1 |
| Classroom Teachers (Core Subjects) | 4 | 6 | 8 | 10 | 13 | 22 |
| Classroom Teachers (Specials) | 0 | 0 | 0 | 0 | 1 | 4 |
| Learning Resource Teacher (SpEd cert) | 1 | 1 | 2 | 2 | 2 | 3 |
| Learning Resource Aides | 1 | 2 | 2 | 2 | 2 | 3 |
| Director of Operations | 0 | 0 | 0 | 1 | 1 | 1 |
| Custodian | 0.5 | 0.5 | 0.5 | 1 | 1 | 1 |
| Co-Teachers (teachers' aides) | 0 | 0 | 0 | 0 | 0 | 9 |
| Director of Development | 0 | 0 | 0 | 0 | 0 | 1 |
| Total FTEs | 8.5 | 13.5 | 15.5 | 21 | 26 | 50 |

Attachment 18 SOAR Academy Leadership Evaluation Criteria

Approach

The heart of SOAR's leadership evaluation comes from the *Breaking Ranks* report completed by the National Association of Secondary School Principals (from the Education Alliance at Brown University) and *Leverage Leadership* by Paul Bombrick-Santoyo. The *Breaking Ranks* framework is centered on improved student performance. What they found has the greatest impact on improved student performance is collected in the three core areas of collaborative leadership, personalizing your school environment and curriculum, instruction and assessment. Their research found that by addressing each of these three core areas, principals will directly impact and improve student performance. Furthermore, "at the foundation of this interconnected *Breaking Ranks* Framework lie nine cornerstones that should guide implementation of improvement initiatives. These are the foundational concepts upon which the *Breaking Ranks* Framework is built: leadership, professional development, culture, organization, curriculum, instruction, assessment, relationships and equity" (Breaking Ranks, 2004).

The *Breaking Ranks* report focuses on six stages for principal leadership in creating and growing a culture for continued school improvement. The six stages consist of 1. Gathering and analyzing data to determine priorities, 2. Exploring possible solutions, 3. Assessing readiness and building capacity, 4. Creating and communicating an improvement plan, 5. Implementing the plan, and 6. Monitoring and adjusting as needed (Breaking Ranks, 2004). We believe that a culture of excellence is centered on the belief of continuous improvement.

The *Breaking Ranks* report in combination with the work done by Paul Bombrick-Santoyo in *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (2012), provide us with a way to consider principal evaluation tools. Bombrick-Santoyo centers his work around three high leverage domains: instruction, culture and execution. Specifically, a school leader builds instruction by supporting data-driven instruction, continual observation and feedback, establishing structures and systems for thoughtful standards-based planning and providing intentional professional development. Student culture, staff culture and school leadership teams focus on a common mission and vision. Finally, a school leader needs to not only find time, but make time for instructional leadership.

Specifically, at SOAR Academy, the leadership structure centers on instruction. By building a leadership team that has a Dean of Academics at both the K-4 level and the 5-8 level, a Dean of Culture and Engagement and a Chief Operations Manager, they distribute their leadership and clarify their responsibilities so that they can support teachers' focus on instruction in the classroom.

Our beliefs in school leadership are directly aligned with the state evaluation criteria. Washington state's principal evaluation is grounded in eight principles, according to state law ([RCW 28A.405.100 \(6\)\(b\)](#)):

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. Demonstrating commitment to closing the achievement gap.

3. Providing for school safety.
4. Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.
6. Monitoring, assisting, and evaluating effective instruction and assessment practices.
7. Managing both staff and fiscal resources to support student achievement and legal responsibilities.
8. Partnering with the school community to promote student learning.

These evaluation criteria are further defined by ([WAC 392-191A-150](#)):

1. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promote student learning and staff professional growth.
2. Effective leaders who have a commitment to closing identified gaps in achievement between groups of students, monitor subgroup data and develop and encourage strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
3. An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.
4. Effective leaders rely on data to promote improvement through school improvement plans in all aspects of the school and across all of the eight principal evaluation criteria. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
5. An effective leader assumes responsibility to assist staff with the alignment of their teaching and classroom assessments with the state's learning goals and the school district's curriculum.
6. An effective leader monitors teaching and uses the evaluation process and other strategies to support teachers' efforts to strengthen their teaching and learning in classrooms. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
7. An effective leader manages human and fiscal resources in ways that enhance the likelihood that students will thrive and succeed in achieving the school's goals for them.
8. An effective leader engages families and the community in ways that increase the success of students.

Process

We will use the AWSP Framework that has been provided by the state and modify it to meet the following criteria: 1) ensure alignment of the principles highlighted in *Breaking Ranks* and by Bambrick-Santoyo, and 2) to add details relevant to a charter context. Ultimately, the Board will approve the final evaluation tool.

Timeline

The following timeline will be used to polish the AWSP tool for SOAR Academy:

- Jan 2014 CEO reviews AWSP tool deeply and recommends additional sections required by charter school leaders, including fundraising, board recruitment and development, facilities management and charter school operations.
- March 2014 Board of Directors provides feedback on the draft leadership evaluation tool.
- March 2014 CEO refines tool based on the Board's feedback.
- April 2014 Board of Directors approves the final leadership evaluation tool.
- Jan 2016 Board of Directors pilots leadership evaluation tool and process and brainstorms revisions for the following school year.

Research

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. Jossey-Bass, San Francisco, CA.

Bambrick-Santoyo, P. (2013). Stone soup: The teacher leader's contribution: *Educational Leadership* (71:2) p. 46-49.

Breaking ranks II: Strategies for leading high school reform. (2004). National Association of Secondary School Principals. Reston, VA.

Danielson, C. (2012). Observing classroom practice: *Educational Leadership* (70:3) p. 32-37.

Darling-Hammond, L. (2013). When teachers support and evaluate their peers: *Educational Leadership* (71:2) p. 24-29.

Hattie, J. (2011). *Visible learning for teacher: Maximizing impact on learning*. Routledge, New York.

<http://tpep-wa.org/the-model> (October 2013).

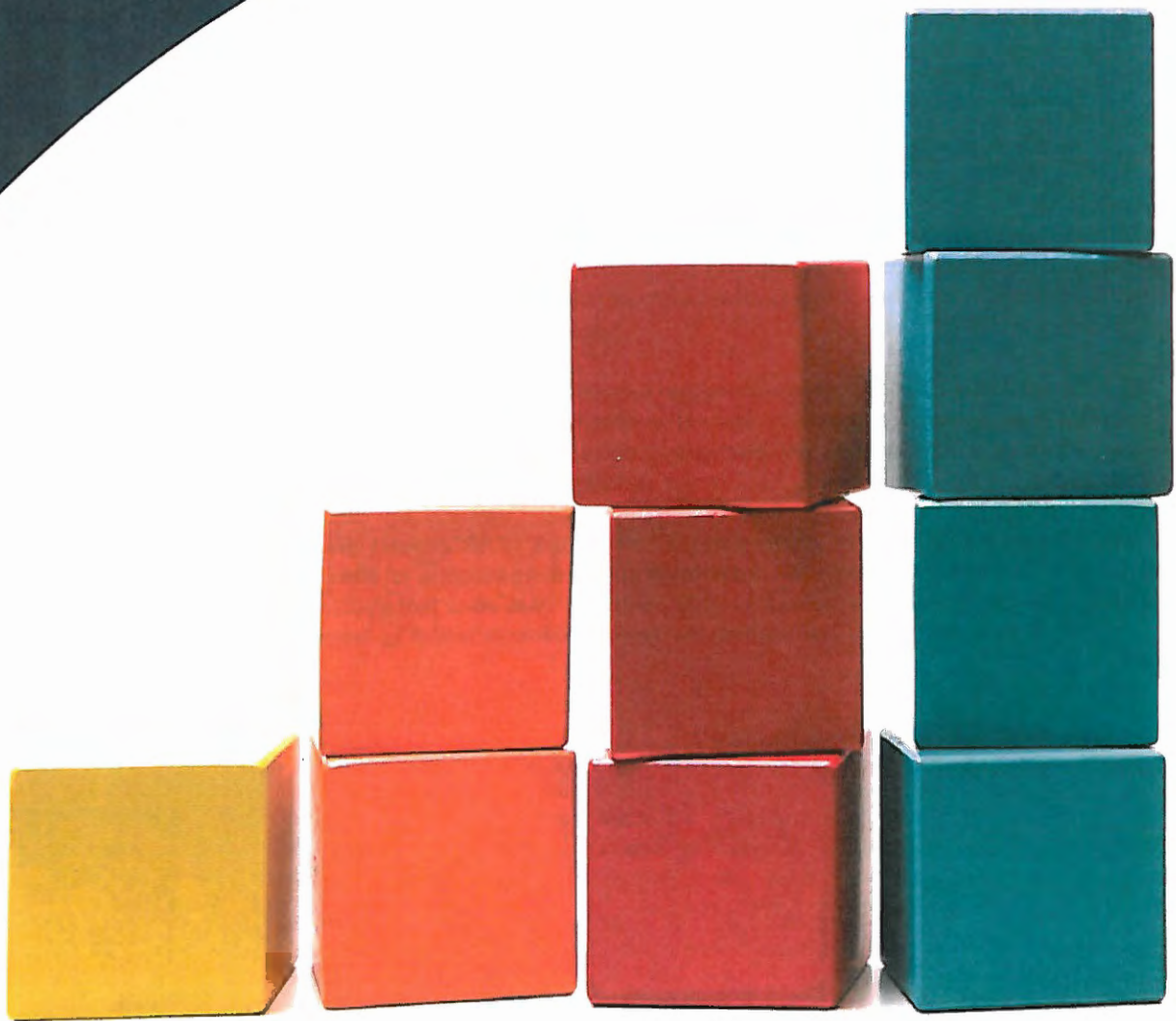
Kowal, J. and Hassel, E. (2010). *Measuring teacher and leader performance: Cross-sector lessons for excellent evaluations*. www.opportunityculture.org.

Mielke, P. and Frontier, T. (2012). Keeping improvement in mind: *Educational Leadership* (70:3) p. 10-13.

Washington State Laws: RCW 28A.405.100 (6)(b), WAC 392-191A-150, RCW 28A.405.100 (2)(b), WAC 392-191A-060

The AWSP
**Leadership
Framework**

To Support Principal Development



VERSION 2.0



ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

The Eight Evaluation Criteria

1. **Creating a Culture:** Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. **Ensuring School Safety:** Providing for school safety.
3. **Planning with Data:** Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
4. **Aligning Curriculum:** Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.
5. **Improving Instruction:** Monitoring, assisting and evaluating effective instruction and assessment practices.
6. **Managing Resources:** Managing both staff and fiscal resources to support student achievement and legal responsibilities.
7. **Engaging Communities:** Partnering with the school community to promote student learning.
8. **Closing the Gap:** Demonstrating commitment to closing the achievement gap.

Framework Structure

The Framework is organized by criterion and each includes the following:

Reflection Components of the AWSP Leadership Framework

The AWSP Leadership Framework contains four reflection components: 1) the knowledge and skills possessed by successful principals, 2) evidence used for measures, 3) support principals need to excel, and 4) the authority that principals need to excel in each responsibility. The details within each component are intended to be a starting point to stimulate discussion and assist principals and evaluators in examining factors that influence the principal's leadership. The components are followed by suggested questions designed to help initiate this discussion.

Knowledge and Skills: A principal's knowledge and skills enhance his or her understanding of details associated with each responsibility. This section is not intended to be a complete list of knowledge and skills needed, but rather one that would stimulate discussion in the district.

Evidence and Measures: Evidence and measures, which are an important aspect of any evaluation model, take conversations beyond the supervisor's "gut feeling." This section provides a sample of evidence or measures that principals and the district could use as a starting point for developing their own list.

Support: All principals need district support for developing their skills and knowledge in each of the responsibility areas. AWSP encourages principals and their supervisors to brainstorm what that support would look like. Examples of such support are provided in this section.

Authority: A principal's ability to succeed in each responsibility is dependent on having the authority to do just that. This section focuses on district policies and teacher collective bargaining agreements that might have an impact on a principal's authority.

Resources

Resources are currently being collected for each of the eight criteria through focus group discussions, formative assessments, pilot group case study reviews and individual interviews. These resources will include strategies, surveys, ideas, audio-visual tools, and best practices.

The next section will present each Criterion in order. First, the components of each criterion are detailed, followed by the evidence and measures for each of four levels. Lastly, the supporting research and learning resources are listed.

Rubrics

The intent of the framework and corresponding rubrics is to encourage growth through professional development. These rubrics are linked to primary and secondary sources and reflect the strong association between leadership performance and important school and student outcomes. The rubrics for this framework were constructed based on a four-tier scale (ranging from unsatisfactory to distinguished), to coincide with the legislative mandates.

Rubric rows 3.5 (Planning with Data), 5.5 (Improving Instruction) and 8.3 (Closing the Gap) include student growth, as required by Washington state law, and are so designated in red text.

Appendix

ISLLC Standard Comparison: The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. These standards drive the certification process for current administrative interns and the certification renewal process for growing numbers of assistant principals.

The ISLLC Standards were used as a foundation in developing the AWSP Framework. In this section, you can see the alignment between the ISLLC Standards and the AWSP Framework, and thus the Washington state principal evaluation criteria.

Research: The framework and associated rubric language were developed using both primary and secondary research resources. A primary source is written by the individual who originated or is responsible for generating the ideas published. In empirical publications, a primary source is written by the person(s) who conducted the research. A secondary source summarizes or quotes content from primary sources. Only high quality research sources were selected, generally published in a reputable publication or peer-reviewed scholarly journal.



Creating a Culture

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

Criterion 1 Reflection Components | *Creating a Culture*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|--|--|--|---|
| | | SUPPORT | AUTHORITY |
| <p>Articulate and model a shared vision for continuous improvement and lifelong learning within the entire school community</p> <p>Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff</p> <p>Understand the needs and strengths of the individuals and groups in the school</p> <p>Apply effective group-processing skills</p> <p>Use authentic assessment data to measure culture and inform action of individuals, groups and the school system</p> <p>Recognize and celebrate efforts and achievements</p> <p>Develop and recognize the use of agreed-upon team norms</p> <p>Demonstrate use of and knowledge of “change process”</p> | <p>Student/staff surveys, interviews and focus groups</p> <p>Meeting agendas and minutes/norms, outcomes regarding learning and problem-solving</p> <p>Incident/intervention review</p> <p>Logs of classroom visits</p> <p>Ability of staff and students to articulate the school vision</p> <p>Supervisor observation of building climate measures; measures and indicators discussed in evaluation meetings between principal and supervisor</p> <p>School plan, meeting agendas and minutes, and strategies that support building vision</p> <p>Indication from principal observations that teachers respond to student needs and background</p> <p>Décor that reflects the diversity of the student body</p> <p>Principal portfolio of other evidence or work in progress</p> <p>Sponsor, attend and actively participate in building professional development</p> | <p>Time designated to work with staff outside of instruction time</p> <p>District supports enforcing codes of conduct and professional ethics</p> <p>Resources for staff training/in-service</p> <p>District commitment to each school’s uniqueness and implementation of district goals</p> <p>District awareness and recognition of school improvement efforts and accomplishments over time</p> <p>Access to resources that assist administrators in meeting job performance targets for continuous student and staff improvements</p> <p>District supports school’s use of human and fiscal resources to enhance continuous learning</p> <p>District aligns professional development to support staff capacity-building for both teachers and principals</p> | <p>Authority to hire, reassign and non-renew staff</p> <p>Authority to provide school administrator input to negotiation process</p> <p>Authority to access district and community resources</p> <p>Authority to sponsor and direct staff development to address collaboration and school culture improvement needs</p> |

Criterion 1 Rubric | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

“Leaders ask ‘what is essential, what needs to be done and how can we get it done.’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by ‘creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities’” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|---|--|---|---|
| 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching | Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement | Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders | Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation | Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21 st Century that schools are preparing children to enter and succeed |
| 1.2 Engages in essential conversations for ongoing improvement | Avoids conversations; does not make time for conversations; is not available to staff, students, other stakeholders, does not communicate high expectations and high standards for staff and students regarding ongoing improvement | Communication moderately reflects issues with members of the school community; reinforces two-way communication with staff and students; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students | Assumes responsibility for accurate communication and productive flow of ideas among staff, students and stakeholders; provides leadership such that the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of participants; creates and sustains productive two-way communication that include staff members and students; regularly communicates high expectations and standards for staff and students regarding ongoing improvement | Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school; staff report confidence in their ability to engage in essential conversations for ongoing improvement; consistently communicates high expectations and standards for staff and students regarding ongoing improvement |

| | | | | |
|---|---|--|---|---|
| <p>1.3 Facilitates collaborative processes leading toward continuous improvement</p> | <p>Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff</p> | <p>Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e. building trust); facilitates collaboration among staff for certain purposes; emerging consensus-building and negotiation skills</p> | <p>Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning</p> | <p>Is proficient AND successfully creates systems that build the capacity of stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of meaningful collaboration</p> |
| <p>1.4 Creates opportunities for shared leadership</p> | <p>Offers no model or opportunity for shared leadership (ie. delegation, internship, etc.); makes decisions unilaterally</p> | <p>Offers opportunities for staff and students to be in leadership roles; engages processes for shared decision-making; uses strategies to develop the capacity for shared leadership (ie. delegation, internship, etc.)</p> | <p>Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities</p> | <p>Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to engage in shared leadership</p> |

Criterion 1 Research | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

“Leaders ask ‘what is essential, what needs to be done and how can we get it done.’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by “creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|---|--|
| <p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</p> | <p>Establishing and sustaining a school climate of trust, strong relationships and stakeholder commitment are fundamental to school success. The school leader influences the school climate. There is a positive correlation to school effectiveness and school climate.</p> <p><i>Catton, K. (2003). Principals and Student Achievement: What the Research Says. Alexandria VA: ASCD.</i></p> <p><i>Sergiovanni, T. (2000). The lifeworld of leadership: Creating culture, community and personal meaning in our schools. San Francisco: Jossey Bass.</i></p> <p><i>Shannon, G.S. & Bylsma, P. (2004). Characteristics of Improved School Districts: Themes from Research. Olympia, WA: OSPI.</i></p> <p><i>The Wallace Foundation. The Principal Story video and field guide retrieved from 20www.wallacefoundation.org/principal-story/Pages/default.aspx</i></p> <p><i>The NYC Leadership Academy, http://www.nycleadershipacademy.org/</i></p> |
| <p>1.2 Engages in essential conversations for ongoing improvement</p> | <p>Conversation between principals, teachers and students create a culture of ongoing improvement as well as fulfill our needs to connect with each other in the school in positive ways. Ongoing discourse helps to support first-year teachers as well as encourage teachers to mentor each other.</p> <p><i>Price, H. E. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. Educational Administrative Quarterly, 48(1), 39-85.</i></p> <p><i>Zmuda, Kuklis & Klein (2004). Transforming schools: Creating a culture of continuous improvement. Alexandria VA: ASCD.</i></p> <p><i>Mezirow. J. (2003). Transformative learning as discourse. Journal of Transformative Education, 1(1), 58-63.</i></p> <p><i>Boreen, J., Johnson, M.K., Niday, D. & Potts, J. (2000). Mentoring beginning teachers: guiding, reflecting, coaching. York, Maine: Stenhouse Publishers.</i></p> |

| | |
|---|---|
| <p>1.3 Facilitates collaborative processes leading toward continuous improvement</p> | <p>The development of a collective process designed to facilitate the purposefully examination, reflection and improvement of outcomes, can be used to empower teachers with voice and the ability to take action in the continuous improvement cycle in the school environment.</p> <p><i>Blankstein, A.M. (2004). Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools. Thousand Oaks, CA: Corwin Press and HOPE Foundation</i></p> <p><i>Gordon, S. (2004). Professional development for school improvement: Empowering learning communities: Boston: Pearson Education.</i></p> <p><i>Leonard, L. & Leonard, P. (2005). Achieving professional community in schools: The administrator challenge. Planning and Changing, 36(1/2).</i></p> <p><i>Sullivan & Glanz (2006). Building effective learning communities: Strategies for leadership, learning and collaboration. Thousand Oaks, CA: Corwin Press.</i></p> <p><i>Fetterman, D. (1999). Reflections on empowerment evaluation: Learning from experience. The Canadian journal of program evaluation, pp. 5-37.</i></p> <p><i>Dufour & Eaker (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Education Service.</i></p> |
| <p>1.4 Creates opportunities for shared leadership</p> | <p>Effective principals distribute leadership among competent staff so improvements are sustainable and school-wide. Research suggests several specific behaviors that principals can employ to develop the existence of five elements of healthy school cultures: continual school-wide review, understanding change & innovation, high expectations, shared decision-making and shared supportive leadership.</p> <p><i>Servage, L. (2008). Critical and transformative practices in professional learning communities. Teacher Education Quarterly, 35(1).</i></p> <p><i>Lambert, L. (2003). Leadership capacity for lasting school improvement. Alexandria, VA: ASCD.</i></p> <p><i>Harris, A. & Muijs, D. (2005). Improving schools through teacher leadership. Berkshire, UK: Open University Press.</i></p> <p><i>Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.</i></p> <p><i>Almeida, M. J. (2005). A middle school case study on principal behaviors effecting change in school culture. Dissertation & Theses Collection. Paper AA13177194.</i></p> <p><i>Fullan, M., Bertani, A. & Quinn, J. (2004). New Lessans for Districtwide Reform. Retrieved July 3, 2012 at http://www.michaelfullan.ca/pdf/AU_04_Pre-read.pdf.</i></p> |



Ensuring School Safety

Providing for school safety.

Criterion 2 Reflection Components | *Ensuring School Safety*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|---|--|--|---|
| | | SUPPORT | AUTHORITY |
| <p>Review, analyze and implement school safety and discipline plans based on school data</p> <p>Supervise teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment</p> <p>Supervise building to ensure safe campus environment</p> <p>Apply legal and district policy requirements regarding discipline and safety</p> <p>Develop open communication systems that allow for proactive identification and intervention of potential incidents</p> <p>Establish and implement crisis plans and follow up in a timely and appropriate manner</p> <p>Communicate so that students, parents and community members are confident the school is safe</p> <p>Know and apply special education discipline/504 regulations and laws</p> <p>Identify and use community resources to support comprehensive safe schools plan</p> <p>Facilitate the development of a discipline plan that promotes problem-solving skills</p> | <p>School safety committee members, minutes and agendas</p> <p>Incident review notes</p> <p>Summaries of student/ staff surveys</p> <p>Documents describing systems, structures, programs and procedures to assist students/ adults</p> <p>Documents showing partnership with local agencies; coordination of drills and incidents with follow-up review and planning</p> <p>Documentation of drills for prevention and intervention</p> <p>Communication with parents regarding school safety</p> <p>Ability of students, staff and parents to articulate crisis procedures</p> <p>Reduction in bullying, fighting and harassment incidents</p> <p>School mapping</p> | <p>Training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific</p> <p>District and community support of principal decisions that follow district policy and best practices to ensure a safe environment</p> <p>Advice, assistance and resources for specific student safety and discipline issues</p> <p>District and community resources that complement one another to assist students and staff</p> <p>School board policy aligned with expected practice</p> <p>Assistance with data collection and analysis for a comprehensive picture of the safety and order of the school environments (rather than simply counting suspensions, etc.)</p> <p>Up-to-date information and training on changing legal and district policy related to student safety and discipline</p> <p>Human and/or fiscal resources to provide for adequate campus supervision</p> <p>District support for working with disruptive students, including those in special populations</p> <p>District overall crisis plan aligned with all schools</p> <p>District provides crisis/emergency training for appropriate building staff</p> | <p>Authority to access district and community resources to assist with difficult student behaviors</p> <p>Authority to direct staff development toward student safety needs</p> <p>Authority to assign to staff responsibilities for maintaining a safe and orderly school environment and to evaluate staff performance in this area</p> |

Criterion 2 Rubric | Ensuring School Safety

Providing for school safety.

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|---|--|--|--|---|
| 2.1 Provides for Physical Safety | Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff; major safety and health concerns | Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems might be identified but are not always resolved in a timely manner; an emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas and office settings | Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; problems are identified and principal is persistent in resolving them; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures are measured and monitored by group assessments followed by group reflection | Is proficient AND serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery |
| 2.2 Provides for social, emotional and intellectual safety | Neglects the social, emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions | Strives to provide appropriate emotional support to staff and students; policies clearly define acceptable behavior; demonstrates acceptance for diversity of ideas and opinions; anti-bullying prevention program in place. | Assumes responsibility for creating practices which maximize the social, emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff | Is proficient AND makes emotional and intellectual safety a top priority for staff and students; ensures a school culture in which students and staff are acknowledged and connected; advocates for students to be a part of and responsible for their school community; ensures that school community members are trained and empowered to improve and sustain a culture of emotional safety; cultivates intellectual safety of students and staff by advocating for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas; involves school community in active intellectual inquiry |

Criterion 2 Research | Ensuring School Safety

Providing for school safety.

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|--|--|
| <p>2.1 Provides for Physical Safety</p> | <p>Increased knowledge about the current threats in our schools is a way to provide for increased physical safety for students, teachers and staff in the school. The following resources provide timely information about ways to increase physical safety.</p> <p>www.keepschoolssafe.org</p> <p>Travis, L.F. & Coon, J.K. (2005). <i>The Role of Law Enforcement in Public School Safety: A Notional Survey</i>. Rockville, MD: National Institute of Justice.</p> <p>Clifford, M., Menon, R., Gangi, T., Condon, C., & Hornung, K. (2012). <i>Measuring School Climate for Gauging: Principal Performance: A Review of the Validity and Reliability of Publicly Accessible Measures</i>. Washington, D.C.: American Institutes for Research.</p> <p>Johnson, D.W. & Johnson, R.T. (1995). <i>Reducing School Violence through Conflict Resolution</i>. Alexandria, VA: ASCD.</p> |
| <p>2.2 Provides for social, emotional and intellectual safety</p> | <p>Trust among staff is one of the factors that contribute to the social, emotional and intellectual safety of the school staff and students. Principals can help to foster trust to bring out the best in teachers and improve student learning.</p> <p>Bryk, A.S. & Schneider, B. (2002). <i>Trust in Schools: A Core Resource for Improvement</i>. New York: Russell Sage Foundation.</p> <p>Tschannen-Moran, M. (2004). <i>Trust Matters: Leadership for Successful Schools</i>. San Francisco, CA: Jossey-Boss.</p> <p>Blasé, J. & Kirby, P.C. (2009). <i>Bringing out the Best in Teachers: What Effective Principals Do</i>. Thousand Oaks, CA: Corwin Press Inc.</p> |



Planning with Data

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Criterion 3 Reflection Components | *Planning with Data*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|---|---|--|--|
| | | SUPPORT | AUTHORITY |
| <p>Ensure the creation of a School Improvement Plan (SIP)</p> <p>Know components and purpose of the SIP</p> <p>Mobilize staff to implement the SIP</p> <p>Ensure the SIP is focused, feasible and implementable</p> <p>Clearly communicate the elements of the SIP with constituent groups (staff, parents, board and community)</p> <p>Utilize a variety of assessment data</p> <p>Analyze data to assess the effectiveness of the SIP</p> <p>Collaborate, problem-solve and build consensus with individuals and groups</p> | <p>Individual student achievement data</p> <p>Compilation of classroom data, including collection of and response to measures of classroom achievement</p> <p>Principal observation notes of teachers and students regarding learning goals and teachers' use of assessment data to inform subsequent instruction</p> <p>Results of a focused short-term/long-term data-driven plan</p> <p>Student/family involvement in student achievement plans</p> <p>Teacher/student self-evaluation</p> <p>Individual student intervention plans</p> <p>Establish a building data dashboard to monitor progress</p> | <p>Parent and community support of the SIP in schools and district</p> <p>District support of school needs for personnel, time and resources, including time for collaboration</p> <p>District expectations that require collaborative behavior of teachers</p> <p>District provides training and support in how to use data to influence instruction</p> <p>District provides time with staff outside instruction day for collaboration and data analysis</p> | <p>Authority to require teachers to teach essential learnings as defined by state and local curriculum</p> <p>Authority to require teachers to use authentic assessments and the data from their assessments to drive instruction</p> <p>Authority for staff and principal to modify the SIP based on data results (e.g., remediation needs while still maintaining high academic standards)</p> |

Criterion 3 Rubric | *Planning with Data*

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|---|--|---|---|--|
| 3.1 Recognizes and seeks out multiple data sources | Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data | Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity | Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and other variables to inform efforts | Is proficient AND explores and uses a wide variety of monitoring and data collection strategies; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data |
| 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts | Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; misuses data | Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement across eight criteria | Analysis includes multiple years of data, including state, district, school and formal and informal classroom assessments; interprets available data to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs | Is proficient AND consistently leads in data interpretation, analysis, and communication; links multiple years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff |
| 3.3 Implements data driven plan for improved teaching and learning | Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment | Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan | Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and PD sessions | Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides assistance or coaching to other school administrators to improve their data driven plan and analysis |

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|--|--|--|---|---|
| <p>3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning</p> | <p>Does not assist staff to use data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate</p> | <p>Occasionally assists staff to use multiple types of data to reflect on teaching to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement</p> | <p>Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement</p> | <p>Is proficient AND demonstrates leadership by routinely and consistently leading teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level</p> |
| <p>3.5 Provides evidence of student growth that results from the school improvement planning process*</p> | <p>School improvement planning process results in no improvement in student academic growth</p> | <p>School improvement planning process results in minimal improvement in student academic growth</p> | <p>School improvement planning process results in measurable improvement in student academic growth</p> | <p>School improvement planning process results in significant improvement in student academic growth</p> |

**Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. Element 3.5 is intended to analyze the achievement of all or most of the students in the school. Element 5.5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.*

Criterion 3 Research | Planning with Data

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in all aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|---|--|
| 3.1 Recognizes and seeks out multiple data sources | <p>These resources explain the reasons to use multiple measures and the importance of triangulating data. The fundamentals of education measurement are reviewed to help guide the analysis, interpretation and communication of data results.</p> <p><i>Mintz, E., Fiarman, S.E., & Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Goldberg, G. L. & Roswell, B. S. (2001). Are multiple measures meaningful? Lessons from a statewide performance assessment. Applied Measurement in Education, 14(2), 125-150.</i></p> <p><i>Frisbie, D. A. (2005). Measurement 101: Same fundamentals revisited. Educational Measurement: Issues & Practice, 21-29.</i></p> <p><i>Pelligrino, J.W. , Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.</i></p> <p><i>Technical Education Research Center (TERC). www.terc.edu. Using Data for Meaningful Change Blog, http://usingdata.wordpress.com/category/practical-tips-on-using-data/</i></p> |
| 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts | <p>Using data in a systematic way can provide insight into students' thinking; thus, informing classroom instruction to assist moving students' toward the learning targets.</p> <p><i>Wahlstram, K. L., Louis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.</i></p> <p><i>Bernhardt, V.L. (2000). Designing and Using Databases for School Improvement. Larchmont, NY: Eye on Education, Inc.</i></p> <p><i>Bernhardt, V.L. (1998). Data Analysis for Comprehensive Schoolwide Improvement. Larchmont, NY: Eye on Education, Inc.</i></p> <p><i>City, E.A., Kagle, M., & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Langer, G.M., Colton, A.B., & Goff, L.S. (2003). Collaborative Analysis of Student Work: Improving Teaching and Learning. Alexandria, VA: ASCD.</i></p> |
| 3.3 Implements data driven plan for improved teaching and learning | <p>These guides help clarify the foundational understandings needed to create a systematic way to collect and interpret data accurately.</p> <p><i>Halverson, R., Grigg, J., Prichett, R. & Thomas, C. (2006). The New Instructional Leadership: Creating Data-Driven Instructional Systems in Schools. University of Wisconsin-Madison. Presented at the Annual Meeting of the National Council of Professors of Educational Administration, July 2005 in Washington, D.C.</i></p> <p><i>Hadge, S.T., & Willett, J.B. (2005). Creating a data overview. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 59-79). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Love, N, Stiles, K. E., Mindry, S. E., DiRanna, K., & Mundry, S. (2008). The Data Coach's Guide to Improving Learning for All Students. Thousand Oaks, CA: Corwin Press.</i></p> |

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| | <p>Technical Education Research Center (TERC). www.terc.edu. http://usingdata.wordpress.com/category/data-driven-decision-making/</p> <p>http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning</p> |
| <p>3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</p> | <p>Many different types of qualitative and quantitative data can be used to examine classroom teaching and learning. Student data can be disaggregated by gender or proficiency level, for example, to uncover the effects of teaching interventions on different subgroups of students and guide instructional strategies. Students get the same assessment question incorrect for different reasons but there are methods to solicit students' misconceptions and correct them.</p> <p><i>City, E.A., Kagle, M., & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Mintz, E., Fiarman, S.E., & Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Protheroe, N. (2002). Improving instruction through teacher observation. Principal, 82, 48-51.</i></p> <p><i>D'Agostino, J. V., Welsh, M.E. & Corson, M. E. (2007). Instructional sensitivity of a state's standards-based assessment. Educational Assessment, 12, 1-22.</i></p> <p><i>Pelligrino, J.W. , Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.</i></p> |



Aligning Curriculum

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

Criterion 4 Reflection Components | *Aligning Curriculum*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|--|--|---|--|
| | | SUPPORT | AUTHORITY |
| <p>Know state performance expectations</p> <p>Use a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures</p> <p>Focus staff on learning and teaching priorities</p> <p>Guide staff in curriculum alignment process</p> <p>Assist staff in adjusting to and accepting curriculum, instruction and assessment changes</p> <p>Guide staff in alignment processes within and across curriculum areas and grade levels</p> <p>Have knowledge of best practices of instruction and assessment</p> <p>Engage instructional staff in frequent conversations/ reflection about classroom practice</p> | <p>Communications used for disseminating information on state and local goals</p> <p>Schedules and meeting agendas/minutes for staff planning and collaboration</p> <p>Logs of formal and informal observations, feedback conferences and principal's plan to coach and assist teachers</p> <p>Calendar of professional and school activities</p> <p>Records of brief informal observations</p> <p>Principal portfolio of other evidence or work in progress</p> | <p>Time and resources designated for: staff development for teachers and administrators; curriculum alignment activities; and staff collaboration in the development of instructional and assessment plans and materials</p> <p>Materials and in-service supporting reform efforts provided by district, regional and state agencies, and professional associations</p> <p>Assistance, recognition and encouragement for progress in aligning curriculum, instruction and assessment</p> <p>Creation of a sense of ownership and a shared accountability among school and district staff for the alignment of the district curriculum</p> | <p>Authority to assign and reassign staff within school to facilitate delivery of effective instruction</p> <p>Authority to direct budget toward student achievement goals</p> <p>Authority to report misalignments in the curriculum and inappropriate curriculum materials</p> |

Criterion 4 Rubric | *Aligning Curriculum*

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|--|--|---|--|
| 4.1 Assists staff in aligning curricula to state and local district learning goals | Has incomplete or insufficient knowledge of state and local district learning goals across grade levels and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to state and district learning goals | Has emerging knowledge and understanding of state and local district learning goals across grade levels and content areas to facilitate some alignment activities with staff | Systematically focuses staff on alignment of their lessons to approved learning targets; establishes a system that uses feedback from the assessments to make adjustments to curricula | Is proficient AND provides leadership and support such that teachers have fully aligned curriculum materials and training on how to use them; staff takes ownership of the alignment processes of goals to curricula; staff understand alignment of curricula to state and local district learning goals as foundational to the improvement of teaching and learning |
| 4.2 Assists staff in aligning best instructional practices to state and district learning goals | Has incomplete or insufficient knowledge of best instructional practices across grade levels and content areas; does not effectively assist staff to align instructional practices to state and district learning goals | Has sufficient knowledge and understanding of best instructional practices across grade levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching & learning methodologies | Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, school-wide discussion on best practices for non-proficient to above-proficient students | Is proficient AND provides leadership and support such that staff understand alignment of best instructional practice to state and district learning goals as foundational to the improvement of teaching and learning; teachers design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding curriculum alignment |

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| <p>4.3 Assists staff in aligning assessment practices to best instructional practices</p> | <p>Has incomplete or insufficient knowledge of assessment in terms of reliability, validity and fairness; does not effectively assist staff to align assessments to instructional practices</p> | <p>Has emerging knowledge and understanding of assessment in terms of reliability, validity and fairness; facilitates the implementation of certain aspects of a balanced (diagnostic, formative and summative) assessment system; facilitates the alignment of assessment to best instructional practices in some grade levels</p> | <p>Has deep knowledge of assessment; every course has a document (syllabus, course outline or learning objectives) that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers' assessments of the learning outcomes accurately reflect the state standards and district learning goals/targets; continually provides support to systematically focus staff on alignment of assessment to instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members</p> | <p>Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices; staff understand the alignment of assessment to teaching as foundational to the improvement of teaching and learning</p> |
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Criterion 4 Research | Aligning Curriculum

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
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| <p>4.1 Alignment of curricula to state and local district learning goals</p> | <p>The alignment of curricula to local district and state learning goals shows a powerful connection to student learning and resulting achievement scores. The degree of alignment can vary from district to district creating an unlevel playing field for students. Deep alignment can be realized by utilizing a variety of supplemental learning materials (high quality internet materials, multimedia, etc.) to fill in the gaps between the learning goals and textbooks.</p> <p><i>Edvantia Research Brief (2005). Aligned Curriculum and Student Achievement. Charleston, WV: Appalachia Educational Laboratory at Edvantia. Retrieved from: http://www.edvantia.org/pdto/pdf/Aligned.pdf</i></p> <p><i>Anderson, S. E. (2003). The school district role in educational change: A review of the literature. International Centre for Educational Change.</i></p> <p><i>English, F.W. & Steffy, B.E. (2001). Deep Curriculum Alignment, Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability. Lanham, MD: Scarecrow Press, Inc.</i></p> <p><i>Kendall, J. (2011). Understanding Common Core State Standards. Alexandria, VA: ASCD.</i></p> |
| <p>4.2 Alignment of best instructional practices to state and district learning goals</p> | <p>The principal's instructional leadership tasks include assisting teachers in both the "what" and "how" to teach in the alignment process. Instructional practices coupled with best teaching strategies, must be tightly linked to the content knowledge and skills needed to move from a novice understanding to a proficient or above proficient understanding of the learning targets.</p> <p><i>Carr, J.F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Alexandria, VA: ASCD.</i></p> <p><i>Hallinger, P. (2007). Instructional leadership and the school principal: A passing fancy that refuses to fade away. Leadership & Policy in Schools, 4(3), 221-239.</i></p> <p><i>McTighe, J. & Wiggig, G. (2012). The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units, Alexandria, VA: ASCD.</i></p> <p><i>Tweed, A. (2007) McREL Program Workshop: Aligning curriculum, instruction and assessment to standards. Retrieved from: http://www.dpi.state.nd.us/title1/progress/present/handouts/curriculum.pdf</i></p> |
| <p>4.3 Alignment of assessment practices to best instructional practices</p> | <p>Well-designed assessments are tightly linked to instruction so that students can demonstrate where they are in their journey toward the learning targets. This is called "instructional sensitivity" of the assessment instrument. The more instructional sensitivity, the more likelihood that the assessment will register improvements in instructional strategies. Well-designed assessments offer multiple ways for students to show what they know.</p> <p><i>Pelligrino, J.W., Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.</i></p> <p><i>Ruiz-Primo, M.A., Shavelson, R.J., Hamilton, L. & Klein, S. (2002). On the evaluation of systemic science education reform: Searching for instructional sensitivity. Journal of Research in Science Teaching, 39(5), 369-393.</i></p> <p><i>D'Agastino, J. V., Welsh, M.E. & Corson, M. E. (2007). Instructional sensitivity of a state's standards-based assessment. Educational Assessment, 12, 1-22.</i></p> <p><i>Ahmed, A. & Pollitt, A. (2007). Improving the quality of contextualized questions: an experimental investigation of focus. Assessment in Education, 14(2), 201-232.</i></p> |



Improving Instruction

Monitoring, assisting, and evaluating effective instruction and assessment practices.

Criterion 5 Reflection Components | Improving Instruction

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|--|--|--|--|
| | | SUPPORT | AUTHORITY |
| <p>Persistently advance the School Improvement Plan (SIP)</p> <p>Engage each staff member in their appropriate implementation of the SIP</p> <p>Utilize teacher-leaders to focus and model the improvement of practice</p> <p>Evaluate in a way that distinguishes effective teachers from ineffective teachers</p> <p>Guide staff through the change process while maintaining focus on student learning goals</p> <p>Assist staff in self-reflection leading to effective practice</p> <p>Use a variety of data to inform and support decisions about instruction and assessment of learning</p> <p>Use a variety of monitoring structures (e.g., informal observation, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning</p> <p>Clearly communicate effective instructional and assessment practices for staff</p> <p>Develop collaboration and peer mentoring among staff</p> <p>Develop an induction process for new staff</p> <p>Seek opportunity to support capacity-building for individuals and teams</p> | <p>Effective employee evaluations that follow contractual and legal requirements and timelines</p> <p>Planning/scheduling for new teacher mentoring and meetings</p> <p>Evidence of agendas of staff/department/grade-level meetings and staff development</p> <p>Achievement data trends over time</p> <p>Staff development plans that address identified needs</p> <p>Examples of growth in specific staff members</p> | <p>Superintendent who shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem</p> <p>District personnel, including superintendent, who understand the complexity, legal liability and political elements of change and remain supportive of school efforts</p> <p>Administrator's job description that reflects priority of student achievement goals</p> <p>Reduction of tasks that are not directly related to achievement goals from administrator performance expectations</p> <p>Training in performance-based evaluation and development of the SIP</p> <p>Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff</p> <p>District support for writing and implementing plans of improvement</p> <p>Time and resources for staff collaboration</p> <p>Supplemental summer and after-school programming</p> <p>District support for non-renewal process</p> <p>Support for teachers: mentors and coaches</p> | <p>Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement</p> <p>Authority to match staff selection and retention to building and program needs</p> <p>Authority to select staff assigned to school based upon demonstrated skill in promoting student achievement</p> |

Criterion 5 Rubric | *Improving Instruction*

Monitoring, assisting, and evaluating effective instruction and assessment practices.

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|--|--|--|--|
| 5.1 Monitors instruction and assessment practices | Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices | Monitors instruction and assessment to meet the minimum frequency and procedural requirements | Develops and uses observable systems and routines for regularly monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices | Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices |
| 5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness | Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient | Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress | Meets with faculty members regularly to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies are used, allowing timely feedback to make mid-course corrections and improve teacher practice | Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress |
| 5.3 Assists staff in implementing effective instruction and assessment practices | Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority | Facilitates staff in the implementation of effective instruction and assessment practices; emerging knowledge of applied learning theories to create a personalized and motivated learning environment | Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate technologies to support teaching and learning | Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices |

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| <p>5.4 Evaluates staff in effective instruction and assessment practices</p> | <p>Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that lack evidence; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment</p> | <p>Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p> | <p>Evaluates staff reliably and validly; provides data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p> | <p>Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices</p> |
| <p>5.5 Provides evidence of student growth of selected teachers*</p> | <p>Multiple measures of student achievement of selected teachers show no academic growth</p> | <p>Multiple measures of student achievement of selected teachers show minimal academic growth</p> | <p>Multiple measures of student achievement of selected teachers show measurable academic growth</p> | <p>Multiple measures of student achievement of selected teachers show significant academic growth</p> |

**Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. Element 3.5 is intended to analyze the achievement of all or most of the students in the school. Element 5.5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.*

Criterion 5 Research | Improving Instruction

Monitoring, assisting and evaluating effective instruction and assessment practices.

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|---|---|
| <p>5.1 Monitors instruction and assessment practices</p> | <p>The data resulting from formative and summative student assessments is useful for teachers to use to monitor and reflect on their instructional practices.</p> <p><i>Zurawski, C. (2004). Teachers matter: Evidence from value-added assessments. Washington D.C.: American Education Research Association.</i></p> <p><i>Protheroe, N. (2002). Improving instruction through teacher observation. Principal, 82, 48-51.</i></p> <p><i>Zimmerman, S. (2003). Five steps for improving teacher evaluation: Focusing on the continual improvement of teaching and learning. Professional Educator, 25(2), 43-53.</i></p> <p><i>Zimmerman, S. & Deckert-Peltan, M. (2003). Evaluating the evaluators: Teachers' perceptions of the principal's role in professional evaluation, NASSP Bulletin; 87 (636) http://www.ctu.edu.vn/centers/cfl/teaching/ebooks/28.pdf</i></p> |
| <p>5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness</p> | <p>There are a number of ways to measure student academic growth; from formal assessments to reflective lessons. A solid student growth plan includes multiple sources of evidence taken at multiple times throughout the academic year. Valid sources of evidence are closely aligned to curriculum and instruction and have a high degree of "instructional sensitivity."</p> <p><i>Herman, J., Heritoge, M. & Goldschmidt, P. (2011). Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems. Los Angeles, CA: University of California, National Center for Research an Evaluation, Standards, and Student Testing (CRESST).</i></p> <p><i>Pelligrino, J. W. (2012). The design of an assessment system focused on student achievement: A learning sciences perspective on issues of competence, growth and measurement in Making in Tangible: Learning Outcomes in Science Education (Bernholt, S., Neumann, K. & Nentwig, P. editors). Munster, Germany: Waxmann Publishers.</i></p> <p><i>Ayala, C. C., Shavelson, R. J., Aroceli Ruiz-Primo, M., Brandon, P.R., Yin, Y., Furtak, E., Young, D. B., & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment studies. Applied Measurement in Education, 21(4), 315-334.</i></p> <p><i>Fernandez, K. (2011). Evaluating school improvement plans and their effect on oademic performance. Educational Policy, 25(2), 338-367.</i></p> |
| <p>5.3 Assists staff in implementing effective instruction and assessment practices</p> | <p>The following resources provide information on how to facilitate teachers to move the conversation from the student to the learning task and teacher instruction and assessment practices.</p> <p><i>Hoy, W.K. & DiPaola, M. (2010). Analyzing School Contexts: Influences of Principals and Teachers in the Service of Students. Charlotte, N.C.: Information Age Publishing.</i></p> <p><i>Joyce, B. & Showers, B. (2002). Student ochievement through staff development. Alexandria VA: ASCD.</i></p> <p><i>Matsumura, L. C., Garnier, H. E. & Resnick, L. B. (2010). Implementing literacy coaching: The role of school social resources. Educational Evaluation & Policy Analysis, 32(2), 249-272.</i></p> <p><i>City, E. A., Kagle, M. & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datwise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Educoation Press.</i></p> |

5.4 Reliably and validly evaluates staff in effective instruction and assessment practices

An objective evaluation can help teachers grow and improve their professional teaching practice. The following resources offer a framework to assist principals in the process of improving teacher effectiveness.

Blasé, J. & Kirby, P.C. (2009). Bringing Out the Best in Teachers: What Effective Principals Do. Thousand Oaks, CA: Corwin Press Inc.

Kaplan, L.S. & Owings, W.A. (2001). Teacher Quality and Student Achievement: Recommendations for Principals. NASSP, 85(628). http://www.nassp.org/news/bltn_tch_qual_stdnt_ach1101.html

Rice, J.K. (2003). Teacher Quality: Understanding the Effectiveness of Teacher Attributes. Washington, DC: Economic Policy Institute.



Managing Resources

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Criterion 6 Reflection Components | *Managing Resources*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|--|--|---|---|
| | | SUPPORT | AUTHORITY |
| <p>Gather, analyze and use data to create, evaluate and manage a school budget plan</p> <p>Involve staff in developing the budget plan</p> <p>Possess knowledge of laws related to special areas (e.g., ASB, special programs, grants)</p> <p>Possess skills in recruiting and securing the best applicants for the job</p> <p>Use effective staff development and improvement strategies</p> <p>Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation</p> <p>Have skills and knowledge to take someone through probation and non-renewal</p> <p>Effectively address difficult issues and conduct difficult discussions</p> <p>Focus financial, human and time resources in an efficient manner</p> | <p>A School Improvement Plan that reflects appropriate use of building resources—people, time and money</p> <p>Budget documents/plans showing funding of identified priorities</p> <p>Balanced budget</p> <p>Legal, contractual and budgetary timelines that are met</p> <p>Hiring packets or protocols that reflect student achievement goals</p> <p>Buildings and campus are clean, maintained and safe</p> <p>Staff retention rates</p> <p>In and out staff transfer request data</p> <p>Desire to work at school</p> | <p>District, state and federal funds to accomplish student achievement goals</p> <p>Training for hiring and budgeting as well as understanding legal and contractual requirements</p> <p>District resources (e.g., time) for recruiting staff and district procedures and timelines compatible with hiring quality staff</p> <p>Support of principal from all central office administrators in supervision and evaluation to prevent the transfer of unsatisfactory staff into the principal's school</p> <p>Provision of organizational support and resources for staff development, evaluation, probation and non-renewal decisions</p> <p>Time made available for supervision and improvement of instruction as a major focus of the principal's job</p> <p>Clear delineation of non-negotiables</p> | <p>Authority to determine where school resources are allocated</p> <p>Authority to have the final decision on accepting staff transfers</p> <p>Authority to manage the hiring process and select staff</p> <p>Authority to develop building programs and assign staff accordingly</p> <p>Authority to prioritize building resources</p> |

Criterion 6 Rubric | *Managing Resources*

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|--|---|--|--|
| 6.1 Managing human resources (assignment, hiring) | Does not adequately address issues in hiring and placement of staff for the benefit of students in classrooms; does not put student needs at the forefront of human resource decisions; does not make an effort to ensure quality personnel in each position | Places the needs of students at the center of some human resource decisions with moderate effect; possesses some skills and knowledge required to recruit and hire highly qualified individuals in school positions | Places students' needs at the center of human resource decisions and decisions regarding hiring and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement | Is proficient AND optimizes the school's human resources and assets of staff members to maximize opportunities for student growth; is distinguished in management of human resources and is called upon to share those successful processes outside of school; efforts produce a positive work environment that attracts outstanding talent; continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population |
| 6.2 Managing human resources (ongoing professional development) | Staff receive inadequate opportunities for professional development to meet students' and staffs' needs; professional development offered is not of sufficient quality to be effective | Professional development plan somewhat aligns to organization's vision and plan; PD is partly effective in leading to minor improvements in staff practice; little or no documentation of effectiveness of past professional development offerings and teacher outcomes | Professional development plan has three to four areas of emphasis, job embedded, ongoing and linked to the organization's vision and plan; systematic evaluation of the effectiveness of past PD offerings and outcomes; creates and supports informal professional development (ie. professional learning communities); offers PD that meets teachers' needs and has elements of high-quality PD (sufficient duration, content, etc.) | Is proficient AND has adopted research-based strategies for evaluating the effectiveness of PD documenting growth in teacher knowledge to student outcomes; can identify specific PD offerings of prior years that were systematically reviewed and either eliminated or modified to support organizational goals |

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| <p>6.3 Managing fiscal resources</p> | <p>Does not make fiscal decisions that maximize resources in support of improved teaching and learning; provides little or no evidence of lists of milestones or deadlines in managing time or fiscal resources; does not work with teachers to establish goals for student achievement linked to individual teacher professional development</p> | <p>Fiscal decisions occasionally support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; does not always meet project deadlines and impact not frequently documented</p> | <p>Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; frequently monitors data, documents and evaluates results; uses findings to improve fiscal decisions; documented history reveals ability to manage complex projects and meet deadlines within budget; regularly works with teachers to establish goals for student achievement linked to individual teachers professional development</p> | <p>Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that regularly save time and money; results indicate that strategically redirected resources have positive impact in achieving priorities; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning; augments resources by writing successful state and/or federal grants; seeks numerous external funding sources; consistently works with teachers to establish goals for student achievement linked to individual teachers professional development</p> |
| <p>6.4 Fulfilling legal responsibilities</p> | <p>Fails to demonstrate adequate knowledge of legal responsibilities; exhibits behaviors and policies that conflict with the law; tolerates behavior from self or staff that conflicts with the law</p> | <p>Demonstrates basic knowledge and understanding of legal responsibilities; makes resource management decisions consistent with that knowledge; does not entertain behaviors and policies that conflict with the law</p> | <p>Demonstrates a deep and thorough knowledge and understanding of the law and its intent; makes resource management decisions consistent with that knowledge ; operates with deep and thorough knowledge and understanding of district policies and collective bargaining agreements; consistently holds self and staff to legal standards</p> | <p>Is proficient AND consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities</p> |

Criterion 6 Research | *Managing Resources*

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

This criterion primarily covers human resources and addresses principal power, to the extent that the principal can impact decisions of hiring. An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

| Supporting Research & Learning Resources | |
|--|---|
| <p>6.1 Manages human resources (assignment and hiring)</p> | <p>The principal's role requires successful management of organizational behavior, which leads to the recruitment and retention of highly qualified teachers.</p> <p><i>Hersey, P., Blanchard, K.H. & Jahnson, D. E. (2000). Management of organizational behavior: Utilizing human resources (8th ed). Upper Saddle River: NJ: Prentice Hall.</i></p> <p><i>Bayd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S. & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions, American Education Research Journal, 48(2), 303-333.</i></p> <p><i>Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. Education Policy Analysis Archives. 8(1). http://epaa.asu.edu/epaa/v8n1</i></p> <p><i>Cotton, K. (2003). Principals and Student Achievement: What the Research Says. Alexandria VA: ASCD.</i></p> |
| <p>6.2 Manages human resources (ongoing professional development)</p> | <p>High quality in-service professional development for teachers is facilitated by certain policy mechanisms and processes that districts can use. Certain management/implementation strategies, such as aligning professional development to district's learning goals and assessments, continuous improvement efforts, and teacher involvement in planning, are associated with the provision of higher quality professional development for teachers.</p> <p><i>Huxley, A., Johnston, K., Murchan, D., Fitzgerald, H. & Quinn, M. (2007). The role of whole-school contexts in shaping the experiences and outcomes associated with professional development, Journal of In-Service Education, 33(3), 265-285.</i></p> <p><i>Desimone, L., Porter, A.C., Birman, B.F., Gareet, M.S. & Yoon, K.S. (2002). How do district management and implementation strategies relate to the quality of professional development that districts provide to teachers? Teachers College Record, 104(7), 1265-1312.</i></p> <p><i>Blasé, J. & Blasé, J. (2001). Empowering Teachers: What Successful Principals Do. Thousand Oaks, CA: Corwin Press Inc.</i></p> <p><i>Draga-Severson, E. (2004). Helping Teachers Learn: Principal Leadership for Adult Growth and Development. Thousand Oaks, CA: Corwin Press.</i></p> |
| <p>6.3 Manages fiscal resources</p> | <p>The alignment of a school budget with district resources focused on intended student outcomes is an essential element in effective school operations and leadership. Highly successful principals engage staff in budget development toward a meaningful decision-making process. Effective principals ensure that the highest priority for budget development is focused on improved student learning.</p> <p><i>Drago-Severson, E.E. & Pinto, K.C. (2009). School leadership in support of teachers' learning: The dramatic differences that financial resources make. Leadership and Policy in Schools, 8(4), 446-476.</i></p> <p><i>Sorenson, R.D. & Goldsmith, L.M. (2006). The principal's guide to school budgeting. Thousand Oaks: CA: Corwin Press.</i></p> <p><i>Kedro, M. J. (2004). Aligning resources for student outcomes: School-based steps to success. Latham, Rowman Education.</i></p> |

| | |
|--|--|
| 6.4 Fulfills legal responsibilities | <p>Highly successful principals possess a common set of legal knowledge allowing for confident decision-making while providing for the safety and security of their schools. The changing nature of school law requires principals to maintain a comprehensive review of legal decisions impacting student achievement.</p> <p><i>Dunklee, D.R. & Shoop, R. J. (2006). The principal's quick reference to school law: Reducing liability, litigation, and other potential legal tangles. Thousand Oaks: CA: Corwin Press.</i></p> <p><i>Bosher, W.C., Kaminski, K.R., & Vacca, R.S. (2004). School law handbook: What every leader needs to know. ASCD: Alexandria, VA.</i></p> |
|--|--|



Engaging Communities

Partnering with the school community to promote student learning.

Criterion 7 Reflection Components | Engaging Communities

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|---|--|---|---|
| | | SUPPORT | AUTHORITY |
| <p>Use effective communication skills and strategies to: market the school to enlist community support; resolve conflicts among individuals and groups; and build common focus and collaboration to enhance student learning</p> <p>Partner and collaborate with administrative colleagues</p> <p>Build collegial and collaborative relationships with and among school staff members</p> <p>Share leadership based upon situation and need</p> <p>Identify and involve business and community leaders and key communicators</p> <p>Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school</p> <p>Gather and use relevant data regarding community responses to student learning and their attitudes about the school</p> <p>Work with local media to celebrate success across school and community</p> <p>Break down barriers between school and community</p> | <p>Samples of communication vehicles used</p> <p>A School Improvement Plan that demonstrates knowledge of the specific school community and the impact on learning</p> <p>A school-wide plan to engage families and community</p> <p>Opportunities for family to provide feedback about their students' experience</p> <p>Ability to articulate a defined decision-making process</p> <p>Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities)</p> <p>Schedule of activities, conferences, documentation, etc.</p> <p>Surveys/focus groups of the community</p> <p>Evidence in addressing conflict resolution through observations and notes</p> <p>Principal portfolio of other evidence or work in progress</p> | <p>Training for enhanced family and community engagement</p> <p>Training in strategies for effective community partnerships</p> <p>Training, coverage and support for community involvement as an element of principal responsibility</p> <p>Assistance from district's community relations director as needed for school communication plans</p> <p>Handling of insurance, liability coverage, background checks, recruitment and training for volunteers at the district level</p> <p>Clearly established decision-making parameters</p> <p>District-wide community communication plan</p> <p>Alignment of district and building communication plans and procedures</p> | <p>Authority to initiate and continue partnerships with community members</p> <p>Authority to adjust the school day and/or calendar to promote community and parent/guardian partnerships</p> <p>Authority to require staff members to communicate with parents and guardians as part of their commitment to improve student learning</p> |

Criterion 7 Rubric | *Engaging Communities*

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|---|--|--|--|
| 7.1 Communicates with community to promote learning | Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate | Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff. | Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff | Is proficient AND moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning ; use of exemplary education marketing skills to establish partnerships to mobilize wealth of community resources |
| 7.2 Partners with families and school community | Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning | Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities | Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning | Is proficient AND consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community, or programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; to the extent possible, facilitates access of community services to students in the school |

Criterion 7 Research | Engaging Communities

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|---|---|
| <p>7.1 Communicates with community to promote learning</p> | <p>Strong links between the community and schools are positively correlated with student achievement especially in diverse communities. Communication between the principal and teachers and community members can be strengthened using specific strategies outlined in the following resources.</p> <p><i>Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). Crucial Conversations: Tools for Talking When Stakes are High. New York: McGraw-Hill.</i></p> <p><i>Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education. New York: Currency / Doubleday. See Chapter XII, Leadership.</i></p> <p><i>Lawrence-Lightfoot, S. (2003). The Essential Conversation: What Parents and Teachers can Learn from Each Other. New York: Ballantine Books.</i></p> |
| <p>7.2 Partners with families and school community</p> | <p>Student achievement can be improved when schools work with families and the school community to form collaborative partnerships. The resources below offer strategies for schools to become an integral and a positive part of the community which plays out as enhanced academic performance, higher staff morale, fewer discipline problems and improved use of resources as well as other beneficial outcomes.</p> <p><i>Adelman, H. & Taylor, L. (2007). Fostering School, Family and Community Involvement. Portland, OR.: Northwest Regional Education Laboratory.</i></p> <p><i>Henderson, A.T. & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.</i></p> <p><i>Jeynes, W. H. (2007). The relationship between parent involvement and urban secondary school achievement: A meta-analysis. <i>Urban Education</i>, 42(1), 82-110.</i></p> <p><i>The University of Calgary AISI Research Findings (2011). Spotlight on Parent Engagement. Retrieved from: http://education.alberta.ca/media/6591254/spotlight_on_parent_engagement_sept_2011.pdf</i></p> <p><i>Epstein, J. L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your Handbook for Action. (2nd Ed.). Thousand Oaks, CA: Corwin Press.</i></p> <p><i>Constantino, S.M. (2005). Engaging All Families: Creating a Positive School Culture by Putting Research into Practice. New York: Rowman & Littlefield Education.</i></p> |



8. Closing the Gap

Demonstrating commitment to closing the achievement gap.

Criterion 8 Reflection Components | *Closing the Gap*

| EXAMPLES OF KNOWLEDGE/SKILLS | EXAMPLES OF EVIDENCE/MEASURES | EXAMPLES OF SYSTEM CONSIDERATIONS | |
|--|--|--|--|
| | | SUPPORT | AUTHORITY |
| <p>Assign low-performing students to high-performing teachers</p> <p>Promote and model an atmosphere of inclusiveness, equity and respect among students, staff and community</p> <p>Use data to identify and address patterns related to equity of access</p> <p>Analyze school data, including discipline and attendance, with respect to equity issues</p> <p>Identify gaps in the achievement of various groups</p> <p>Monitor regularly the progress of underperforming students</p> <p>Use formative assessments to catch learning gaps early</p> <p>Consider student subpopulations when building a School Improvement Plan (SIP)</p> <p>Hire staff committed to closing gaps between student subpopulations</p> <p>Have knowledge of and be responsive to diversity issues in the community</p> <p>Ensure a welcoming experience for parents, school visitors and other stakeholders</p> | <p>Knowledge of diversity issues</p> <p>Knowledge of low-performing students</p> <p>Décor that reflects the diversity of the student body</p> <p>Accessibility of student data to staff, students and families, and explanation of how to interpret data</p> <p>Analysis of the representation of students being served by special programs, based on the demographics of the school</p> <p>Master schedule</p> <p>Analysis of formative assessments</p> <p>Intervention strategies ensuring that the academic needs of all students are being met</p> <p>Partnerships with families and community members that bring guest speakers, tutors and mentors into the building</p> <p>Asset map of the community identifying resources available to students and families</p> <p>Accessibility of information to non-English speaking families</p> | <p>District definition of the achievement gap</p> <p>District plan to close the gap with specific strategies</p> <p>District resource allocation practices that demonstrate the district's commitment to closing the achievement gap</p> <p>School and district expertise in analyzing and interpreting data, and developing a data dashboard</p> <p>Training, coverage and support for community involvement as an element of principal responsibility</p> <p>Professional development on effective teaching practices for subpopulations of students</p> <p>Availability of interpreter and translation services</p> | <p>Authority to hire and accept/reject staff assigned to school based upon demonstrated commitment to closing the achievement gap</p> <p>Authority to direct resources toward staff development goals of the School Improvement Plan and documented student achievement</p> <p>Authority to place and/or regroup students to increase student achievement</p> <p>Authority to direct staff development toward student learning needs</p> <p>Authority to focus on student achievement as the primary responsibility of administrators</p> <p>Authority to alter schedules and structure to better meet individual student learning needs</p> |

Criterion 8 Rubric | Closing the Gap

Demonstrating commitment to closing the achievement gap.

Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

| Elements | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|---|--|---|---|--|
| 8.1 Identifies barriers to achievement and knows how to close resulting gaps | Is unaware of achievement gaps that exist in school population and how the school and teachers have played a role in perpetuating gaps; attributes gaps to factors outside of the school's locus of control; opportunities to learn and resources are not distributed equitably among students | Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some expectations for teachers and school to impact these gaps; creates new opportunities to learn | Identifies learning gaps early; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps | Is proficient AND focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close gaps |
| 8.2 Demonstrates a commitment to close the achievement gap | Does not acknowledge the responsibility of school to close gaps; does not consider subpopulations when constructing school learning goals and targets; does not have a plan to close gaps | Achievement data is accessible and shared with a portion of the school community; attempts to target efforts towards closing achievement gaps; uses culturally-relevant methodologies to close gaps; demonstrates emerging progress in closing gaps | Achievement data is accessible to all members of the school community including non-English speaking parents; constructs plan with specific strategies to impact gaps; communicates, monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices; demonstrates improvement in closing identified gaps | Is proficient AND successfully keeps the work of closing gaps at the forefront of intention for staff and community members; assumes responsibility for closing gaps; builds capacity in staff members and others to advance learning for students; has deep knowledge and understanding of the nature of gaps that exist at the level of group and at the level of individual students who are not reaching full learning potential |
| 8.3 Provides evidence of growth in student learning* | Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups | Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students | Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement | Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students |

**Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. Element 3.5 is intended to analyze the achievement of all or most of the students in the school. Element 5.5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.*

Criterion 8 Research | Closing the Gap

Demonstrating a commitment to closing the achievement gap.

Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

| SUPPORTING RESEARCH AND LEARNING RESOURCES | |
|--|---|
| <p>8.1 Identifies barriers to achievement and knows how to close resulting gaps</p> | <p>There are a variety of factors that influence achievement gaps and many ways to help eliminate the gaps between proficient and non-proficient students. For example, sometimes diverse students will do poorly on assessments because the test items are not fully understood. Assessments in the U.S. are written from a Western cultural perspective. If this is not the culture of the student, the cultural validity of the assessment and ability for the student to understand the items, may be compromised. Additionally, male and female students' interest and engagement in reading and math can be improved using different teaching strategies for each gender. The following resources provide a framework to begin to identify potential barriers to achievement and what can be done to mediate them.</p> <p><i>Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70(1), 55-81.</i></p> <p><i>Rusch, E. (2005). Institutional barriers to organizational learning in school systems: The power of silence. Educational Administration Quarterly, 41(1), 83-120.</i></p> <p><i>Gay, G. (2000). Culturally Responsive Teaching: Theory, Research, & Practice. New York: Teachers College Press. Columbia University.</i></p> <p><i>Solano-Flores, G. (2002, April 1-5, 2002). Cultural Validity: The Need for a Socio-Cultural Perspective in Educational Measurement. Paper presented at the American Education Research Association, New Orleans, LA.</i></p> <p><i>Corey, K. (2004). The Real Value of Teachers: Using New Information about Teacher Effectiveness to Close the Achievement Gap. Thinking K-16. Washington, DC: The Education Trust.</i></p> <p><i>Sanders, J. (2005). Gender & Technology in Education: A Research Review. Retrieved from http://ww2.cs.mu.oz.au/~unruh/gender_cs/gendertech0705.pdf</i></p> |
| <p>8.2 Demonstrates a commitment to close the achievement gap</p> | <p>The school principal has a mission to be confident in students' abilities and also expect teachers and students to attain the school's goals, thus communicating that learning for all students is the most important mission. The following resources provide information about how to create the all-inclusive school.</p> <p><i>Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70(1), 55-81.</i></p> <p><i>Wahlstrom, K. L., Luis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.</i></p> <p><i>Holcomb-McCoy, C. (2007). School Counseling to Close the Achievement Gap: A Social Justice Framework for Success. Thousand Oaks, CA.:Corwin Press.</i></p> <p><i>Moore, D.L. (2012). The Challenge Program: A quantitative analysis of strategies designed to eliminate the achievement gap. Doctoral dissertation for Lindenwood University, retrieved from http://gradworks.umi.com/34/98/3498725.html</i></p> |

| | |
|--|--|
| <p>8.3 Provides evidence of growth in student learning</p> | <p>There are a number of different ways to measure student growth in content knowledge; from formal assessments to reflective lessons. A solid student growth plan includes multiple sources of evidence taken at multiple times throughout the academic year. Valid sources of evidence are closely aligned to curriculum and instruction and have a high degree of “instructional sensitivity”.</p> <p><i>Herman, J., Heritage, M. & Goldschmidt, P. (2011). Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).</i></p> <p><i>Pelligriino, J. W. (2012). The design of an assessment system focused on student achievement: A learning sciences perspective on issues of competence, growth and measurement in Making in Tangible: Learning Outcomes in Science Education (Bernholt, S., Neumann, K. & Nentwig, P. editors). Munster, Germany: Waxmann Publishers.</i></p> <p><i>Ayala, C. C., Shavelson, R. J., Araceli Ruiz-Primo, M., Brandon, P.R., Yin, Y., Furtak, E., Young, D. B., & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment studies. Applied Measurement in Education, 21(4), 315-334.</i></p> <p><i>Fernandez, K. (2011). Evaluating school improvement plans and their effect on academic performance. Educational Policy, 25(2), 338-367.</i></p> |
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Certification and Evaluation

A Comparison of the ISLLC Standards with the AWSP Leadership Framework

The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. These standards, listed here, drive the certification process for current administrative interns and the certification renewal process for growing numbers of assistant principals.

The ISLLC Standards were used as a foundation in developing the AWSP Framework. In this section, you can see the alignment between the ISLLC Standards and the AWSP Framework, and thus the Washington state principal evaluation criteria.

ISLLC Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students through facilitating a shared vision of learning.

- **Evaluation Criterion 1: Creating a Culture**
Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

ISLLC Standard 2: Instruction

A school administrator is an educational leader who promotes the success of all students through sustaining a culture of student learning and staff professional growth.

- **Evaluation Criterion 1: Creating a Culture**
Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
- **Evaluation Criterion 5: Improving Instruction**
Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices.

ISLLC Standard 3: Safety

A school administrator is an educational leader who promotes the success of all students through ensuring a safe, efficient and effective learning environment.

- **Evaluation Criterion 1: Creating a Culture**
Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
- **Evaluation Criterion 2: Ensuring School Safety**
Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.
- **Evaluation Criterion 3: Planning with Data**
Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.
- **Evaluation Criterion 6: Managing Resources**
Manage human and fiscal resources to accomplish student achievement goals.



ISLLC Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students through collaboration, working with diverse communities and mobilizing community resources.

- **Evaluation Criterion 7: Engaging Communities**
Communicate and partner with school community members to promote student learning.

ISLLC Standard 5: Integrity

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

ISLLC Standard 5 does not match precisely with one specific evaluation criterion. AWSP believes that this language describes a leader's quality as opposed to his or her responsibility. We believe ISLLC Standard 5 is critical and applies to each of the eight evaluation criteria.

ISLLC Standard 6: Outreach

A school administrator is an educational leader who promotes the success of all students through understanding and influencing the larger political, social, economic, legal and cultural context.

ISLLC Standard 6 does not match precisely with one specific evaluation criterion. To try to better understand the intent of the standard, AWSP turned to the original "functions" that accompanied the ISLLC Standards. It appears that the intent of this standard is to influence the world outside the school. We do believe that *Criterion 7, Engaging Communities*, speaks to this standard; however, we did not include advocacy and the influencing of state policy in this document.

AWSP Framework Alignment with ISLLC Standards Matrix

| Criterion | ISLLC Standard | Elements | Elements | Elements | Elements |
|---|---|--|--|---|---|
| 1. Creating a Culture | I. Vision V. Integrity | Develops and sustains focus on a shared mission & clear vision for improvement of learning & teaching. | Engages in essential conversations for ongoing improvement. | Facilitates collaborative processes leading toward continuous improvement. | Creates opportunities for shared leadership. |
| 2. Providing for School Safety | III. Safety | Provides for physical safety. | Provides for social, emotional and intellectual safety. | | |
| 3. Planning with Data | II. Instruction IV. Collaboration | Recognizes and seeks out multiple data sources. | Analyzes and interprets multiple data sources to inform school-level improvement efforts. | Implements data driven plan for improved teaching and learning. | Assists staff to use data to guide, modify and improve classroom teaching and learning. |
| 4. Aligning Curriculum, Instruction & Assessment | II. Instruction IV. Collaboration | Alignment of curricula to state and local district learning goals. | Alignment of best instructional practices to state and local district learning goals. | Alignment of assessment to state and local district learning goals. | |
| 5. Improving Instruction & Assessment Practices | II. Instruction IV. Collaboration | Monitors instruction & assessment practices. | Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness. | Assists staff in implementing effective instruction and assessment practices. | Reliably and validly evaluates staff in effective instruction and assessment practices. |
| 6. Managing Resources to Support Student Learning | III. Safety V. Integrity | Managing human resources (assignment, hiring and ongoing professional development). | Managing fiscal resources. | Fulfilling legal responsibilities. | |
| 7. Engaging Communities | VI. Outreach | Communicates with community to promote learning. | Partners with families and school community. | | |
| 8. Closing the Gap | I. Vision II. Instruction IV. Collaboration V. Integrity VI. Outreach | Identifies barriers to achievement and knows how to close the gap. | Demonstrates a commitment to close the achievement gap. | Provides evidence of growth in student learning. | |

Best Practices in Principal Evaluation

10 Suggestions for Effective Principal Evaluations

1. Evaluation should stimulate and guide a principal's professional development.
2. Evaluation protocols should be aligned with important school and student outcomes (e.g., student achievement and effective instruction).
3. Evaluators should acquire appropriate feedback from multiple stakeholders.
4. Evaluations are enriched and strengthened when evidence is collected through multiple methods (e.g., portfolios, self-assessments, 360-degree feedback, and outcome-based assessments).
5. Evaluation systems should be flexible enough to account for variations in school contexts and environments.
6. Principals should be engaged partners in the process of establishing evaluation goals and objectives and assessing their own performance.
7. The quality of the conduct of principal evaluation may be more important than its content; strong, trusting, and collaborative relationships between principals and their district office evaluators is especially critical to the success of the evaluation process.
8. Evaluation procedures and tools should be reliable and valid.
9. Evaluation systems should be based on established standards of administrative practice and on objective and measurable performance objectives.
10. School district leaders should regularly assess the alignment between the district's principal evaluation system and the critical goals and needs of principals, the schools, the district, and the community.



Davis, S., Kearney, K., Sanders, N., Thomas, C. & Leon, R. (2011). *The policies and practices of principal evaluation: Executive summary*. San Francisco, CA: WestEd.

Glossary of Terms

Action Research

A process of collective inquiry in which individuals work together to become more proficient at identifying and solving problems. The steps of action research include: (1) formulating a problem, (2) identifying and implementing a strategy to address the problem, (3) creating a process for gathering evidence of the effectiveness of the strategy, (4) collecting and analyzing the evidence, and (4) making decisions based on the evidence.

Attainable Goals

Goals perceived as achievable by those who set them. Attainable goals are intended to document progress.

Capacity Building

“Developing the collective ability—dispositions, skills, knowledge, motivation, and resources—to act together to bring about positive change” (Fullan, 2005, p. 4).

Collaboration

A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

Collective Inquiry

The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers/principals are getting the best results). They also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.

Common Assessment

An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. National and state assessments and district benchmark assessments are “common” assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

Common formative Assessment

An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns—areas in which students generally are having difficulty achieving the intended standard—and (4) improvement goals for individual teachers and the team.

Community

A group linked by common interests. Whereas the term organization tends to emphasize structure and efficiency, community suggests shared purpose, mutual cooperation, and supportive relationships.

Consensus

Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

Construct Validity

Seeks an agreement between a theoretical concept and a specific measuring device, such as observation.

Content Validity

The extent to which a measurement reflects the specific intended domain of content.

Continuous Improvement Process.

The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Criterion-referenced Assessment

An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth & Viegut, 2006).

Critical Questions of Collaborative Teams

In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in learning, and (4) How will we enrich and extend the learning for students who are proficient?

Crucial Conversation

Dialogue in which “the stakes are high, opinions vary, and emotions run strong” (Patterson, Grenny, McMillan, & Switzler, 2002, p. 3).

Data

Recorded observations, usually in numeric or textual form.

Data Versus Information

Data represent facts or figures that, standing alone, will not inform practice or lead to informed decisions. To transform data into information requires putting data in context, and this typically requires a basis of comparison.

Essential Learning

The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009) or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

External Validity

The extent to which the results of a study are generalizable or transferable.

Face Validity

How a measure or procedure appears.

Formative Assessment

An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those student with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning.

High Expectations

Positive inferences principals and teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). "High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn" (Lezotte, 1991, p. 4).

Interrater Reliability

The extent to which two or more individuals agree. It addresses the consistency of the implementation of a rating system.

Learning

The acquisition of new knowledge or skills through ongoing action and perpetual curiosity.

Learning Organization

"Organizations where people continually expand their capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, p. 3).

Mission

The fundamental purpose of an organization. Mission answers the question, Why do we exist?

Multiple Sources

Data used to measure specific outcomes can reside in one data silo, for example, state assessment scores. However, to gain an accurate picture to evaluate outcomes, data must come from multiple sources, preferably at least three different sources. In addition, data can be quantitative (assessment scores, perception rating surveys) or qualitative (focus groups, interviews). Using a mix of quantitative and qualitative data from multiple sources provides the most accurate evaluation of outcomes.

Norm-referenced Assessment

An assessment designed to compare the performance of an individual or group with a larger "norm" group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

Performance-based Assessment

An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open-ended problems, labs, or real-world simulations). Prior to administering a common performance-based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work, and (2) demonstrate that they apply those criteria consistently—establish interrater reliability.

Primary Sources

Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information.

Power Standard

The knowledge, skills and dispositions that have endurance and leverage and are essential in preparing students for readiness at the next level (Reeves, 2002); the most essential learning or outcomes.

Professional Development

A lifelong, collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach (National Staff Development Council, 2000).

Professional Learning Community (PLC)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Readiness for the Next Level of Learning

The quality of having acquired the skills, knowledge, and dispositions essential for success in the next unit, course, or grade level (Reeves, 2002).

Reciprocal Accountability

The premise that leaders who call upon members of the organization to engage in new work, achieve new standards, and accomplish new goals have a responsibility to those members to develop their capacity to be successful in meeting these challenges: "For every increment of performance we ask of educators, there is an equal responsibility to provide them with the capacity to meet that expectation" (Elmore, 2004, p. 93). For example, principals of professional learning communities recognize they have an obligation to provide staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been asked to do.

Reliability

The extent to which a measure, procedure or instrument yields the same result on a repeated trials.

Results Orientation

A focus on outcomes rather than inputs or intentions.

Rubric

An authentic assessment tool to measure performance. For each criterion, the rubric addresses the question: What does this criterion look like in action, in the professional practice of the principal?

School Culture

The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

School Structure

The policies, procedures, rules, and hierarchical relationships within the school.

Secondary Sources

Interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on the discussion of evidence.

SMART Goals

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Credit: Glossary of Key Terms definitions drawn from multiple sources including *Learning by Doing* – Solution Tree.com



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Contact: Gary Kipp, AWSP Executive Director, at gary@awsp.org, or
Paula Quinn, AWSP Director of Professional Development, at paula@awsp.org.

Citation: Kipp, G., Quinn, P., Gordon, J., & Sharratt, G. (2012).
The AWSP Leadership Framework to Support Principal Development. Olympia, WA.

The AWSP Leadership Framework

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Attachment 19 SOAR Academy Teacher Evaluation Criteria

Approach

According to Kowal and Hassel, authors of a study on measuring *Teacher Leader and Leader Performance*, critical elements for designing an outstanding performance measurement system in education include, “measuring both the ‘what’ and ‘how’ of educators’ performance; conquering fears of measuring student learning and using performance measurement results” (2010, p.2). Furthermore, they highlight that in order to have the most impact, systems should include, “adopting strategies to protect against leniency and bias; meaningfully assessing team performance; measuring more to measure better and rapidly adjusting measures that do not predict success” (2010, p.3). In order to implement a professional growth and evaluation system that aligns to best practice, we will adopt Charlotte Danielson’s Framework for Teaching and modify it with both charter experts and SOAR staff input. As Hattie argues in *Visible Learning* (2009), “when teachers see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific, and challenging goals” (p. 22-24). Therefore, we have built a system that allows teachers to learn and grow in their understanding and implementation of standards based instruction that is informed and driven by the data they gather from consistently monitoring the achievement of their students.

Tool & Process

We will base our evaluation tool on Charlotte Danielson’s Framework for Teaching, which is one of the state’s selected teacher evaluation tools. However, in August we will go through a collaborative process to modify the Danielson tool so that the faculty has a voice in this critical decision. “...it’s not enough to simply put them [comprehensive teacher frameworks] in place as rubrics that supervisors use to rate teacher effectiveness. Just as students need to be actively involved and empowered as partners in classroom assessment (Stiggins, 2004), teachers need to be actively involved and empowered as leaders in the formative use of the tools that will be the basis for their own summative evaluation” (Mielke and Frontier, *Educational Leadership*, 2012).

By providing the opportunity initially for faculty and staff to have a voice in the teacher evaluation system, we believe we are establishing an environment for trust and supporting the development for teachers to be genuinely reflective educators where it is essential to reflect on and grow in teacher practice.

“...teachers themselves need to be in a safe environment to learn about the success or otherwise of their teaching from others. To create such an environment, to command a range of learning strategies, and to be cognitively aware of the pedagogical means that enable the student to learn requires dedicated, passionate people. Such teachers need to be aware of which of their teaching strategies are working or not, need to be prepared to understand and adapt to the learner(s) and their situations, contexts, and prior learning, and need to share the experience of learning in their manner in an open, forthright,

and enjoyable way with their students and their colleagues” (Hattie, 2011).

In addition to the informal observations and feedback that the Academic Deans and Principal will conduct, we believe that a peer assistance and review process would play an essential role in growing teachers’ practice. In a recent edition of *Educational Leadership*, Linda Darling-Hammond identifies “one of the historical failings of teacher evaluation systems in the United States has been their reliance on the school principal alone as the person expected to observe teacher, mentor beginners, coach those who need help, document concerns and support processes for those who struggle, and make the final call on whether to recommend dismissal based on the assembled record” (p. 24). In other words, in a traditional evaluation model, principals do not have the necessary bandwidth to support teachers in timely and thoughtful evaluation; one recommended response is a peer assistance and review process. Research (Bambrick-Santoyo, 2013) has found that when a peer assistance and review process is thoughtfully implemented and supported, teachers “get more feedback in one year than most teachers do in 20” (p.46). Since we believe that effective teacher instruction has the greatest impact on student achievement, frequent observation and timely feedback is critical.

The teacher evaluation process will begin with a teacher self-assessment. The teacher will reflect, using SOAR’s standards of professional practice as a guide, and consider areas of strength and areas for potential growth. The teacher will also collect baseline data on student achievement. At a goal-setting and initial self-assessment conference, the teacher and evaluator will collaborate around professional and student growth goals. Throughout the year, teachers will have two formal observation cycles that will include a pre-conference, observation and post-conference. Following the observation, the teacher and evaluator will reflect on the observed instruction and the immediate evidence of student learning. In addition to the two formal observation cycles, there will be many informal opportunities of observation with immediate feedback. The feedback will be focused on instruction and supporting teachers in development and implementation of high leverage teaching strategies that improve student achievement. The year will end with a final conference around a summative evaluation. This evaluation will focus on teacher self-reflection, observed teaching and planning, and student growth.

Ultimately, the core beliefs that guide the evaluation system in Washington State will also guide the evaluation system at SOAR Academy. These core beliefs are:

- Comprehensive teaching frameworks are not just for evaluation
- Expertise only emerges through deliberate practice
- Supervisors are not the only source of data and feedback
- Honoring adults as self-directed learners encourages them to tackle more rigorous improvement goals (<http://tpep-wa.org/the-model>, 2013).

At SOAR Academy, we believe that by using the same core beliefs as district schools in teacher evaluation, we will be able to continue to collaborate and grow as professionals with our colleagues across the state. Specifically, Washington law enumerates the criteria and defines them as follows:

Criteria and Definitions:

Teacher Evaluation Criteria (RCW 28A.405.100 (2)(b))

1. Centering instruction on high expectations for student achievement.
2. Demonstrating effective teaching practices.
3. Recognizing individual student learning needs and developing strategies to address those needs.
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment.
6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating and collaborating with parents and the school community
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Teacher Evaluation Criteria Descriptors (WAC 392-191A-060)

1. **Expectations;** the teacher communicates high expectations for student learning.
2. **Instruction;** the teacher uses research-based instructional practices to meet the needs of all students.
3. **Differentiation;** the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
4. **Content Knowledge;** the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. **Learning Environment;** the teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being of students.
6. **Assessment;** the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
7. **Families and Community;** the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
8. **Professional Practice;** the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

Timeline

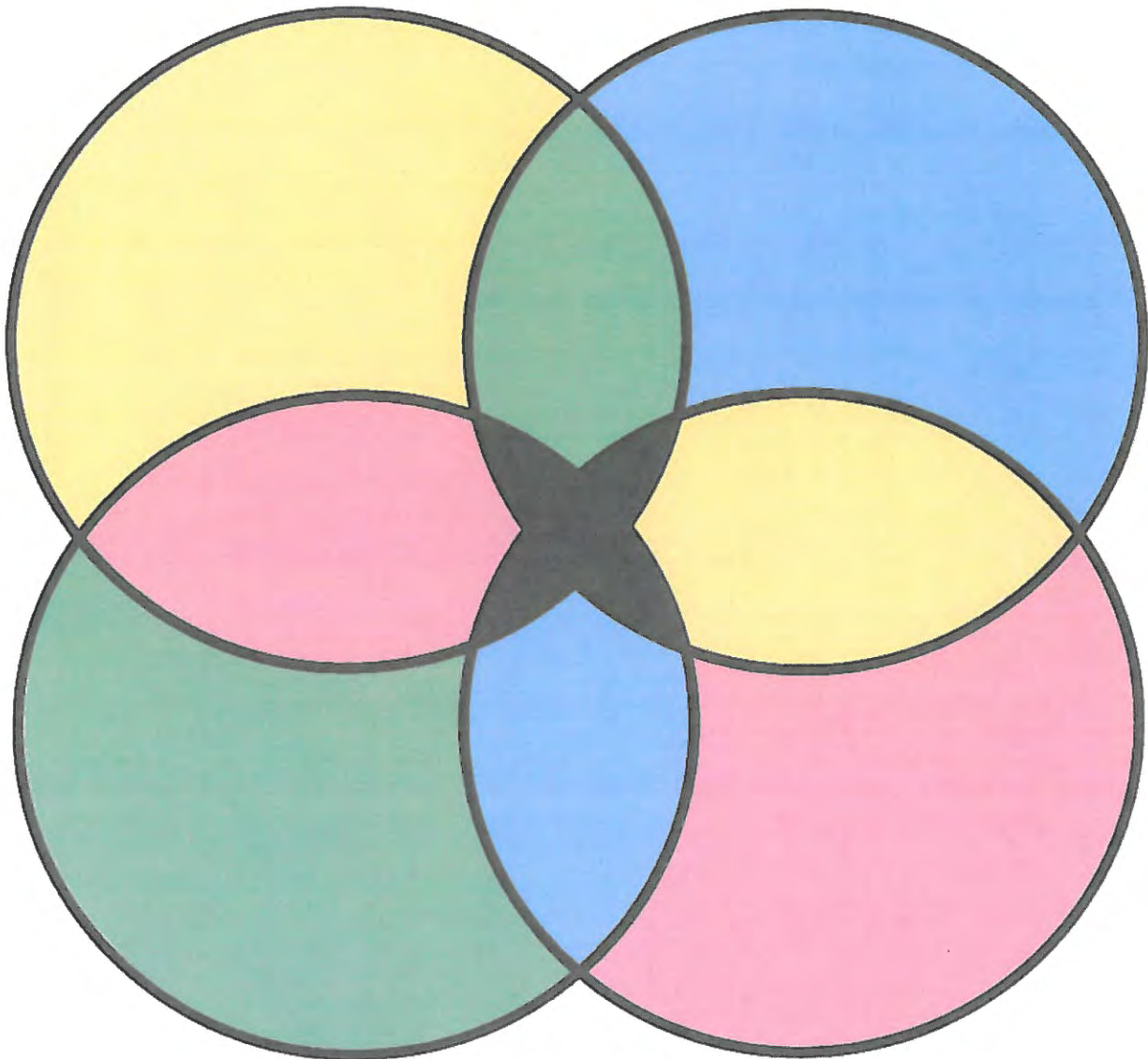
The following timeline will be used to modify Charlotte Danielson's Framework for Teaching for SOAR Academy:

- April 2014 CEO reviews Charlotte Danielson's Framework for Teaching deeply and works with charter experts from WA Charters and Aspire Public Schools to modify it to align to a charter school context.
- August 2015 SOAR Academy staff provides feedback on the draft teacher evaluation tool.
- August 2015 CEO refines tool based on the staff's feedback.
- October 2015 SOAR Academy team pilots the teacher evaluation tool and process.

The Framework for Teaching Evaluation Instrument

2011 Edition

by Charlotte Danielson



1a Knowledge of Content and Pedagogy—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|
| <p>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</p> <p>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</p> <p>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</p> | <p>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</p> | <p>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p> | <p>In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</p> |

1b Demonstrating Knowledge of Students—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|--|
| <p>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</p> <p>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</p> | <p>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</p> <p>Lesson plans make only peripheral reference to students' interests.</p> <p>The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.</p> | <p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student-interest.</p> <p>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.</p> <p>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</p> | <p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual interest approach to learning.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <p>The teacher attends the local Mexican heritage day, meeting several of his students' extended families.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p> |

1c Setting Instructional Outcomes—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|---|
| <p>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</p> <p>All the outcomes for a ninth-grade history class are factual knowledge.</p> <p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</p> <p>Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</p> | <p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level are students struggling.</p> | <p>One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry.</p> <p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p> | <p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p> <p>Some students identify additional learning.</p> |

1d Demonstrating Knowledge of Resources—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|--|
| <p>For their unit on China, the students acquired all of their information from the district-supplied textbook.</p> <p>Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p> | <p>For a unit on ocean life, the teacher really needs more books, but the school library has only has three for him to borrow.</p> <p>The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p> | <p>The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</p> <p>The teacher took an online course on literature to expand her knowledge of great American writers.</p> <p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</p> | <p>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</p> <p>The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.</p> <p>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p> |

1e Designing Coherent Instruction—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|--|
| <p>The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of the microscope.</p> <p>Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.</p> <p>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.</p> <p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</p> | <p>After the minilesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher has found an atlas to use as a supplemental resource during the geography unit.</p> <p>The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with.</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p> | <p>The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p> <p>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</p> | <p>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</p> <p>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</p> <p>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.</p> |

1f Designing Student Assessments—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|
| <p>The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</p> <p>After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</p> <p>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</p> <p>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</p> | <p>The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.</p> <p>The teacher's students receive their tests back; each one is simply marked with a letter grade at the top.</p> <p>The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done.</p> <p>A student says, "If half the class passed the test, why are we all reviewing the material again?"</p> | <p>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.</p> <p>Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined.</p> <p>Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities.</p> <p>Based on the previous morning's formative assessment, Ms. D plans to have 5 students to work on a more challenging project while she works with 6 other students to reinforce the concept.</p> | <p>To teach persuasive writing, Ms. H plans to have her class re-search and write to the principal on an issue that is important to the students: the use of cell phones in class.</p> <p>Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</p> <p>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</p> <p>Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.</p> |

2a Creating an Environment of Respect and Rapport—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|--|
| <p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p> | <p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p> | <p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please," "thank you," "excuse me."</p> <p>Teacher says: "Don't talk that way to your classmates," and the insults stop.</p> | <p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students clap enthusiastically after one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."</p> |

2b Establishing a Culture for Learning—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|
| <p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or mandated by the district.</p> <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work, and the teacher ignores it.</p> <p>Students have not completed their homework, and the teacher does not respond.</p> <p>Almost all of the activities are busy work.</p> | <p>Teacher says: "Let's get through this."</p> <p>Teacher says: "I think most of you will be able to do this."</p> <p>Students consult with one another to determine how to fill out a worksheet but do not encourage each other to question their ideas.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Only some students get down to work after an assignment is given or after entering the room.</p> | <p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint.</p> <p>Students get down to work right away when an assignment is given or after entering the room.</p> | <p>The teacher says: "It's really fun to find the patterns for factoring polynomials."</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <p>Student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened.</p> <p>Students work even when the teacher isn't working with them or directing their efforts.</p> |

2c Managing Classroom Procedures—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|
| <p>When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc.</p> <p>There are long lines for materials and supplies, or distributing supplies is time consuming.</p> <p>Students bump into one another lining up or sharpening pencils.</p> <p>Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</p> <p>Most students ask what they are to do or look around for clues from others.</p> | <p>Some students not working with the teacher are not productively engaged in learning.</p> <p>Transitions between large- and small-group activities are rough, but they are accomplished.</p> <p>Students are not sure what to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</p> | <p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move smoothly between large- and small-group activities.</p> <p>The teacher has an established timing device, such as counting down to signal students to return to their desks.</p> <p>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</p> <p>One member of each small group collects materials for the table.</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>In small-group work, students have established roles, they listen to one another, summarize different views, etc.</p> <p>Cleanup at the end of a lesson is fast and efficient.</p> | <p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</p> <p>A student reminds classmates of the roles that they are to play within the group.</p> <p>A student redirects a classmate to the table s/he should be at following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p> |

2d Managing Student Behavior—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|--|
| <p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air, without teacher notice.</p> <p>Students are running around the room, the result being a chaotic environment.</p> <p>Their phones and other electronics distract students, but the teacher does nothing.</p> | <p>Classroom rules are posted, but neither teacher nor students refer to them.</p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her.</p> <p>Teacher says to one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</p> | <p>Upon a nonverbal signal from the teacher, students correct their behavior.</p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>The teacher gives a student a hard look, and the student stops talking to his/her neighbor.</p> | <p>A student suggests a revision in one of the classroom rules.</p> <p>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his/her classmates of the class rule about chewing gum.</p> |

2e Organizing Physical Space—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|
| <p>There are electrical cords placed in unsafe locations around the classroom.</p> <p>There is a pole in the middle of the room; some students can't see the board.</p> <p>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</p> | <p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</p> <p>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</p> | <p>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</p> <p>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</p> <p>The use of an Internet connection enriches the lesson.</p> | <p>Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion.</p> <p>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.</p> <p>A student suggests an application of the white board for an activity.</p> |

3a Communicating with Students—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|---|
| <p>A student asks: "What are we supposed to be doing?" but the teacher ignores the question.</p> <p>The teacher states that to add fractions they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson.</p> <p>Students become disruptive, or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms with an elementary class without explaining their meanings.</p> <p>The teacher tends to say "ain't."</p> | <p>The teacher mispronounces some common words.</p> <p>The teacher says: "And oh, by the way, today we're going to factor polynomials."</p> <p>A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.</p> <p>Students ask, "What do I write here?" in order to complete a task.</p> <p>Having asked students only to listen, the teacher says: "Watch me while I show you how to ..."</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher's explanation of content.</p> | <p>The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</p> <p>In the course of a presentation of content, the teacher asks students: "Can anyone think of an example of that?"</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</p> | <p>The teacher says: "Here's a spot where some students have difficulty ... be sure to read it carefully."</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When help is needed, a student offers clarification about the learning task to classmates.</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</p> <p>The teacher says: "Who would like to explain this idea to us?"</p> <p>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in," as in "inequality," means "not" and that the prefix "un" means the same thing.</p> |

3b Questioning and Discussion Techniques—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|--|
| <p>All questions are of the “recitation” type, such as “What is 3 x 4?”</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>The teacher calls only upon students who have their hands up.</p> | <p>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</p> <p>The teacher asks: “Who has an idea about this?” but only the usual three students offer comments.</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.</p> | <p>The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</p> <p>The teacher uses the plural the form in asking questions, such as “What are some things you think might contribute to . . . ?”</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</p> <p>After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.</p> | <p>A student asks, “How many ways are there to get this answer?”</p> <p>A student says to a classmate: “I don’t think I agree with you on this, because”</p> <p>A student asks of other students: “Does anyone have another idea how we might figure this out?”</p> <p>A student asks, “What if . . . ?”</p> |

3c Engaging Students in Learning—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|--|
| <p>Students are able to fill out the lesson worksheet without fully understanding what it's asking them to do.</p> <p>The lesson drags or feels rushed.</p> <p>Students complete "busy work" activities.</p> | <p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle, and end to the lesson.</p> <p>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</p> | <p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <p>Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</p> <p>There is a clear beginning, middle, and end to the lesson.</p> <p>The lesson neither rushes nor drags.</p> | <p>Students are asked to write an essay "in the style of Hemingway."</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</p> <p>Students identify or create their own learning materials.</p> <p>Students summarize their learning from the lesson.</p> |

3d Using Assessment in Instruction—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|---|
| <p>A student asks, "How is this assignment going to be graded?"</p> <p>A student asks, "Does this quiz count towards my grade?"</p> <p>The teacher forges ahead with a presentation without checking for understanding.</p> <p>The teacher says: "Good job, everyone."</p> | <p>Teacher asks: "Does anyone have a question?"</p> <p>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</p> <p>The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</p> | <p>The teacher circulates during small group or independent work, offering suggestions to groups of students.</p> <p>The teacher uses a specifically formulated question to elicit evidence of student understanding.</p> <p>The teacher asks students to look over their papers to correct their errors.</p> | <p>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</p> <p>While students are working, the teacher circulates, providing substantive feedback to individual students.</p> <p>The teacher uses exit tickets to elicit evidence of individual student understanding.</p> <p>Students offer feedback to their classmates on their work.</p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</p> |

3e Demonstrating Flexibility and Responsiveness—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|--|
| <p>The teacher says: "We don't have time for that today."</p> <p>The teacher makes no attempt to adjust the lesson when students appear confused.</p> <p>The teacher says: "If you'd just pay attention, you could understand this."</p> | <p>The teacher says: "I'll try to think of another way to come at this and get back to you."</p> <p>The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</p> <p>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</p> | <p>The teacher says: "That's an interesting idea; let's see how it fits."</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>The teacher says: "Let's try this way and then uses another approach."</p> | <p>The teacher stops in midstream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</p> <p>The teacher incorporates the school's upcoming championship game into an explanation of averages.</p> <p>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</p> |

4a Reflecting on Teaching—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|
| <p>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</p> <p>The teacher says: "That was awful; I wish I knew what to do!"</p> | <p>At the end of the lesson the teacher says, "I guess that went okay."</p> <p>The teacher says: "I guess I'll try X next time."</p> | <p>The teacher says: "I wasn't pleased with the level of engagement of the students."</p> <p>The teacher's journal indicates several possible lesson improvements.</p> | <p>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</p> <p>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</p> |

4b Maintaining Accurate Records—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|
| <p>A student says, "I'm sure I turned in that assignment, but the teacher lost it!"</p> <p>The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."</p> <p>On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.</p> | <p>A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"</p> <p>The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk for the permission slips and finds them just before the bell rings.</p> | <p>The teacher creates a link on the class website that students can access to check on any missing assignments.</p> <p>The teacher's grade book records student progress toward learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p> | <p>A student from each team maintains the database of current and missing assignments for the team.</p> <p>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</p> <p>When they bring in their permission slips for a field trip, students add their own information to the database.</p> |

4c Communicating with Families—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|---|
| <p>A parent says, "I'd like to know what my kid is working on at school!"</p> <p>A parent says, "I wish I knew something about my child's progress before the report card comes out."</p> <p>A parent says, "I wonder why we never see any school work come home."</p> | <p>A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</p> <p>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</p> <p>Weekly quizzes are sent home for parent/guardian signature.</p> | <p>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc.</p> <p>The teacher creates a monthly progress report, which is sent home for each student.</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.</p> | <p>Students create materials for back-to-school night that outline the approach for learning science.</p> <p>Student daily reflection log describes learning and goes home each week for a response from a parent or guardian.</p> <p>Students design a project on charting family use of plastics.</p> |

4d Participating in a Professional Community—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|
| <p>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</p> <p>The teacher does not attend PLC meetings.</p> <p>The teacher does not attend any school function after the dismissal bell.</p> <p>The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."</p> | <p>The teacher is polite but never shares any instructional materials with his grade partners.</p> <p>The teacher attends PLC meetings only when reminded by her supervisor.</p> <p>The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance.</p> <p>The teacher contributes to the district literacy committee only when requested to so by the principal.</p> | <p>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</p> <p>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</p> <p>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</p> <p>The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team.</p> | <p>The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession.</p> <p>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</p> <p>The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events.</p> <p>The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.</p> |

4e Growing and Developing Professionally—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|
| <p>The teacher never takes continuing education courses, even though the credits would increase his salary.</p> <p>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.</p> <p>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</p> | <p>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</p> <p>The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.</p> <p>The teacher joins the local chapter of the American Library Association because she feels might benefit from the free book—but otherwise doesn't feel it's worth much of her time.</p> | <p>The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.</p> <p>The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</p> <p>The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</p> | <p>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</p> <p>The teacher finds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</p> |

4f Showing Professionalism—Possible Examples

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|---|
| <p>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</p> <p>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care.</p> <p>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <p>When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</p> <p>The teacher does not file her students' writing samples in their district cum folders; doing so is time consuming, and she wants to leave early for summer break.</p> | <p>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."</p> <p>The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.</p> <p>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</p> <p>When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance.</p> <p>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</p> | <p>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</p> <p>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</p> <p>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</p> <p>The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion."</p> <p>The teacher learns the district's new online curriculum mapping system and enters all of her courses.</p> | <p>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</p> <p>After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</p> <p>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</p> <p>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</p> <p>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.</p> |

**PRELIMINARY
CHARTER FACILITY DELIVERY TIMELINE**

| ID | Task Name | Person Responsible | Duration | Start | Finish | Half 2, 2013 | | | | | Half 1, 2014 | | | | | Half 2, 2014 | | | | | Half 1, 2015 | | | | | Half 2, 2015 | | | | | | | | | | | | | | |
|----|---|--|----------|--------------|--------------|--------------|---|---|---|---|--------------|-----|---|---|---|--------------|---|---|---|---|--------------|---|---|---|---|--------------|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| | | | | | | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | | | | | |
| 1 | Baseline Charter School Site Acquisition and Occupancy Schedule | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Identify Target Regions (Districts, Cities, etc) | CEO/ Strategic Facility Advisor | 4 mos | Fri 8/2/13 | Fri 11/22/13 | | | | | | | 8/2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Prelim. Real Estate Market Survey, Identify Viable Options | CEO/ Strategic Facility Advisor | 4 mos | Fri 8/2/13 | Fri 11/22/13 | | | | | | | 8/2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Charter Application Submittal Deadline | CEO | 0 days | Fri 11/22/13 | Fri 11/22/13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Charter Application Review and Approval | | 3 mos | Fri 11/22/13 | Thu 2/13/14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Continue Market Survey and Due Diligence on Viable Facilities | CEO/ Strategic Facility Advisor | 3 mos | Fri 11/22/13 | Thu 2/13/14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Continue Due Diligence, Lease Negotiations with Facility Owners | CEO/ Strategic Facility Advisor | 6 mos | Tue 2/18/14 | Tue 8/5/14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Lease Execution Deadline | Board/ CEO/ Strategic Facility Advisor | 0 days | Tue 8/5/14 | Tue 8/5/14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Office Space Lease and Rent Commences | Board/ CEO/ Strategic Facility Advisor | 0 days | Thu 1/1/15 | Thu 1/1/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Whole School Lease and Rent Commences | Board/ CEO/ Strategic Facility Advisor | 0 days | Fri 5/1/15 | Fri 5/1/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | TI Design and Permitting (if needed) | CEO/ Strategic Facility Advisor | 5 mos | Tue 8/5/14 | Tue 12/23/14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Complete Required Facility Renovations and Buildout | CEO/ Strategic Facility Advisor | 6 mos | Tue 12/23/14 | Tue 6/9/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | Staff Startup | CEO | 2.45 mos | Tue 6/9/15 | Fri 8/14/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | School Open | CEO | 0 days | Mon 8/17/15 | Mon 8/17/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Washington State Charter Review Committee

Dear WSCRC,

I am writing this letter on behalf of Christian Brotherhood Academy located at 2136 Martin Luther King Jr Way in Tacoma's Hilltop neighborhood.

After serving disadvantaged and neglected kids in not only Hilltop but Tacoma, and Pierce County for over 20 years. CBA in Oct of 2011 closed its doors.

CBA was constructed in 1999 at a cost of 1.4 million dollars through the fundraising efforts of one man who saw a neighborhood being neglected and its kids being mistreated. The school facility was built and designed with the intended purpose of providing the underserved with a quality place to thrive.

We are praying the with the approval of SOAR by the WSCRC and the commitment of CBA to lease the 12,000+ sf building a legacy will continue to be fulfilled and our underserved succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Crittendon". The signature is stylized and cursive.

Eric Crittendon
Board Chair



Sam's Tire
 2210 S C St
 Tacoma WA 98402
Total Bldg SF: 109,207

Category: For Lease
Rate: \$0.35 - \$0.35
Lease Type: NNN
Asset Class: Industrial



Former Multi-Care Bldg.
 710 S Fawcett Ave
 Tacoma WA 98402
Total Bldg SF: 16,200

Category: For Lease
Rate: \$7.00 - \$7.00
Lease Type: Modified Gross
Asset Class: Retail, Office



Music City
 2302 Pacific Ave
 Tacoma WA 98402
Total Bldg SF: 11,000

Category: For Lease
Rate: \$10.00 - \$10.00
Lease Type: NNN
Asset Class: Office



2105 South C Street
 2105 S C Street
 Tacoma WA 98402
Total Bldg SF: 15,000

Category: For Lease
Rate: \$12.00 - \$12.00
Lease Type: Modified Gross
Asset Class: Retail, Office



Big M Stained Glass - Christ Life Center
 711 S 25th St
 Tacoma WA 98405
Total Bldg SF: 21,769

Category: For Lease
Rate: \$0.32 - \$0.32
Lease Type: NNN
Asset Class: Office, Industrial, High Tech-Flex

Sam's Tire

Rent Ask: \$0.35 - \$0.35

Listing ID# 240259



Sam's Tire
 2210 S C St
 Tacoma WA 98402
County: Pierce
TB Map: 773/H7
Listing Type: Industrial

For More Information Contact:
 George Jakotich - New Ventures Group, Inc.
 Phone: (206) 465-5183 Email: [click here](#)

Building Information - Sam's Tire

| | | | |
|----------------------|------------|--------------------|--------|
| Property Type: | Industrial | Year Built: | 1961 |
| Total Building SqFt: | 109,207 | Total SqFt of Lot: | 47,850 |
| Total Rentable Area: | 109,207 | Floors: | 3 |
| Parking Total: | | Year Remodeled: | |
| Elevators: | 2 | Class: | |

Selected Unit Information

| | | | |
|-----------------|--------|-----------------|----------|
| Available SqFt: | 40,000 | Unit Floor: | |
| Divisible: | 10,000 | Available Date: | 04/09/07 |
| Suite #: | | Status: | Avail |
| Lease Type: | NNN | Sub Lease: | No |

Description

Sam's Tire

Former Sam's Tire building available for lease 100,000 SF available which can be divided to 10,000 SF Perfect location for storage or manufacturing user Dock high and grade level loading Heavy power available

All information provided is deemed reliable but is not guaranteed and should be independently verified.

710 Fawcett Building

Rent Ask: \$7.00 - \$13.95

Listing ID# 241033



2010/07/21

710 Fawcett Building

710 S Fawcett Ave
Tacoma WA 98402

County: Pierce

TB Map: 773/G5

Listing Type: Retail, Office

For More Information Contact:
 George Jakotich - New Ventures Group, Inc.
 Phone: (206) 465-5183 Email: [click here](#)

Building Information - 710 Fawcett Building

| | | | |
|----------------------|----------------|--------------------|--------|
| Property Type: | Retail, Office | Year Built: | 1946 |
| Total Building SqFt: | 16,200 | Total SqFt of Lot: | 18,295 |
| Total Rentable Area: | 15,982 | Floors: | 2 |
| Parking Total: | 20 | Year Remodeled: | 1985 |
| Elevators: | | Class: | C |

Selected Unit Information

| | | | |
|-----------------|----------------|-----------------|----------|
| Available SqFt: | 15,982 | Unit Floor: | |
| Divisible: | 100 | Available Date: | 01/01/11 |
| Suite #: | | Status: | Avail |
| Lease Type: | Modified Gross | Sub Lease: | No |

Description

Former Multi-Care Bldg. - 710 Fawcett Building

Divisible down to 100 sq ft or with up to 15,982 sq ft available. 6,132 sq ft fronting on Court E & 9,850 sq ft fronting on Fawcett, approximately 60 offices, misc conference rooms, 11 bathrooms, 2 kitchens, Data Room. Owner will do some TI's for long term tenant, formerly Multicare. Near Court House, hospital, theatre and art center, space also available for file storage. NNN lease.

All information provided is deemed reliable but is not guaranteed and should be independently verified.

Big M Stained Glass - Christ Life Center

Rent Ask: \$0.32 - \$0.32

Listing ID# 532157



Big M Stained Glass - Christ Life Center

711 S 25th St
Tacoma WA 98405

County: Pierce

TB Map: 773/G7

Listing Type: Office, Industrial, High Tech-Flex

For More Information Contact:
George Jakotich - New Ventures Group, Inc.
Phone: (206) 465-5183 Email: [click here](#)

Building Information - Big M Stained Glass - Christ Life Center

| | | | |
|----------------------|------------------------------------|--------------------|--------|
| Property Type: | Office, Industrial, High Tech-Flex | Year Built: | 1950 |
| Total Building SqFt: | 21,769 | Total SqFt of Lot: | 23,087 |
| Total Rentable Area: | 21,769 | Floors: | 3 |
| Parking Total: | | Year Remodeled: | 2002 |
| Elevators: | | Class: | C |

Selected Unit Information

| | | | |
|-----------------|--------|-----------------|----------|
| Available SqFt: | 11,000 | Unit Floor: | |
| Divisible: | | Available Date: | 10/11/13 |
| Suite #: | | Status: | New |
| Lease Type: | NNN | Sub Lease: | No |

Description

Big M Stained Glass - Christ Life Center

All information provided is deemed reliable but is not guaranteed and should be independently verified.



Contact: [Thomas Brown](#) | Main: 253-779-8400



Additional Contacts

[Eric Cederstrand](#)
Main: 253-779-8400

Informational Links

[View Map](#)
[Demographics](#)
[Bird's Eye View](#)

Sam's Tire

2210 S C St
Tacoma WA 98402

Former Sam's Tire building available for lease 100,000 SF available which can be divided to 10,000 SF Perfect location for storage or manufacturing user Dock high and grade level loading Heavy power available

Property Details

Prop Type : Industrial # Floors : 3
Bldg SF : 109,207 Year Built : 1961
Land SF : 47,850 # Bldgs : 1
Acres : 1.09

Construction : Masonry
Total Available : 40,000 sf
Largest Contiguous : 100,000 sf
Market Area : 635 - TacomaCBD
County : Pierce

Listing Details

| List # | Flr/Suite | SF | Rate | Type | Imgs | Flyer |
|------------------------|-----------|--------|-----------|------|------|-------|
| 240259 | | 40,000 | 0.35-0.35 | NNN | | |



NEW VENTURES GROUP

George Jakotich
New Ventures Group, Inc.
Seattle, WA 98101

Email: George@newventuresgroup.com
Office: 206-682-2784
Agent Phone: 206-465-5183

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Attachment 22
Insurance coverage

SOAR Academy will secure the following levels of insurance coverage upon approval of the charter school application:

1. Comprehensive general liability: \$5 million (including a general liability policy plus a \$4 million umbrella)
2. Officers, directors and employees errors and omissions: \$5 million
3. Property insurance: As required by landlord
4. Motor vehicle liability: \$5 million (including an auto liability policy plus the \$4 million umbrella referenced above)
5. 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 its 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.

New Application Budget and Cash Flow Template Instructions

- 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.

SOAR Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name: Kristina Bellamy-McClain
Contact Email: kbellamymcclain@soaracademies.org
Contact Phone: (907) 830-3226

Year One: 2015-16
School Days: 187

SOAR Academy

ENROLLMENT and STUDENT POPULATION

| ENROLLMENT | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Kindergarten | 52.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 1st Grade | 52.00 | 52.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 2nd Grade | - | 52.00 | 52.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 3rd Grade | - | - | 52.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 4th Grade | - | - | - | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 5th Grade | - | - | - | - | 50.00 | 50.00 | 50.00 | 50.00 | 50.00 |
| 6th Grade | | | | | | 50.00 | 50.00 | 50.00 | 50.00 |
| 7th Grade | | | | | | | 50.00 | 50.00 | 50.00 |
| 8th Grade | | | | | | | | 50.00 | 50.00 |
| 9th Grade | | | | | | | | | |
| 10th Grade | | | | | | | | | |
| 11th Grade | - | - | - | - | - | - | - | - | - |
| 12th Grade | - | - | - | - | - | - | - | - | - |
| Total Elementary Enrollment | 104.00 | 154.00 | 204.00 | 250.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 |
| Total Middle School Enrollment | - | - | - | - | - | 50.00 | 100.00 | 150.00 | 150.00 |
| Total High School Enrollment | - | - | - | - | - | - | - | - | - |
| Total Enrollment | 104.00 | 154.00 | 204.00 | 250.00 | 300.00 | 350.00 | 400.00 | 450.00 | 450.00 |
| Change in Net Enrollment from Prior Year | 104.00 | 50.00 | 50.00 | 46.00 | 50.00 | 50.00 | 50.00 | 50.00 | - |

STUDENT POPULATION

| | | | | | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|-------------|-------------|-------------|-------------|
| Average Daily Membership % | 95% | 95% | 95% | 95% | 95% | 0% | 0% | 0% | 0% |
| Average Daily Membership (ADM) | 98.80 | 146.30 | 193.80 | 237.50 | 285.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Average Daily Attendance % | 95% | 95% | 95% | 95% | 95% | 0% | 0% | 0% | 0% |
| Average Daily Attendance (ADA) | 98.80 | 146.30 | 193.80 | 237.50 | 285.00 | 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) | 13.21 | 19.56 | 25.91 | 31.75 | 38.10 | 0.00 | 0.00 | 0.00 | 0.00 |
| English Language Learner % | 12% | 12% | 12% | 12% | 12% | 0% | 0% | 0% | 0% |
| English Language Learner Count (ELL) | 12.48 | 18.48 | 24.48 | 30.00 | 36.00 | 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 | 67.60 | 100.10 | 132.60 | 162.50 | 195.00 | 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 | 10.40 | 15.40 | 20.40 | 25.00 | 30.00 | 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 | 78.00 | 115.50 | 153.00 | 187.50 | 225.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Learning Assistance Program | 75% | 75% | 75% | 75% | 75% | 0% | 0% | 0% | 0% |
| Learning Assistance Program Count | 78.00 | 115.50 | 153.00 | 187.50 | 225.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transitional Bilingual | 12% | 12% | 12% | 12% | 12% | 0% | 0% | 0% | 0% |
| Transitional Bilingual Count | 12.48 | 18.48 | 24.48 | 30.00 | 36.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Highly Capable | 10% | 10% | 10% | 10% | 10% | 0% | 0% | 0% | 0% |
| Highly Capable Count | 10.40 | 15.40 | 20.40 | 25.00 | 30.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Student Transportation | 100% | 100% | 100% | 100% | 100% | 0% | 0% | 0% | 0% |
| Student Transportation Count | 104.00 | 154.00 | 204.00 | 250.00 | 300.00 | 0.00 | 0.00 | 0.00 | 0.00 |



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SOAR Academy

| Position Description | Position Category (Categories Match Up to the Categories on the Five Year Budget) | Starting Salary | Number of FTE | | | | | NOTES | Salary Totals | | |
|--------------------------------|--|-----------------|----------------|---------|---------|---------|---------|-----------------------------------|---------------|-----------|-----------|
| | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | Year 1 | Year 2 | Year 3 |
| | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | | 2015-16 | 2016-17 | 2017-18 |
| | | | Yearly Raise % | | | 0.00% | 2.00% | | 2.00% | | |
| CEO | Executive Management | \$125,000 | 00 | 00 | 00 | 10 | 10 | | \$- | \$- | \$- |
| Principal | Executive Management | \$100,000 | 10 | 10 | 10 | 10 | 10 | | \$100,000 | \$102,000 | \$104,040 |
| Operations Director/Manager | Deans, Directors & Coordinators | \$55,000 | 00 | 00 | 00 | 10 | 10 | | \$- | \$- | \$- |
| Assistant Principal | Executive Management | \$70,000 | 00 | 00 | 00 | 00 | 00 | | \$- | \$- | \$- |
| Administrative Assistant | Administrative Staff | \$30,000 | 10 | 10 | 10 | 10 | 10 | | \$30,000 | \$30,600 | \$31,212 |
| Classroom Teachers | Teachers - Regular | \$50,000 | 40 | 60 | 80 | 10.0 | 14.0 | Jump in Year 5 with adding Middle | \$200,000 | \$304,000 | \$410,080 |
| Special Ed. Teacher | Teachers - SPED | \$50,000 | 10 | 10 | 10 | 20 | 20 | | \$50,000 | \$51,000 | \$52,020 |
| Instructional Aides | Aides | \$30,000 | 00 | 00 | 00 | 00 | 00 | # Student Teachers from UW Tacoma | \$- | \$- | \$- |
| Special Ed. Aides | Aides | \$30,000 | 10 | 10 | 10 | 20 | 20 | | \$30,000 | \$30,600 | \$31,212 |
| Custodian | Custodian | \$30,000 | 05 | 05 | 05 | 10 | 10 | | \$15,000 | \$15,300 | \$15,606 |
| Dean of Academics (K-4) | Deans, Directors & Coordinators | \$65,000 | 00 | 10 | 10 | 10 | 10 | | \$- | \$65,000 | \$66,300 |
| Dean of Academics (5-8) | Deans, Directors & Coordinators | \$65,000 | 00 | 00 | 00 | 00 | 10 | | \$- | \$- | \$- |
| Dean of Culture and Engagement | Deans, Directors & Coordinators | \$45,000 | 00 | 00 | 00 | 10 | 10 | | \$- | \$- | \$- |
| | | | 00 | 00 | 00 | 00 | 00 | | \$- | \$- | \$- |
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| Total | | | 85 | 11.5 | 13.5 | 21.0 | 26.0 | | \$425,000 | \$598,500 | \$710,470 |

| Position Description | Position Category (Categories Match Up to the Categories on the Five Year Budget) | | |
|--------------------------------|--|-------------|-------------|
| | | Year 4 | Year 5 |
| | | 2018-19 | 2019-20 |
| | | 2.00% | 2.00% |
| CEO | Executive Management | \$125,000 | \$127,500 |
| Principal | Executive Management | \$106,121 | \$108,243 |
| Operations Director/Manager | Deans, Directors & Coordinators | \$55,000 | \$56,100 |
| Assistant Principal | Executive Management | \$- | \$- |
| Administrative Assistant | Administrative Staff | \$31,836 | \$32,473 |
| Classroom Teachers | Teachers - Regular | \$518,282 | \$728,647 |
| Special Ed. Teacher | Teachers - SPED | \$103,060 | \$105,122 |
| Instructional Aides | Aides | \$- | \$- |
| Special Ed. Aides | Aides | \$61,836 | \$63,073 |
| Custodian | Custodian | \$30,918 | \$31,536 |
| Dean of Academics (K-4) | Deans, Directors & Coordinators | \$67,626 | \$68,979 |
| Dean of Academics (5-8) | Deans, Directors & Coordinators | \$- | \$65,000 |
| Dean of Culture and Engagement | Deans, Directors & Coordinators | \$45,000 | \$45,900 |
| | | \$- | \$- |
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| | | \$- | \$- |
| Total | | \$1,144,679 | \$1,432,573 |

SOAR Academy

REVENUE AND EXPENSE ASSUMPTIONS

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 | - |
| Custom State Funding #2 | 1 | - |
| Custom State Funding #3 | 1 | - |

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 80 |
| Title I | 1 | 527 00 |
| Title II | 1 | 67 00 |
| Title III | 1 | 172 00 |
| IDEA Funding | 1 | 1,828 00 |
| CSP | 2 | - |
| Custom Federal Funding #1 | 1 | - |
| Custom Federal Funding #2 | 1 | - |
| Custom Federal Funding #3 | 1 | - |

TOTAL FEDERAL REVENUES

LOCAL & OTHER REVENUES

| | | |
|----------------------------------|---|------------|
| Contributions and Donations | 1 | - |
| Fundraising (Rev.) | 2 | 200,000 00 |
| Erate Reimbursement | 1 | - |
| Earnings on Investments | 1 | - |
| Interest Income | 1 | - |
| Food Service (Income from meals) | 1 | 162.45 |
| Text Book | 1 | - |
| Local Levy Funding - Tacoma | 1 | 1,229 50 |
| Custom Local & Other Funding #2 | 1 | - |
| Custom Local & Other Funding #3 | 1 | - |

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

| | | | | |
|-------|-------|-------|-------|-------|
| 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% | 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% |
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| 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% |

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|----------|---------|---------|----------|---------|
| 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| 0 00% | -57.50% | -82 35% | -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% | 2.00% | 2 00% | 2 00% | 2.00% |
| 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| -100 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% |

SOAR Academy

REVENUE AND EXPENSE ASSUMPTIONS

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 | | |

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TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

| | | |
|-------------------------|--|--|
| Teachers - Regular | | |
| Teachers - SPED | | |
| Substitute Teachers | | |
| Teaching Assistants | | |
| Specialty Teachers | | |
| Aides | | |
| Therapists & Counselors | | |
| Other - Instructional | | |

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TOTAL INSTRUCTIONAL PERSONNEL COSTS

NON-INSTRUCTIONAL PERSONNEL COSTS

| | | |
|---------------------------|--|--|
| Nurse | | |
| Librarian | | |
| Custodian | | |
| Security | | |
| Other - Non-Instructional | | |

| | | | | |
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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% |
| 1.45% | 1.45% | 1.45% | 1.45% | 1.45% |
| 1.00% | 1.00% | 1.00% | 1.00% | 1.00% |
| 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% |
| 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% |
| 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% |

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

Enter the % increase below for which the amount entered in column F should increase each year.

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 | 1,083.00 |
| Payroll Services | 2 | 2,000.00 |
| Special Ed Services | 1 | 95.25 |
| Titlement Services (i.e. Title I) | 2 | - |
| Back Office Services | 2 | 60,000.00 |
| Curriculum Development | 2 | - |
| Custom Contracted Services #3 | 2 | - |

| | | | | |
|-------|--------|--------|--------|--------|
| 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% | 2.00% | 2.00% | 2.00% | 2.00% |
| 0.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| 0.00% | 10.00% | 10.00% | 10.00% | 10.00% |
| 0.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| 0.00% | 0.00% | 0.00% | 2.00% | 2.00% |
| 0.00% | 8.00% | 20.00% | 15.00% | 15.00% |
| 0.00% | 0.00% | 0.00% | 2.00% | 2.00% |
| 0.00% | 0.00% | 0.00% | 2.00% | 2.00% |

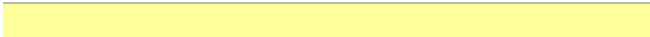
TOTAL CONTRACTED SERVICES

SOAR Academy

REVENUE AND EXPENSE ASSUMPTIONS

| ASSUMPTION KEY | |
|----------------|-------------|
| 1 | PER STUDENT |
| 2 | PER SCHOOL |

| | | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---|------------|---------|---------|----------|----------|----------|
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | 2 | - | 0 00% | 0 00% | 0 00% | 0 00% | 0 00% |
| Classroom / Teaching Supplies & Materials | 1 | 25 00 | 0 00% | -50.00% | 2 00% | 2 00% | 2.00% |
| Special Ed Supplies & Materials | 2 | 1,500 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Textbooks / Workbooks | 1 | 100 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Supplies & Materials other | 1 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Equipment / Furniture | 1 | 20 00 | 0 00% | 2.00% | 400 00% | -100 00% | -100.00% |
| Telephone | 2 | 3,600 00 | 0 00% | 10.00% | 10 00% | 10 00% | 10.00% |
| Technology | 2 | 5,000 00 | 0 00% | 2.00% | 2 00% | 400 00% | 2.00% |
| Student Testing & Assessment | 1 | 25 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Field Trips | 1 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Transportation (student) | 1 | 410 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Student Services - other | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Office Expense | 2 | 5,000 00 | 0 00% | 200.00% | 2 00% | 2 00% | 2.00% 00 |
| Staff Development | 2 | 4,000 00 | 0 00% | -60.00% | 2 00% | 2 00% | 2.00% |
| Staff Recruitment | 2 | 1,500 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00%## |
| Student Recruitment / Marketing | 2 | 1,500 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| School Meals / Lunch | 2 | - | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Travel (Staff) | 2 | - | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Fundraising | 2 | - | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| District Oversight | 1 | 211 88 | 0 00% | -25.00% | 2 00% | 2 00% | 2.00% |
| Cost of Capital | 2 | 21,000 00 | 0 00% | -50.00% | -100 00% | 0 00% | 0.00% |
| Custom Operations #3 | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| TOTAL SCHOOL OPERATIONS | | | | | | | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | 1 | 85 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Janitorial Services | 2 | - | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Building and Land Rent / Lease | 2 | 117,000 00 | 0 00% | 2.00% | 60 00% | 20 00% | 20.00% |
| Repairs & Maintenance | 2 | 2,500 00 | 0 00% | 2.00% | 2 00% | 2 00% | 2.00% |
| Equipment / Furniture | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Security Services | 2 | 3,380 00 | 0 00% | -79.00% | 2 00% | 2 00% | 2.00% |
| Utilities | 2 | 15,600 00 | 0 00% | 2.00% | 60 00% | 20 00% | 20.00% |
| Custom Facilities Operations #1 | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Custom Facilities Operations #2 | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| Custom Facilities Operations #3 | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| TOTAL FACILITY OPERATION & MAINTENANCE | | | | | | | |
| RESERVES / CONTINGENCY | | | | | | | |
| | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| TOTAL EXPENSES | | | | | | | |
| NET OPERATING INCOME (before Depreciation) | | | | | | | |
| DEPRECIATION & AMORTIZATION | | | | | | | |
| | 2 | - | 0 00% | 0.00% | 0 00% | 0 00% | 0.00% |
| NET OPERATING INCOME (including Depreciation) | | | | | | | |



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 Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts

Start up funding

Assumes collection of money for food service from 15% of student at \$5.70 per day

First eligible Tacoma levy would be Feb 2018, funds arriving in May 2019



NOTES

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

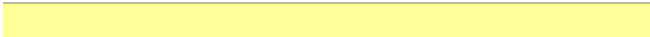
Similar ratio as CA schools, roughly \$5 5K per employee, includes dental and vision

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), 190 days
Contract with Payroll Processing Company like ADP or Paychecks
Contract Speech Pathology, Audiology

Quote from EdTec - Would use EdTec or similar provider



NOTES

Rugs, Pocket Charts
Curriculum Supplement, travel for SPED workers
\$100 per kid, lots of curriculum developed in house

Current Space is furnished, \$20 per kid, \$100 per kid in year 3
\$300 per month

Computer for every teacher - Computer lab, add computers for staff, 30 more per year
State Testing

Bus contracting or bus passes for students - assumes 50% need transportation

per month for office supplies, \$750 per month of copy machine starting year 2, \$416 per month in year 1
Year 1 Retreat, Most Staff Development will be done in house in later years

Recruitment Costs
\$1,800 for Website, \$500 for flyers and memberships, \$500 for booths, \$250 community events

0

4% of Basic Education Funding
Cost of financing fundraising at 7% if funds aren't received on time + funding cash flow gap of \$100K

General Liability, D&O

75 cents per sq/ft per month - 100 sq feet per student - increase space in year 3
Necessary repairs to the building

Lobby Guard - Set up fee in year 1 and yearly fee after
Ten cents per square foot - increase to space in year 3

SOAR Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PE

| SUMMARY | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Revenue | 1,072,841 | 1,403,325 | 1,796,280 | 2,533,975 | 3,463,059 |
| Total Expenses | 1,036,924 | 1,368,181 | 1,745,392 | 2,456,237 | 3,019,673 |
| Net Income | 35,917 | 35,144 | 50,888 | 77,738 | 443,386 |
| Revenue Per Pupil | 10,316 | 9,113 | 8,805 | 10,136 | 11,544 |
| Expenses Per Pupil | 9,970 | 8,884 | 8,556 | 9,825 | 10,066 |

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|---------|---------|---------|---------|---------|
| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |

REVENUE

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| STATE REVENUES | | | | | |
| Per Pupil Funding - Basic Education | 550,888 | 832,053 | 1,124,244 | 1,405,305 | 1,720,093 |
| Per Pupil Funding - Special Education | 66,674 | 100,703 | 136,067 | 170,084 | 208,183 |
| Per Pupil Funding - Learning Assistance Program | 36,348 | 54,899 | 74,178 | 92,723 | 113,493 |
| Per Pupil Funding - Transitional Bilingual | 11,120 | 16,795 | 22,693 | 28,366 | 34,720 |
| Per Pupil Funding - Highly Capable | 94 | 141 | 191 | 239 | 292 |
| Per Pupil Funding - Transportation | 39,632 | 59,860 | 80,881 | 101,101 | 123,748 |
| Custom State Funding #1 | - | - | - | - | - |
| Custom State Funding #2 | - | - | - | - | - |
| Custom State Funding #3 | - | - | - | - | - |
| TOTAL STATE REVENUES | \$704,756 | \$1,064,452 | \$1,438,254 | \$1,797,818 | \$2,200,529 |
| FEDERAL REVENUES | | | | | |
| Free Breakfast Reimbursement | 18,974 | 28,659 | 38,723 | 48,403 | 59,246 |
| Reduced Breakfast Reimbursement | 2,365 | 3,572 | 4,826 | 6,033 | 7,384 |
| Paid Breakfast Reimbursement | 1,293 | 1,953 | 2,639 | 3,299 | 4,038 |
| Free Lunch Reimbursement | 35,187 | 53,146 | 71,809 | 89,761 | 109,867 |
| Reduced Lunch Reimbursement | 4,674 | 7,060 | 9,539 | 11,924 | 14,595 |
| Paid Lunch Reimbursement | 1,293 | 1,953 | 2,639 | 3,299 | 4,038 |
| Snack Reimbursement | 14,780 | 22,324 | 30,164 | 37,705 | 46,151 |
| Title I | 41,106 | 62,086 | 83,888 | 104,861 | 128,349 |
| Title II | 5,226 | 7,893 | 10,665 | 13,331 | 16,318 |
| Title III | 2,147 | 3,242 | 4,381 | 5,476 | 6,702 |
| IDEA Funding | 24,144 | 36,467 | 49,273 | 61,591 | 75,388 |
| CSP | - | - | - | - | - |
| Custom Federal Funding #1 | - | - | - | - | - |
| Custom Federal Funding #2 | - | - | - | - | - |
| Custom Federal Funding #3 | - | - | - | - | - |
| TOTAL FEDERAL REVENUES | \$151,190 | \$228,355 | \$308,547 | \$385,683 | \$472,077 |
| LOCAL & OTHER REVENUES | | | | | |
| Contributions and Donations | - | - | - | - | - |
| Fundraising (Rev.) | 200,000 | 85,000 | 15,000 | - | - |
| Erate Reimbursement | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - |
| Interest Income | - | - | - | - | - |
| Food Service (Income from meals) | 16,895 | 25,518 | 34,479 | 43,098 | 52,752 |
| Text Book | - | - | - | - | - |
| Local Levy Funding - Tacoma | 0 | 0 | 0 | 307,375 | 737,701 |
| Custom Local & Other Funding #2 | - | - | - | - | - |
| Custom Local & Other Funding #3 | - | - | - | - | - |
| TOTAL LOCAL & OTHER REVENUES | \$216,895 | \$110,518 | \$49,479 | \$350,474 | \$790,453 |
| TOTAL REVENUE | \$1,072,841 | \$1,403,325 | \$1,796,280 | \$2,533,975 | \$3,463,059 |

SOAR Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PER

| SUMMARY | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Revenue | 1,072,841 | 1,403,325 | 1,796,280 | 2,533,975 | 3,463,059 |
| Total Expenses | 1,036,924 | 1,368,181 | 1,745,392 | 2,456,237 | 3,019,673 |
| Net Income | 35,917 | 35,144 | 50,888 | 77,738 | 443,386 |
| Revenue Per Pupil | 10,316 | 9,113 | 8,805 | 10,136 | 11,544 |
| Expenses Per Pupil | 9,970 | 8,884 | 8,556 | 9,825 | 10,066 |

| 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 | 231,121 | 235,743 |
| Instructional Management | - | - | - | - | - |
| Deans, Directors & Coordinators | - | 65,000 | 66,300 | 167,626 | 235,979 |
| CFO / Director of Finance | - | - | - | - | - |
| Operation / Business Manager | - | - | - | - | - |
| Administrative Staff | 30,000 | 30,600 | 31,212 | 31,836 | 32,473 |
| Other - Administrative | - | - | - | - | - |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$130,000 | \$197,600 | \$201,552 | \$430,583 | \$504,195 |

| INSTRUCTIONAL PERSONNEL COSTS | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| Teachers - Regular | 200,000 | 304,000 | 410,080 | 518,282 | 728,647 |
| Teachers - SPED | 50,000 | 51,000 | 52,020 | 103,060 | 105,122 |
| Substitute Teachers | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - |
| Aides | 30,000 | 30,600 | 31,212 | 61,836 | 63,073 |
| Therapists & Counselors | - | - | - | - | - |
| Other - Instructional | - | - | - | - | - |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$280,000 | \$385,600 | \$493,312 | \$683,178 | \$896,842 |

| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Nurse | - | - | - | - | - |
| Librarian | - | - | - | - | - |
| Custodian | 15,000 | 15,300 | 15,606 | 30,918 | 31,536 |
| Security | - | - | - | - | - |
| Other - Non-Instructional | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | \$15,000 | \$15,300 | \$15,606 | \$30,918 | \$31,536 |

| | | | | | |
|---------------------------------|------------------|------------------|------------------|--------------------|--------------------|
| TOTAL PERSONNEL EXPENSES | \$425,000 | \$598,500 | \$710,470 | \$1,144,679 | \$1,432,573 |
|---------------------------------|------------------|------------------|------------------|--------------------|--------------------|

| PAYROLL TAXES AND BENEFITS | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Social Security | 26,350 | 37,107 | 44,049 | 70,970 | 88,820 |
| Medicare | 6,163 | 8,678 | 10,302 | 16,598 | 20,772 |
| State Unemployment | 4,250 | 5,985 | 7,105 | 11,447 | 14,326 |
| Worker's Compensation Insurance | 7,310 | 10,294 | 12,220 | 19,688 | 24,640 |
| Custom Other Tax #1 | - | - | - | - | - |
| Custom Other Tax #2 | - | - | - | - | - |
| Health Insurance | 44,200 | 62,244 | 73,889 | 119,047 | 148,988 |
| Dental Insurance | - | - | - | - | - |
| Vision Insurance | - | - | - | - | - |
| Life Insurance | - | - | - | - | - |
| Retirement Contribution | 44,158 | 62,184 | 73,818 | 118,932 | 148,844 |
| Custom Fringe #1 | - | - | - | - | - |
| Custom Fringe #2 | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | \$132,430 | \$186,493 | \$221,382 | \$356,682 | \$446,390 |

| | | | | | |
|--|------------------|------------------|------------------|--------------------|--------------------|
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$557,430 | \$784,993 | \$931,852 | \$1,501,362 | \$1,878,963 |
|--|------------------|------------------|------------------|--------------------|--------------------|

| 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 | 2,600 | 3,927 | 5,306 | 6,633 | 8,118 |
| Food Service / School Lunch | 112,632 | 170,118 | 229,858 | 287,322 | 351,682 |
| Payroll Services | 2,000 | 2,200 | 2,420 | 2,662 | 2,928 |
| Special Ed Services | 9,906 | 14,962 | 20,216 | 25,270 | 30,930 |
| Titlement Services (i.e. Title I) | - | - | - | - | - |
| Back Office Services | 60,000 | 64,800 | 77,760 | 89,424 | 102,838 |
| Curriculum Development | - | - | - | - | - |
| Custom Contracted Services #3 | - | - | - | - | - |
| TOTAL CONTRACTED SERVICES | \$204,638 | \$273,857 | \$353,767 | \$429,882 | \$515,439 |

SOAR Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PER

| SUMMARY | | | | | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 1,072,841 | 1,403,325 | 1,796,280 | 2,533,975 | 3,463,059 |
| Total Revenue | 1,072,841 | 1,403,325 | 1,796,280 | 2,533,975 | 3,463,059 |
| Total Expenses | 1,036,924 | 1,368,181 | 1,745,392 | 2,456,237 | 3,019,673 |
| Net Income | 35,917 | 35,144 | 50,888 | 77,738 | 443,386 |
| Revenue Per Pupil | 10,316 | 9,113 | 8,805 | 10,136 | 11,544 |
| Expenses Per Pupil | 9,970 | 8,884 | 8,556 | 9,825 | 10,066 |
| | 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 | 2,600 | 1,925 | 2,601 | 3,251 | 3,980 |
| Special Ed Supplies & Materials | 1,500 | 1,530 | 1,561 | 1,592 | 1,624 |
| Textbooks / Workbooks | 10,400 | 15,708 | 21,224 | 26,530 | 32,473 |
| Supplies & Materials other | - | - | - | - | - |
| Equipment / Furniture | 2,080 | 3,142 | 20,808 | - | - |
| Telephone | 3,600 | 3,960 | 4,356 | 4,792 | 5,271 |
| Technology | 5,000 | 5,100 | 5,202 | 26,010 | 26,530 |
| Student Testing & Assessment | 2,600 | 3,927 | 5,306 | 6,633 | 8,118 |
| Field Trips | - | - | - | - | - |
| Transportation (student) | 42,640 | 64,403 | 87,019 | 108,774 | 133,139 |
| Student Services - other | - | - | - | - | - |
| Office Expense | 5,000 | 15,000 | 15,300 | 15,606 | 15,918 |
| Staff Development | 4,000 | 1,600 | 1,632 | 1,665 | 1,698 |
| Staff Recruitment | 1,500 | 1,530 | 1,561 | 1,592 | 1,624 |
| Student Recruitment / Marketing | 1,500 | 1,530 | 1,561 | 1,592 | 1,624 |
| School Meals / Lunch | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - |
| Fundraising | - | - | - | - | - |
| District Oversight | 22,036 | 24,472 | 33,066 | 41,332 | 50,591 |
| Cost of Capital | 21,000 | 10,500 | - | - | - |
| Custom Operations #3 | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | \$125,456 | \$154,327 | \$201,196 | \$239,368 | \$282,589 |
| FACILITY OPERATION & MAINTENANCE | | | | | |
| Insurance | 8,840 | 13,352 | 18,041 | 22,551 | 27,602 |
| Janitorial Services | - | - | - | - | - |
| Building and Land Rent / Lease | 117,000 | 119,340 | 190,944 | 229,133 | 274,959 |
| Repairs & Maintenance | 2,500 | 2,550 | 2,601 | 2,653 | 2,706 |
| Equipment / Furniture | 2,080 | 3,142 | 20,808 | - | - |
| Security Services | 3,380 | 710 | 724 | 738 | 753 |
| Utilities | 15,600 | 15,912 | 25,459 | 30,551 | 36,661 |
| Custom Facilities Operations #1 | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - |
| Custom Facilities Operations #3 | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$149,400 | \$155,005 | \$258,577 | \$285,626 | \$342,682 |
| RESERVES / CONTIGENCY | | | | | |
| | - | - | - | - | - |
| TOTAL EXPENSES | \$1,036,924 | \$1,368,181 | \$1,745,392 | \$2,456,237 | \$3,019,673 |
| NET OPERATING INCOME (before Depreciation) | \$35,917 | \$35,144 | \$50,888 | \$77,738 | \$443,386 |
| DEPRECIATION & AMORTIZATION | | | | | |
| | - | - | - | - | - |
| NET OPERATING INCOME (including Depreciation) | \$35,917 | \$35,144 | \$50,888 | \$77,738 | \$443,386 |

RIOD

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 Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts
Based on Tacoma Revenue Amounts

day

First eligible Tacoma levy would be Feb 2018, funds arriving in May 2019

-
-
-
-

ERIOD

Description of Assumptions

| | |
|---|---|
| Federal Rate | - |
| Federal Rate | - |
| http //workforcesecurity doleta.gov/unemploy/docs/aetr-2012est.pdf | - |
| Average of CA Charter Schools | - |
| vision | - |
| State Retirement System | - |
| 990 filing | - |
| Care Plan for Students | - |
| \$5.70 per day per student (\$1.90 breakfast, \$3 lunch, \$ 8 snack), 190 days | - |
| Contract with Payroll Processing Company like ADP or Paychecks | - |
| Contract Speech Pathology, Audiology | - |
| Quote from EdTec - Would use EdTec or similar provider | - |

RIOD

Description of Assumptions

Rugs, Pocket Charts
Curriculum Supplement, travel for SPED workers
\$100 per kid, lots of curriculum developed in house -

Current Space is furnished, \$20 per kid, \$100 per kid in year 3
\$300 per month
year
State Testing -

Bus contracting or bus passes for students - assumes 50% need transportation
2, \$416 per month in year 1 -
Year 1 Retreat, Most Staff Development will be done in house in later years
Recruitment Costs
community events -

4% of Basic Education Funding
flow gap of \$100K -

General Liability, D&O -

75 cents per sq/ft per month - 100 sq feet per student - increase space in year 3
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 - increase to space in year 3 -

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

| SUMMARY | |
|--------------------|---------|
| Total Revenue | 250,000 |
| Total Expenses | 221,551 |
| Net Income | 28,449 |
| Revenue Per Pupil | |
| Expenses Per Pupil | |

Description of Assumptions

| |
|--------------------|
| 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.) | 250,000 |
| Erate Reimbursement | - |
| Earnings on Investments | - |
| Interest Income | - |
| Food Service (Income from meals) | - |
| Text Book | - |
| Local Levy Funding - Tacoma | - |
| Custom Local & Other Funding #2 | - |
| Custom Local & Other Funding #3 | - |
| TOTAL LOCAL & OTHER REVENUES | \$250,000 |
| TOTAL REVENUE | \$250,000 |

Startup funding

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

| SUMMARY | |
|--------------------|---------|
| Total Revenue | 250,000 |
| Total Expenses | 221,551 |
| Net Income | 28,449 |
| Revenue Per Pupil | |
| Expenses Per Pupil | |

Description of Assumptions

| |
|--------------------|
| Start-Up Period |
|--------------------|

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

| | | |
|---|------------------|----------------------------------|
| Executive Management | 110,000 | Full Year |
| Instructional Management | - | |
| Deans, Directors & Coordinators | - | |
| CFO / Director of Finance | - | |
| Operation / Business Manager | - | |
| Administrative Staff | - | |
| Other - Administrative | 12,000 | Admin - Half Year; 3 hours a day |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$122,000 | |

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

\$122,000

PAYROLL TAXES AND BENEFITS

| | | |
|---|-----------------|---|
| Social Security | 7,564 | |
| Medicare | 1,769 | |
| State Unemployment | 1,220 | |
| Worker's Compensation Insurance | 2,098 | |
| Custom Other Tax #1 | - | |
| Custom Other Tax #2 | - | |
| Health Insurance | - | No employees receiving benefits in startup period |
| Dental Insurance | - | |
| Vision Insurance | - | |
| Life Insurance | - | |
| Retirement Contribution | - | |
| Custom Fringe #1 | - | |
| Custom Fringe #2 | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | \$12,651 | |

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$134,651

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 | 5,400 | Three months of start up services |
| Curriculum Development | 30,000 | |
| Custom Contracted Services #3 | - | |

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

| | |
|--------------------|---------|
| SUMMARY | |
| Total Revenue | 250,000 |
| Total Expenses | 221,551 |
| Net Income | 28,449 |
| Revenue Per Pupil | |
| Expenses Per Pupil | |

Description of Assumptions

| |
|--------------------|
| Start-Up Period |
|--------------------|

| | |
|----------------------------------|------------------------|
| TOTAL CONTRACTED SERVICES | <u>\$35,400</u> |
|----------------------------------|------------------------|

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

| SUMMARY | |
|--------------------|---------|
| Total Revenue | 250,000 |
| Total Expenses | 221,551 |
| Net Income | 28,449 |
| Revenue Per Pupil | |
| Expenses Per Pupil | |

Description of Assumptions

| |
|--------------------|
| Start-Up Period |
|--------------------|

SCHOOL OPERATIONS

| | | |
|---|-----------------|---|
| Board Expenses | - | |
| Classroom / Teaching Supplies & Materials | - | |
| Special Ed Supplies & Materials | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | - | |
| Equipment / Furniture | - | |
| Telephone | - | |
| Technology | 21,500 | Teacher and student computers |
| Student Testing & Assessment | - | |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | 1,500 | Incidentals |
| Staff Development | - | |
| Staff Recruitment | 2,000 | Recruiting staff for year 1 |
| Student Recruitment / Marketing | - | |
| School Meals / Lunch | - | |
| Travel (Staff) | 5,000 | Conferences, Visiting Schools |
| Fundraising | - | |
| District Oversight | - | |
| Cost of Capital | 17,500 | Assumes 7% rate if \$500K of startup needs to be financed |
| Custom Operations #3 | - | |
| TOTAL SCHOOL OPERATIONS | \$47,500 | |

FACILITY OPERATION & MAINTENANCE

| | | |
|---|----------------|---|
| Insurance | - | |
| Janitorial Services | - | |
| Building and Land Rent / Lease | 4,000 | 1000 per month for four month of office space |
| Repairs & Maintenance | - | |
| Equipment / Furniture | - | |
| Security Services | - | |
| Utilities | - | |
| Custom Facilities Operations #1 | - | |
| Custom Facilities Operations #2 | - | |
| Custom Facilities Operations #3 | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$4,000 | |

RESERVES / CONTINGENCY

| | |
|--|------------------|
| TOTAL EXPENSES | \$221,551 |
| NET OPERATING INCOME (before Depreciation) | \$28,449 |
| DEPRECIATION & AMORTIZATION | - |
| NET OPERATING INCOME (including Depreciation) | \$28,449 |

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|---|------------------|------------|------------|------------|------------|------------|------------------|------------------------------------|----------------------------|
| Total Revenue | 250,000 | - | - | - | - | - | 250,000 | - | |
| Total Expenses | 97,463 | 18,638 | 19,638 | 28,604 | 28,604 | 28,604 | 221,551 | - | |
| Net Income | 152,537 | (18,638) | (19,638) | (28,604) | (28,604) | (28,604) | 28,449 | - | |
| Cash Flow Adjustments | - | - | - | - | - | - | 193,103 | - | |
| Beginning Cash Balance | - | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | - | |
| Net Income | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | 250,000 | - | |
| | January | February | March | April | May | June | TOTAL | | |
| 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.) | 250,000 | - | - | - | - | - | 250,000 | - | |
| Erate Reimbursement | - | - | - | - | - | - | - | - | |
| Earnings on Investments | - | - | - | - | - | - | - | - | |
| Interest Income | - | - | - | - | - | - | - | - | |
| Food Service (Income from meals) | - | - | - | - | - | - | - | - | |
| Text Book | - | - | - | - | - | - | - | - | |
| Local Levy Funding - Tacoma | - | - | - | - | - | - | - | - | |
| Custom Local & Other Funding #2 | - | - | - | - | - | - | - | - | |
| Custom Local & Other Funding #3 | - | - | - | - | - | - | - | - | |
| TOTAL LOCAL & OTHER REVENUES | \$250,000 | \$- | \$- | \$- | \$- | \$- | \$250,000 | \$- | |
| TOTAL REVENUE | \$250,000 | \$- | \$- | \$- | \$- | \$- | \$250,000 | \$- | |

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------------------------|------------------------------------|
| Total Revenue | 250,000 | - | - | - | - | - | 250,000 | - | |
| Total Expenses | 97,463 | 18,638 | 19,638 | 28,604 | 28,604 | 28,604 | 221,551 | - | |
| Net Income | 152,537 | (18,638) | (19,638) | (28,604) | (28,604) | (28,604) | 28,449 | - | |
| Cash Flow Adjustments | - | - | - | - | - | - | 193,103 | - | |
| Beginning Cash Balance | - | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | - | |
| Net Income | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | 250,000 | - | |
| | January | February | March | April | May | June | TOTAL | | |
| EXPENSES | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | |
| Executive Management | 64,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 110,000 | - | Assumes pay for July - Dec as well |
| Instructional Management | - | - | - | - | - | - | - | - | |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | |
| Operation / Business Manager | - | - | - | - | - | - | - | - | |
| Administrative Staff | - | - | - | - | - | - | - | - | |
| Other - Administrative | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 12,000 | - | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$66,167 | \$11,167 | \$11,167 | \$11,167 | \$11,167 | \$11,167 | \$122,000 | - | |
| 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 | \$66,167 | \$11,167 | \$11,167 | \$11,167 | \$11,167 | \$11,167 | \$122,000 | - | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | |
| Social Security | 4,412 | 630 | 630 | 630 | 630 | 630 | 7,564 | - | |
| Medicare | 1,032 | 147 | 147 | 147 | 147 | 147 | 1,769 | - | |
| State Unemployment | 712 | 102 | 102 | 102 | 102 | 102 | 1,220 | - | |
| Worker's Compensation Insurance | 1,224 | 175 | 175 | 175 | 175 | 175 | 2,098 | - | |
| Custom Other Tax #1 | - | - | - | - | - | - | - | - | |
| Custom Other Tax #2 | - | - | - | - | - | - | - | - | |
| Health Insurance | - | - | - | - | - | - | - | - | |
| Dental Insurance | - | - | - | - | - | - | - | - | |
| Vision Insurance | - | - | - | - | - | - | - | - | |
| Life Insurance | - | - | - | - | - | - | - | - | |
| Retirement Contribution | - | - | - | - | - | - | - | - | |
| Custom Fringe #1 | - | - | - | - | - | - | - | - | |
| Custom Fringe #2 | - | - | - | - | - | - | - | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | \$7,380 | \$1,054 | \$1,054 | \$1,054 | \$1,054 | \$1,054 | \$12,651 | - | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$73,547 | \$12,221 | \$12,221 | \$12,221 | \$12,221 | \$12,221 | \$134,651 | - | |
| CONTRACTED SERVICES | | | | | | | | | |
| Accounting / Audit | - | - | - | - | - | - | - | - | |
| Legal | - | - | - | - | - | - | - | - | |
| Management Company Fee | - | - | - | - | - | - | - | - | |
| Nurse Services | - | - | - | - | - | - | - | - | |
| Food Service / School Lunch | - | - | - | - | - | - | - | - | |
| Payroll Services | - | - | - | - | - | - | - | - | |
| Special Ed Services | - | - | - | - | - | - | - | - | |
| Titelment Services (i.e. Title I) | - | - | - | - | - | - | - | - | |
| Back Office Services | - | - | - | 1,800 | 1,800 | 1,800 | 5,400 | - | |
| Curriculum Development | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 30,000 | - | |

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions | |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------------------------|----------------------------|--|
| Total Revenue | 250,000 | - | - | - | - | - | 250,000 | - | |
| Total Expenses | 97,463 | 18,638 | 19,638 | 28,604 | 28,604 | 28,604 | 221,551 | - | |
| Net Income | 152,537 | (18,638) | (19,638) | (28,604) | (28,604) | (28,604) | 28,449 | - | |
| Cash Flow Adjustments | - | - | - | - | - | - | 193,103 | - | |
| Beginning Cash Balance | - | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | - | |
| Net Income | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | 250,000 | - | |
| | January | February | March | April | May | June | TOTAL | | |
| Custom Contracted Services #3 | - | - | - | - | - | - | - | - | |
| TOTAL CONTRACTED SERVICES | \$5,000 | \$5,000 | \$5,000 | \$6,800 | \$6,800 | \$6,800 | \$35,400 | - | |

SOAR Academy
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|--|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------------------------|----------------------------|
| Total Revenue | 250,000 | - | - | - | - | - | 250,000 | - |
| Total Expenses | 97,463 | 18,638 | 19,638 | 28,604 | 28,604 | 28,604 | 221,551 | - |
| Net Income | 152,537 | (18,638) | (19,638) | (28,604) | (28,604) | (28,604) | 28,449 | - |
| Cash Flow Adjustments | - | - | - | - | - | - | 193,103 | - |
| Beginning Cash Balance | - | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | - |
| Net Income | 152,537 | 133,899 | 114,261 | 85,657 | 57,053 | 28,449 | 250,000 | - |
| | January | February | March | April | May | June | TOTAL | |
| SCHOOL OPERATIONS | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - |
| Telephone | - | - | - | - | - | - | - | - |
| Technology | - | - | - | 7,167 | 7,167 | 7,167 | 21,500 | - |
| Student Testing & Assessment | - | - | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - | - | - |
| Office Expense | 250 | 250 | 250 | 250 | 250 | 250 | 1,500 | - |
| Staff Development | - | - | - | - | - | - | - | - |
| Staff Recruitment | 333 | 333 | 333 | 333 | 333 | 333 | 2,000 | - |
| Student Recruitment / Marketing | - | - | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - | - | - |
| Travel (Staff) | 833 | 833 | 833 | 833 | 833 | 833 | 5,000 | - |
| Fundraising | - | - | - | - | - | - | - | - |
| District Oversight | - | - | - | - | - | - | - | - |
| Cost of Capital | 17,500 | - | - | - | - | - | 17,500 | - |
| Custom Operations #3 | - | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | \$18,917 | \$1,417 | \$1,417 | \$8,583 | \$8,583 | \$8,583 | \$47,500 | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | |
| Insurance | - | - | - | - | - | - | - | - |
| Janitorial Services | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 | - |
| Repairs & Maintenance | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - |
| Security Services | - | - | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - | - | - |
| Custom Facilities Operations #1 | - | - | - | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - | - | - | - |
| Custom Facilities Operations #3 | - | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$- | \$- | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$4,000 | - |
| RESERVES / CONTINGENCY | | | | | | | | |
| | - | - | - | - | - | - | - | - |
| TOTAL EXPENSES | \$97,463 | \$18,638 | \$19,638 | \$28,604 | \$28,604 | \$28,604 | \$221,551 | - |
| NET OPERATING INCOME (before Depreciation) | \$152,537 | \$(18,638) | \$(19,638) | \$(28,604) | \$(28,604) | \$(28,604) | \$28,449 | - |
| DEPRECIATION & AMORTIZATION | | | | | | | | |
| | - | - | - | - | - | - | - | - |
| NET OPERATING INCOME (including Depreciation) | \$152,537 | \$(18,638) | \$(19,638) | \$(28,604) | \$(28,604) | \$(28,604) | \$28,449 | - |

SOAR Academy
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | |
|---|------------------|------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------------------|-----------|
| Total Revenue | 200,000 | - | 65,117 | 65,117 | 48,308 | 72,974 | 85,094 | 77,803 | 77,803 | 89,923 | 51,259 | 55,051 | 888,449 | (184,392) |
| Total Expenses | 56,595 | 79,813 | 82,787 | 87,029 | 86,258 | 88,779 | 87,279 | 87,279 | 87,279 | 87,279 | 90,008 | 88,368 | 1,008,753 | (28,170) |
| Net Income | 143,405 | (79,813) | (17,670) | (21,912) | (37,950) | (15,805) | (2,185) | (9,476) | (9,476) | 2,644 | (38,749) | (33,317) | (120,304) | (156,221) |
| Cash Flow Adjustments | (221,551) | - | - | - | - | 25,000 | - | - | - | - | 50,000 | 25,000 | 1,129,057 | |
| Beginning Cash Balance | 250,000 | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | |
| Net Income | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | 1,016,898 | |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL | |
| REVENUE | | | | | | | | | | | | | | |
| STATE REVENUES | | | | | | | | | | | | | | |
| Per Pupil Funding - Basic Education | - | - | 49,580 | 49,580 | 30,299 | 49,580 | 49,580 | 49,580 | 49,580 | 49,580 | 30,299 | 33,053 | 440,710 | (110,178) |
| Per Pupil Funding - Special Education | - | - | 6,001 | 6,001 | 3,667 | 6,001 | 6,001 | 6,001 | 6,001 | 6,001 | 3,667 | 4,000 | 53,339 | (13,335) |
| Per Pupil Funding - Learning Assistance Program | - | - | 3,271 | 3,271 | 1,999 | 3,271 | 3,271 | 3,271 | 3,271 | 3,271 | 1,999 | 2,181 | 29,078 | (7,270) |
| Per Pupil Funding - Transitional Bilingual | - | - | 1,001 | 1,001 | 612 | 1,001 | 1,001 | 1,001 | 1,001 | 1,001 | 612 | 667 | 8,896 | (2,224) |
| Per Pupil Funding - Highly Capable | - | - | 8 | 8 | 5 | 8 | 8 | 8 | 8 | 8 | 5 | 6 | 75 | (19) |
| Per Pupil Funding - Transportation | - | - | 3,567 | 3,567 | 2,180 | 3,567 | 3,567 | 3,567 | 3,567 | 3,567 | 2,180 | 2,378 | 31,706 | (7,926) |
| Custom State Funding #1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom State Funding #2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom State Funding #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL STATE REVENUES | \$- | \$- | \$63,428 | \$63,428 | \$38,762 | \$63,428 | \$63,428 | \$63,428 | \$63,428 | \$63,428 | \$38,762 | \$42,285 | \$563,804 | (140,951) |
| FEDERAL REVENUES | | | | | | | | | | | | | | |
| Free Breakfast Reimbursement | - | - | - | - | 1,897 | 1,897 | 1,897 | 1,897 | 1,897 | 1,897 | 1,897 | 1,897 | 15,180 | (3,795) |
| Reduced Breakfast Reimbursement | - | - | - | - | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 1,892 | (473) |
| Paid Breakfast Reimbursement | - | - | - | - | 129 | 129 | 129 | 129 | 129 | 129 | 129 | 129 | 1,035 | (259) |
| Free Lunch Reimbursement | - | - | - | - | 3,519 | 3,519 | 3,519 | 3,519 | 3,519 | 3,519 | 3,519 | 3,519 | 28,149 | (7,037) |
| Reduced Lunch Reimbursement | - | - | - | - | 467 | 467 | 467 | 467 | 467 | 467 | 467 | 467 | 3,739 | (935) |
| Paid Lunch Reimbursement | - | - | - | - | 129 | 129 | 129 | 129 | 129 | 129 | 129 | 129 | 1,035 | (259) |
| Snack Reimbursement | - | - | - | - | 1,478 | 1,478 | 1,478 | 1,478 | 1,478 | 1,478 | 1,478 | 1,478 | 11,824 | (2,956) |
| Title I | - | - | - | - | - | - | 10,277 | - | - | 10,277 | - | - | 20,553 | (20,553) |
| Title II | - | - | - | - | - | - | 1,307 | - | - | 1,307 | - | - | 2,613 | (2,613) |
| Title III | - | - | - | - | - | - | 537 | - | - | 537 | - | - | 1,073 | (1,073) |
| IDEA Funding | - | - | - | - | - | - | - | 4,829 | 4,829 | 4,829 | 2,951 | 3,219 | 20,657 | (3,487) |
| CSP | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Federal Funding #1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Federal Funding #2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Federal Funding #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL FEDERAL REVENUES | \$- | \$- | \$- | \$- | \$7,857 | \$7,857 | \$19,976 | \$12,686 | \$12,686 | \$24,805 | \$10,808 | \$11,076 | \$107,750 | (43,440) |
| LOCAL & OTHER REVENUES | | | | | | | | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising (Rev.) | 200,000 | - | - | - | - | - | - | - | - | - | - | - | 200,000 | - |
| Erate Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 1,689 | 16,895 | - |
| Text Book | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Local Levy Funding - Tacoma | - | - | - | - | - | - | - | - | - | - | - | - | - | (0) |
| Custom Local & Other Funding #2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Local & Other Funding #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL LOCAL & OTHER REVENUES | \$200,000 | \$- | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$1,689 | \$216,895 | (0) |
| TOTAL REVENUE | \$200,000 | \$- | \$65,117 | \$65,117 | \$48,308 | \$72,974 | \$85,094 | \$77,803 | \$77,803 | \$89,923 | \$51,259 | \$55,051 | \$888,449 | (184,392) |

SOAR Academy
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | |
|----------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------------------|-----------|
| Total Revenue | 200,000 | - | 65,117 | 65,117 | 48,308 | 72,974 | 85,094 | 77,803 | 77,803 | 89,923 | 51,259 | 55,051 | 888,449 | (184,392) |
| Total Expenses | 56,595 | 79,813 | 82,787 | 87,029 | 86,258 | 88,779 | 87,279 | 87,279 | 87,279 | 87,279 | 90,008 | 88,368 | 1,008,753 | (28,170) |
| Net Income | 143,405 | (79,813) | (17,670) | (21,912) | (37,950) | (15,805) | (2,185) | (9,476) | (9,476) | 2,644 | (38,749) | (33,317) | (120,304) | (156,221) |
| Cash Flow Adjustments | (221,551) | - | - | - | - | 25,000 | - | - | - | - | 50,000 | 25,000 | 1,129,057 | |
| Beginning Cash Balance | 250,000 | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | |
| Net Income | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | 1,016,898 | |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL | |
| Custom Contracted Services #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL CONTRACTED SERVICES | \$5,800 | \$5,800 | \$6,791 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$18,054 | \$180,875 | (23,763) |

SOAR Academy
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | |
|--|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|------------------|------------------|-----------------|-------------------|-------------------|------------------------------------|-----------|
| Total Revenue | 200,000 | - | 65,117 | 65,117 | 48,308 | 72,974 | 85,094 | 77,803 | 77,803 | 89,923 | 51,259 | 55,051 | 888,449 | (184,392) |
| Total Expenses | 56,595 | 79,813 | 82,787 | 87,029 | 86,258 | 88,779 | 87,279 | 87,279 | 87,279 | 87,279 | 90,008 | 88,368 | 1,008,753 | (28,170) |
| Net Income | 143,405 | (79,813) | (17,670) | (21,912) | (37,950) | (15,805) | (2,185) | (9,476) | (9,476) | 2,644 | (38,749) | (33,317) | (120,304) | (156,221) |
| Cash Flow Adjustments | (221,551) | - | - | - | - | 25,000 | - | - | - | - | 50,000 | 25,000 | 1,129,057 | |
| Beginning Cash Balance | 250,000 | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | |
| Net Income | 171,854 | 92,040 | 74,371 | 52,459 | 14,509 | 23,704 | 21,519 | 12,043 | 2,567 | 5,211 | 16,462 | 8,145 | 1,016,898 | |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL | |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 2,600 | - |
| Special Ed Supplies & Materials | - | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 1,500 | - |
| Textbooks / Workbooks | - | 4,160 | 4,160 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 10,400 | - |
| Supplies & Materials other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | 832 | 832 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 2,080 | - |
| Telephone | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 3,600 | - |
| Technology | 5,000 | - | - | - | - | - | - | - | - | - | - | - | 5,000 | - |
| Student Testing & Assessment | - | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 2,600 | - |
| Field Trips | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transportation (student) | - | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 3,876 | 42,640 | - |
| Student Services - other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 | - |
| Staff Development | - | 1,600 | 1,600 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 4,000 | - |
| Staff Recruitment | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 1,500 | - |
| Student Recruitment / Marketing | - | - | - | - | - | - | 250 | 250 | 250 | 250 | 250 | 250 | 1,500 | - |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| District Oversight | - | - | 1,983 | 1,983 | 1,212 | 1,983 | 1,983 | 1,983 | 1,983 | 1,983 | 1,212 | 1,322 | 17,628 | (4,407) |
| Cost of Capital | 14,000 | - | - | - | - | 1,750 | - | - | - | - | 3,500 | 1,750 | 21,000 | - |
| Custom Operations #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | \$19,842 | \$11,919 | \$13,902 | \$7,677 | \$6,905 | \$9,427 | \$7,927 | \$7,927 | \$7,927 | \$7,927 | \$10,655 | \$9,015 | \$121,048 | (4,407) |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| Insurance | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 737 | 8,840 | - |
| Janitorial Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 117,000 | - |
| Repairs & Maintenance | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 2,500 | - |
| Equipment / Furniture | - | 840 | 840 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 2,080 | - |
| Security Services | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 282 | 3,380 | - |
| Utilities | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 15,600 | - |
| Custom Facilities Operations #1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custom Facilities Operations #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$12,277 | \$13,117 | \$13,117 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$12,321 | \$149,400 | - |
| RESERVES / CONTINGENCY | | | | | | | | | | | | | | |
| TOTAL EXPENSES | \$56,595 | \$79,813 | \$82,787 | \$87,029 | \$86,258 | \$88,779 | \$87,279 | \$87,279 | \$87,279 | \$87,279 | \$90,008 | \$88,368 | \$1,008,753 | (28,170) |
| NET OPERATING INCOME (before Depreciation) | \$143,405 | \$(79,813) | \$(17,670) | \$(21,912) | \$(37,950) | \$(15,805) | \$(2,185) | \$(9,476) | \$(9,476) | \$2,644 | \$(38,749) | \$(33,317) | \$(120,304) | (156,221) |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | | |
| NET OPERATING INCOME (including Depreciation) | \$143,405 | \$(79,813) | \$(17,670) | \$(21,912) | \$(37,950) | \$(15,805) | \$(2,185) | \$(9,476) | \$(9,476) | \$2,644 | \$(38,749) | \$(33,317) | \$(120,304) | (156,221) |

SUMMARY

| | <u>Description of Assumptions</u> |
|-------------------------------|-----------------------------------|
| Total Revenue | |
| Total Expenses | |
| Net Income | |
| Cash Flow Adjustments | |
| Beginning Cash Balance | |
| Net Income | |

REVENUE

| | |
|---|-------------------------------------|
| STATE REVENUES | |
| Per Pupil Funding - Basic Education | Follows WA state schedule |
| Per Pupil Funding - Special Education | Follows WA state schedule |
| Per Pupil Funding - Learning Assistance Program | Follows WA state schedule |
| Per Pupil Funding - Transitional Bilingual | Follows WA state schedule |
| Per Pupil Funding - Highly Capable | Follows WA state schedule |
| Per Pupil Funding - Transportation | Follows WA state schedule |
| Custom State Funding #1 | |
| Custom State Funding #2 | |
| Custom State Funding #3 | |
| TOTAL STATE REVENUES | |
| FEDERAL REVENUES | |
| Free Breakfast Reimbursement | Monthly with 2 month processing lag |
| Reduced Breakfast Reimbursement | Monthly with 2 month processing lag |
| Paid Breakfast Reimbursement | Monthly with 2 month processing lag |
| Free Lunch Reimbursement | Monthly with 2 month processing lag |
| Reduced Lunch Reimbursement | Monthly with 2 month processing lag |
| Paid Lunch Reimbursement | Monthly with 2 month processing lag |
| Snack Reimbursement | Monthly with 2 month processing lag |
| Title I | fo LEA Plan Approval |
| Title II | fo LEA Plan Approval |
| Title III | for LEA Plan Approval |
| DEA Funding | one for counts to be generated |
| CSP | |
| Custom Federal Funding #1 | |
| Custom Federal Funding #2 | |
| Custom Federal Funding #3 | |
| TOTAL FEDERAL REVENUES | |
| LOCAL & OTHER REVENUES | |
| Contributions and Donations | |
| Fundraising (Rev.) | Start up funding |
| Erate Reimbursement | |
| Earnings on Investments | |
| Interest Income | |
| Food Service (Income from meals) | 12 months |
| Text Book | |
| Local Levy Funding - Tacoma | |
| Custom Local & Other Funding #2 | |
| Custom Local & Other Funding #3 | |
| TOTAL LOCAL & OTHER REVENUES | |
| TOTAL REVENUE | |

SUMMARY

| | <u>Description of Assumptions</u> |
|-------------------------------|-----------------------------------|
| Total Revenue | |
| Total Expenses | |
| Net Income | |
| Cash Flow Adjustments | |
| Beginning Cash Balance | |
| Net Income | |

EXPENSES

| | |
|--|--|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | |
| Executive Management | 12 Month |
| Instructional Management | |
| Deans, Directors & Coordinators | |
| CFO / Director of Finance | |
| Operation / Business Manager | |
| Administrative Staff | 12 Month |
| Other - Administrative | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | |
| INSTRUCTIONAL PERSONNEL COSTS | |
| Teachers - Regular | 11 month |
| Teachers - SPED | 11 month |
| Substitute Teachers | 11 month |
| Teaching Assistants | |
| Specialty Teachers | |
| Aides | 11 month |
| Therapists & Counselors | |
| Other - Instructional | |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | |
| Nurse | |
| Librarian | |
| Custodian | 12 Month |
| Security | |
| Other - Non-Instructional | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | |
| TOTAL PERSONNEL EXPENSES | |
| PAYROLL TAXES AND BENEFITS | |
| Social Security | Based on payroll |
| Medicare | Based on payroll |
| State Unemployment | Based on payroll |
| Worker's Compensation Insurance | 12 month payment |
| Custom Other Tax #1 | |
| Custom Other Tax #2 | |
| Health Insurance | 12 month payment |
| Dental Insurance | |
| Vision Insurance | |
| Life Insurance | |
| Retirement Contribution | Based on payroll |
| Custom Fringe #1 | |
| Custom Fringe #2 | |
| TOTAL PAYROLL TAXES AND BENEFITS | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | |
| CONTRACTED SERVICES | |
| Accounting / Audit | Expense accrued year 1, paid in year 2 |
| Legal | 12 Month |
| Management Company Fee | |
| Nurse Services | 12 Month |
| Food Service / School Lunch | lag |
| Payroll Services | 12 Month |
| Special Ed Services | 10 Month |
| Titlement Services (i.e. Title I) | |
| Back Office Services | 12 Month |
| Curriculum Development | |

| SUMMARY |
|------------------------|
| Total Revenue |
| Total Expenses |
| Net Income |
| Cash Flow Adjustments |
| Beginning Cash Balance |
| Net Income |

Description of Assumptions

Custom Contracted Services #3
TOTAL CONTRACTED SERVICES

SUMMARY

| | <u>Description of Assumptions</u> |
|-------------------------------|-----------------------------------|
| Total Revenue | |
| Total Expenses | |
| Net Income | |
| Cash Flow Adjustments | |
| Beginning Cash Balance | |
| Net Income | |

SCHOOL OPERATIONS

| | |
|---|--------------------------------|
| Board Expenses | |
| Classroom / Teaching Supplies & Materials | 12 Month |
| Special Ed Supplies & Materials | 12 Month |
| Textbooks / Workbooks | Front Loaded - 80% Aug/Sep |
| Supplies & Materials other | |
| Equipment / Furniture | Front Loaded - 80% Aug/Sep |
| Telephone | 12 Month\ |
| Technology | |
| Student Testing & Assessment | 11 Months |
| Field Trips | 11 Months |
| Transportation (student) | 11 Months |
| Student Services - other | |
| Office Expense | 12 Month |
| Staff Development | 12 Month |
| Staff Recruitment | 12 Month |
| Student Recruitment / Marketing | year |
| School Meals / Lunch | |
| Travel (Staff) | August Trip |
| Fundraising | |
| District Oversight | Follows State Revenue Schedule |
| Cost of Capital | |
| Custom Operations #3 | |

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

| | |
|---------------------------------|----------|
| Insurance | 12 Month |
| Janitorial Services | |
| Building and Land Rent / Lease | 12 Month |
| Repairs & Maintenance | 12 Month |
| Equipment / Furniture | error. |
| Security Services | 12 Month |
| Utilities | 12 Month |
| Custom Facilities Operations #1 | |
| Custom Facilities Operations #2 | |
| Custom Facilities Operations #3 | |

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTIGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)

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.

The petition budget represents a best guess on many of the budget details. The details in the budget are subject to change as the school's plans evolve. SOAR Academy 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 |
|--------------|------------|------------|------------|------------|------------|
| K | 52 | 50 | 50 | 50 | 50 |
| 1st | 52 | 52 | 50 | 50 | 50 |
| 2nd | 0 | 52 | 52 | 50 | 50 |
| 3rd | 0 | 0 | 52 | 50 | 50 |
| 4th | 0 | 0 | 0 | 50 | 50 |
| 5th | 0 | 0 | 0 | 0 | 50 |
| Total | 104 | 154 | 204 | 250 | 300 |

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
- 12% of the students will be considered English Language Learners
- 12.7% of students will be special education students

Revenue Assumptions

SOAR Academy is assuming start up funding of \$250,000 prior to opening and additional \$200,000 in year one and \$85,000 in year two, and \$15,000 in year three. SOAR Academy 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. If chartered, applicant 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 - \$800K. In year three, SOAR is anticipating minimal fundraising, totaling \$15,000 for the year.

SOAR Academy is projecting local levy funding from Tacoma starting in 2018-19. The levy would be passed in February of 2018 and funds would first be distributed to SOAR in May of 2019. The funding amount is projected at \$2,459 per student at full funding, with half that amount arriving in 2018-19, as there would only be one distribution. Starting in 2019-20 SOAR would receive both the November and May levy distributions. The full funding amount has been calculated by taking the current Tacoma levy funding of \$82,000,000 and dividing by the total enrollment of 33,341.

All revenues are assumed to grow at 2% per year, except for the local levy funding, which is projected to remain flat.

SOAR Academy 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 | \$807 | # of Transportation Students | WSCSC |

SOAR Academy anticipates the following federal sources of revenue:

| Revenue | Rate | Driver | Source of Rate Assumption |
|----------|-------|----------------|---------------------------|
| Title I | \$527 | # FRL Students | Tacoma # |
| Title II | \$67 | # FRL Students | Tacoma # |

| | | | |
|--------------------|---------|--------------------------------|----------|
| Title III | \$172 | # of English Language Learners | Tacoma # |
| IDEA Part B | \$1,828 | # of SPED Students | Tacoma # |

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 principal (\$110,000) and six months of an administrative assistant (\$12,000). Social Security, Medicare and state unemployment have been included for all employees for the period they will be working.

SOAR Academy is budgeting \$1,000 per month from March through June to pay for office space until the school can move into the full facility in July of 2015.

The school will hire consultants to help develop the school curriculum, which has been estimated at \$30,000. Additional costs have been budgeted for staff recruitment and, staff travel, technology and incidentals.

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 Tacoma district. SOAR Academy is expecting a mix of experience levels with an average teacher salary of \$50,000, which corresponds to an average experience level of six years.

A 2% year-over-year increase has been applied to future 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 contributions SOAR Academy is assuming participation in plan two of the state retirement system, which has an employer contribution of 10.39%. 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 \$5,500 to \$5,700 per enrolled employee over the five year budget.

Special Education:

SOAR Academy will provide special education services through a mix of staff members and consultants. In year one there will be one full time special education teacher, with that number increasing to two full time special education teachers by year four. The school will also use special education aides starting with one aide in year one and increasing to two aides in year four.

SOAR will use contractors to provide additional services such as speech, occupational therapy, and behavioral services, which has been budget at \$750 per special education student.

Facilities:

SOAR Academy is basing facilities assumptions on a facility that has been identified for the first two years. Agreements haven't been finalized, but initial conversations have been positive. The facility is 13,000 square feet and the cost would be \$.75 per square foot per month. The facility would be adequate in size for the first two years of operation, at which time the school would look for a larger space. A 60% increase in facilities cost is estimated for year three, with additional 20% increases in year four and five to accommodate student growth.

Utilities costs for the initial facility are estimated at \$.10 per square foot per month with expense increases that mirror the expense increases in facilities costs.

Other Facilities Operation and Maintenance include:

- Insurance costs of \$85 per student to provide general liability and directors and officers coverage.
- \$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.

Technology:

SOAR Academy is budgeting \$21,500 of startup funding to purchase computers for a computer lab, as well as staff computers and classroom technology.

Technology replacement will take place in year four and five.

Food Service:

SOAR Academy is planning on contracting 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 190 days of school.

Transportation:

Transportation services will be provided to students that need it through a combination of contracted bus services and bus passes that are purchased for students. The cost is estimated at \$820 a year per student that needs transportation, which is roughly \$4.30 per day.

Contracted Services:

SOAR Academy will contract with a back office provider to assist the school with financial management, accounting, payroll and compliance support. The estimate in the budget is provided by EdTec, a company that specializes in providing back office services to charter schools.

SOAR Academy 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.

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 \$28,449 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 ten, 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 a state funding 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, SOAR Academy has assumed a 7% cost of capital for financing the \$200,000 that is assumed in year 1. Additionally, the same assumption has been made about the \$250,000 of fundraising and grants that is included in the startup budget and \$100,000 in year two. SOAR Academy will also need \$100,000 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, SOAR Academy will make necessary reductions to make sure that the school is financially sustainable, while still providing necessary services to students. The school's current projected operating income increases from \$36K in year one to \$443K in year five, which shows that the school is growing efficiently and will build significant reserves over time. In addition, although the school is not budgeting any fundraising after year three, school management, board members and community partners will continue to aggressively pursue additional fundraising opportunities.

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 tailored to come in line with the available startup resources or be reduced so as to generate a larger startup year carryover into Year 1. Given its size share of the budget, the staffing plan would likely have to be reevaluated given the reduced resources; positions might 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. 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.

Contingency Planning – Cash Flow

SOAR Academy is going to evaluate all financing options available. The school has already received a letter of intent of \$500,000 from charter school capital, a company that finances charter schools in several states. The school will be pursuing lines of credit with local banks as a way to have available cash if there are delays in revenue or unexpected expenses. In addition, SOAR Academy 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.

SOAR Academy 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.



225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

November 5, 2013

VIA EMAIL AND U.S. MAIL

kbellamymcclain@soaracademies.org

Kristina Bellamy-McClain, Founding Director
SOAR Academies
210 S. Hudson St.
Seattle, WA 98134

Re: Qualification for Funding - SOAR Academies

Dear Kristina:

You have advised us that SOAR Academies, a to-be-formed Washington nonprofit corporation, will be applying for authorization to establish a charter school in Tacoma, 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

A New Direction in Charter School Financing