

Washington State Charter School Commission

Impact | Salish Sea Elementary Charter Contract

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CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF IMPACT | SALISH SEA ELEMENTARY

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

IMPACT PUBLIC SCHOOLS

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PARTIES

This agreement is executed on this 22nd day of August 2019 by and between the Washington State Charter School Commission (the “Commission”), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and IMPACT PUBLIC SCHOOLS (“Applicant”), a qualified public benefit nonprofit corporation.

RECITALS

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

WHEREAS, on March 1, 2019, IMPACT PUBLIC SCHOOLS non-profit corporation submitted an application to open and operate a charter school referred to as IMPACT | SALISH SEA ELEMENTARY; and

WHEREAS, on May 30, 2019, the Commission approved the application subject to conditions outlined in Resolution 19-04A; and

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

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

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of IMPACT | SALISH SEA ELEMENTARY, (the "School"), a public 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 24, 2020 and will remain in full force and effect through August 24, 2025, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Pre-Opening Conditions (Attachment 1: Pre-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2020.

ARTICLE II: DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

“Education Service Provider” (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to 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.

“Performance Audit” means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); <http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.V0XQs032ZEZ>.; ESSB 6194, Sec. 103 (codified at RCW 28A.710.030(2)).

“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

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

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

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

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

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

Section 4.2 Governance Documents

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

Section 4.9 Open Meetings

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

Section 4.10 Public Disclosure Filing

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

Section 5.3 Nonsectarian Status

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

Section 5.4 Access to Individuals and Documents

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

Section 5.5 Ethics

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

- a.** No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b.** No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.
- c.** No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.

- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.
- e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.
- f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

Section 5.6 Public Records

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

Section 5.7 Record Keeping

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

Section 5.8 Non-Discrimination

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

Section 5.9 Inventories

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

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

Section 5.10 Administrative Records

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

Section 5.11 Student Welfare and Safety

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

Section 5.12 Transportation

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages [PAGE NUMBERS OF ASSOCIATED APPLICATION].

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) have reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

Section 5.14 Staff Training

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

Section 5.15 Student Conduct and Discipline

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

Section 5.16 Transactions with Affiliates

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

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

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

Section 5.17 Contracting for Services

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

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

Section 5.18 School Authorized as Part of a Charter Management Organization

In its application, School was identified as a new school to be operated by IMPACT PUBLIC SCHOOLS, a non-profit charter management organization (CMO). As such, School's relationship with IMPACT PUBLIC SCHOOLS, is not subject to the procedures outlined in "Section 5.19 Third-Party Education Service Provider Contracts." School is otherwise subject to "Section 5.19 Third-Party Education Service Provider Contracts"

and, in all other instances, School and IMPACT PUBLIC SCHOOLS are bound by the terms of this agreement and all applicable laws.

Section 5.19 Third-Party Education Service Provider Contracts

- a. Limit to Scope of ESP Contracting.** The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.
- b. Proposed ESP Contract.** At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.
- c. Required ESP Contract Terms.** The proposed ESP contract shall set forth with particularity, among other things, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.
- d. Review by Commission.** The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.
- e. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.
- f. Effect of ESP Contract.** The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

Section 5.20 Complaints

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

Section 5.21 Notification to Commission

- a. Timely Notification.** The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:
 - 1.** The discipline of employees at the School that:
 - i.** Results in suspension or termination;
 - ii.** Resignation in lieu of discipline;

- iii. 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
 - iv. 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. Criminal allegations against, or arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
 - 5. Misappropriation of school funds;
 - 6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
 - 7. Any change in its corporate status with the Washington Secretary of State’s Office or status as a 501(c)(3) corporation.

Section 5.22 School Calendar

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

Section 5.23 Litigation and Constitutional Challenges.

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

Section 5.24 Multiple School Applicants and Operators

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

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

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

Section 6.2 Maximum Enrollment

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

Section 6.3 Annual Enrollment Review

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

Section 6.4 Decrease in Enrollment

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

Section 6.5 Student Transfers and Exits

Any student exiting 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 and 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 (learning standards) 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. Pledge, assign or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- b. Encumber its assets in a manner that will jeopardize its fiscal viability;
- c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;
- d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or
- e. Encumber any funds or assets in violation of the law.

Section 9.5 Bank Accounts

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

Section 9.6 Quarterly Reports

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

Section 9.7 Accounting Methods and Records

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

Section 9.8 State Accounting Requirements

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

Section 9.9 Financial Records and Separate Accounting

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

Section 9.10 Location and Access

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained for immediate access by the Commission and reasonable access by the public as required by law.

Section 9.11 Filing and Notice

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

Section 9.12 Disbursement Procedures

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

Section 9.13 Compliance with Finance Requirements

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

Section 9.14 Budget

Section 9.14.1 Annual Budget Statement

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

Section 9.14.2 Annual Budgets

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

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format approved by the Commission;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Be balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and
- i. Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

Section 9.14.3 School Funding

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

ARTICLE X: AUDITS

Section 10.1 Audits

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

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

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

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

ARTICLE XI: SCHOOL FACILITIES

Section 11.1 Accessibility

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

Section 11.2 Health and Safety

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

Section 11.3 Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 15, 2020. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

Section 11.4 Construction/Renovation and Maintenance of Facilities

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

Section 11.5 Use of the Facility by the School

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

Section 11.6 Inspections

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

Section 11.7 Impracticability of Use

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

ARTICLE XII: EMPLOYMENT

Section 12.1 No Employee or Agency Relationship

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

Section 12.2 Retirement Plan

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

Section 12.3 Teacher Membership in Professional Organizations

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

Section 12.4 Background Checks

- a.** The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors 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 identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

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

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

Section 14.3 Multiple School Applicant and Operator Oversight.

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

ARTICLE XV: COMMISSION’S RIGHTS AND RESPONSIBILITIES

Section 15.1 Oversight and Enforcement

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

Section 15.2 Right to Review

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

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

Section 15.3 Inquiries and Investigations

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

Section 15.4 Notification of Perceived Problems

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

Section 15.5 Other Legal Obligations

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

Section 15.6 Oversight Fee

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

ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 16.1 Breach by the School

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

Section 16.2 Termination by the Commission

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

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

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

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

Section 16.3 Other Remedies

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

Section 16.4 Termination by the School

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

Section 16.5 Invalid Provisions

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

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

Section 16.6 Termination for Withdrawal of Authority

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days (or other appropriate time period) written notice to Applicant. No penalty shall accrue to the Commission in the event this section shall be exercised.

Section 16.7 Termination for Non-Allocation of Funds

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

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

Section 17.11 Taxes

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

Section 17.12 Waiver

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

Section 17.13 Captions

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

Section 17.14 Gender and Number

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

Section 17.15 New School Application and Response

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

ARTICLE XVIII: NOTICE

Section 18.1 Notice

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

Jen Davis Wickens
3438 S. 148th Street
Tukwila, WA 98168
jwickens@impactps.org
(206) 712-1640

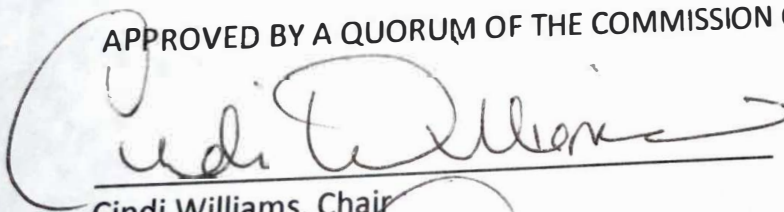
Joshua Halsey
Washington Charter School Commission
PO Box 40996
Olympia, WA 98504-0996
Joshua.Halsey@k12.wa.us
(360) 725-5511

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

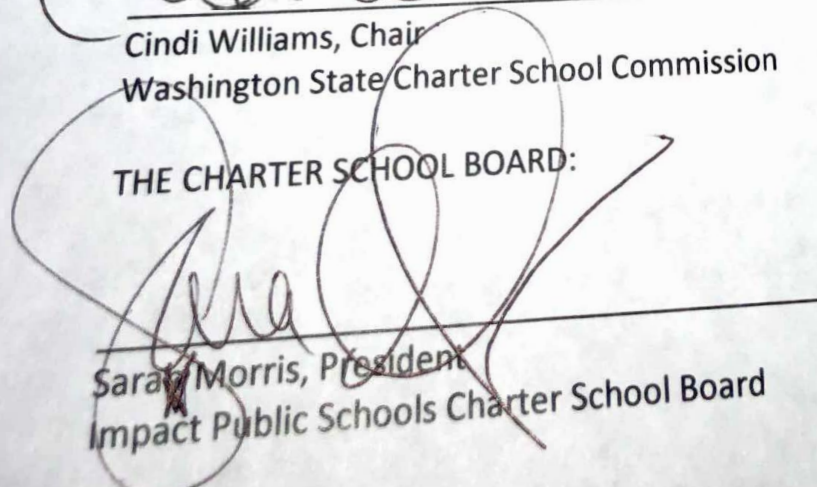
If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 24, 2020.

APPROVED BY A QUORUM OF THE COMMISSION ON August 22, 2019:


Cindi Williams, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:


Sarah Morris, President
Impact Public Schools Charter School Board

Updated: August 13, 2019

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
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		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/31		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1		
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 are on file with the Commission.	2/15		
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	2/15		
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		

<p>The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally Accepted Accounting Principles (GAAP).</p>	<p>4/14</p>		
<p>Copy of Employee Handbook and related employee communication which includes at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements.</p>	<p>6/15</p>		
<p>The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School’s mission statement, School’s Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities.</p>	<p>6/30</p>		
<p>An annual school calendar approved by the Board of Directors for the first year of the School’s operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.</p>	<p>6/30</p>		
<p>Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended.</p>	<p>7/15</p>		
<p>The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School’s process is on file with the Commission.</p>	<p>7/1</p>		
<p>The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.k12.wa.us/safetycenter/Planning/Manual.aspx</p>	<p>7/1</p>		

The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.	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		
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 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		
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 by state and federal law.	8/1		

The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.	8/1		
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
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.	Within 2 weeks of execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		
Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		
Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		

<p>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</p>	<p>7/1</p>		
<p>Budget:</p>			
<p>Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.</p>	<p>2/15</p>		
<p>Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.</p>	<p>5/15</p>		
<p>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.</p>	<p>7/1</p>		
<p>A copy of the annual budget (using the Commission budget template) adopted by the School Board is on file with the Commission.</p> <p><i>*Note: Schools should populate Column L: Details of Tab 8: Yearly Budget of the Commission budget template.</i></p>	<p>7/10</p>		
<p>Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.</p>	<p>8/15</p>		
<p>Evidence that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.</p>	<p>8/1</p>		

Updated: August 13, 2019

Note:

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

Attachment 2: Governance Documents

CONFLICT OF INTEREST POLICY OF IMPACT PUBLIC SCHOOLS

ARTICLE I PURPOSE

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

ARTICLE II DEFINITIONS

1. Interested Person

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

2. Financial Interest

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

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

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

ARTICLE III PROCEDURES

1. Duty to Disclose

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

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

**ARTICLE IV
RECORDS OF PROCEEDINGS**

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

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

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

ARTICLE V COMPENSATION

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

ARTICLE VI ACKNOWLEDGMENT

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

ARTICLE VII PERIODIC REVIEWS

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

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

**ARTICLE VIII
USE OF OUTSIDE EXPERTS**

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

(Signature page to Acknowledgment follows)

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

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

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Impact Public Schools
EIN: 81-4086218

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

Name: Tony Byrd
Position: Secretary

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**IMPACT PUBLIC SCHOOLS
CODE OF ETHICS
FOR
BOARD OF DIRECTORS, OFFICERS, EMPLOYEES AND VOLUNTEERS**

The Board of Directors (the "*Board of Directors*") of Impact Public Schools, a Washington nonprofit corporation ("*IPS*") recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and its staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of established educational goals.

Therefore, every officer, employee and volunteer, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of ethics (the "*Code*"):

1. **Gifts.** An officer, employee, volunteer or director shall not directly or indirectly solicit any gifts; nor shall an officer, employee, volunteer or director accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a rolling twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality or promise, or any other form, if it could be reasonably inferred that the gift was intended to influence the recipient in her or his performance of his or her official duties or was intended as a reward for any official action on the recipient's part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to employees and volunteers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential Information.** An officer, employee, volunteer or director shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board of Directors held in accordance with RCW 42.30.110, whether such information is deemed confidential or not.
3. **Representation before the Board.** An officer, employee, volunteer or director shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Directors, unless specifically approved according to IPS's Conflicts of Interest Policy.
4. **Representation before the Board for a contingent fee.** An officer, employee, volunteer or directors shall not receive or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Board of Directors, whereby the compensation is to be dependent or contingent upon any action by IPS with respect to such matter, provided that this paragraph 4 shall not prohibit the establishment of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board.** A member of the Board of Directors, an officer, an employee or a volunteer of IPS, whether paid or unpaid, who participated in the discussion or provides official opinion to the Board of Directors on any matter before the Board of Directors shall publically disclose on the official record the nature and extent of any direct or indirect financial or private interest her or she has in such matter. Any director shall also adhere to the Conflicts of Interest Policy adopted by IPS.
6. **Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
7. **Private employment.** An officer, employee, volunteer or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties for IPS.
8. **Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with IPS, appear before the Board of Directors or any panel or committee of the Board of Directors, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with IPS or that was under his or her active consideration.

Distribution and Acknowledgment of Code of Ethics

The Chief Executive Officer of IPS shall cause a copy of this Code to be distributed to every officer, employee, volunteer and director of IPS, and each such party shall sign the Acknowledgment of Code of Ethics in substantially the form attached hereto as Exhibit A (the "*Acknowledgment*"). Each officer, employee, volunteer and director elected or appointed thereafter shall be furnished a copy and sign the Acknowledgment before entering upon the duties of his or her office or position.

Penalties

In addition to any penalties contained in any other provision of law, any person who shall knowingly and intentionally violate any provision of this Code may be fined, suspended or removed from office, employment, volunteer position or as a director, as the case may be, in the manner provided by law and IPS governing documents.

IMPACT PUBLIC SCHOOLS
CONSENT IN LIEU
OF
ORGANIZATIONAL MEETING OF BOARD OF DIRECTORS

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole director named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), filed on October 4, 2016 (the "*Articles*"), by this instrument in lieu of an organizational meeting of the board of directors of the Corporation (the "*Board*"), consent to the adoption of the following resolutions and direct the Secretary of the Corporation to include a copy of this consent in the minute book of the Corporation:

Adoption of Bylaws

RESOLVED, that the bylaws of the Corporation, in substantially the form attached hereto as Exhibit A (the "*Bylaws*"), are hereby authorized, approved, ratified, and confirmed in all respects.

FURTHER RESOLVED, that the Secretary of the Corporation is directed to sign, date and file such Bylaws in the minute book of the Corporation.

Election of Officers

RESOLVED, that the following persons are hereby elected to the office appearing opposite their respective names to serve until their respective successors are elected and qualified or their earlier resignation, death or removal:

Chief Executive Officer:	Jennie Wickens
President:	Jennie Wickens
Vice President:	Jennie Wickens
Secretary:	Tony Byrd
Treasurer:	Jennie Wickens

Amendment and Restatement of Articles of Incorporation

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend and restate its Articles of Incorporation, at set forth in: (a) the Articles of Amendment to the Articles of Incorporation, in substantially the form attached hereto as Exhibit B-1 (the "*Articles of Amendment*"); and (b) the Restated Articles of Incorporation, in substantially the form attached hereto as Exhibit B-2 (the "*Restated Articles*," and together with the "*Articles of Amendment*", the "*Amended and Restated Articles*").

RESOLVED, that the Amended and Restated Articles are hereby authorized, approved, ratified, and confirmed in all respects.

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Impact Public Schools
EIN: 81-4086218

IMPACT PUBLIC SCHOOLS
(a Washington Nonprofit Corporation)
CONSENT IN LIEU
OF
SPECIAL MEETING OF INCORPORATOR

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole incorporator named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), by this instrument in lieu of a special meeting of the incorporator of the Corporation, consents to the adoption of the following resolution:

Appointment of Initial Board of Directors

RESOLVED, that Tony Byrd is hereby appointed to serve as the initial director of the Corporation until his successor is elected and qualified, or until his earlier resignation, death or removal.

EXECUTED as of October 4, 2016.

Jennie Wickens

Jennie Wickens
Incorporator

Impact Public Schools
EIN: 81-4086218

RESOLVED FURTHER, that the officers of the Company are authorized and empowered to execute the Amended and Restated Articles and take all such action as such officers deem necessary or advisable to file the Amended and Restated Articles with the Washington Secretary of State and to cause the Amended and Restated Articles to become effective.

RESOLVED FURTHER, that, at any time prior to the effectiveness of the filing of the Amended and Restated Articles with the Washington Secretary of State, the officers of the Company may abandon such proposed amendment and restatement if they deem it necessary and proper.

Tax Exempt Status Qualification

RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel as they may choose, to apply for a determination under the Internal Revenue Code that the organization is qualified for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel of their choice, to take such actions as are necessary to execute and file Form 1023 with the Internal Revenue Service.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized to make such other application under any federal, state or local laws as may be required or desirable to achieve recognition of tax-exempt status of the Corporation, and to make such filings as are necessary or desirable for the initial operation of the Corporation.

Conflict of Interest Policy

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a conflict of interest policy in substantially the form attached hereto as Exhibit C (the "*Conflict of Interest Policy*"),

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Conflict of Interest policy.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Conflict of Interest Policy to each officer and director and obtaining from each officer and director an acknowledgment of the Conflict of Interest Policy.

Code of Ethics

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a code of ethics in substantially the form attached hereto as Exhibit D (the "*Code of Ethics*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Code of Ethics.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Code of Ethics to each officer, director, employee, and volunteer of the Corporation and to obtain from each of them an acknowledgment of the Code of Ethics.

Designation of Depository

RESOLVED, that each of the officers is hereby authorized to establish, close, and re-establish such banking accounts and other banking relationships as they deem advisable, at any time and from time to time, at such institutions as they select, in their sole discretion.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to execute, in the name of and on behalf of the Corporation, any form of authorization of corporate signatures or signature card required by any such institution in order to establish such accounts.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to cause to be deposited, from time to time, in such accounts with any such depository, such funds of the Corporation as they deem necessary or advisable, and to designate or change the designation of the officer or officers or agent or agents of the Corporation authorized to make such deposits and to endorse checks, drafts and other instruments for deposit.

FURTHER RESOLVED, that all form resolutions required by any such depository be, and they hereby are, adopted in such form used by such depository, and an authorized officer is hereby (a) authorized to certify such resolutions as having been adopted by this Consent and (b) directed to insert a copy of any such form resolutions in the minute book immediately following this Consent.

Signing Authority of Officers

RESOLVED, that until further action of the Board, any officer of the Corporation is hereby authorized to enter into, execute, and deliver, in the name of and on behalf of the Corporation, any contract, agreement, lease, deed, conveyance, or other instrument that he may deem necessary or desirable in connection with the business of the Corporation.

Incorporation Expenses

RESOLVED, that the officers of the Corporation are hereby authorized and directed to pay the expenses of the incorporation and organization of the Corporation, including attorneys' fees and accounting fees incurred in the incorporation process.

Additional Filings

RESOLVED, that the appropriate officers of the Corporation are, and each of them is, authorized and directed, for and on behalf the Corporation, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as such officer deems necessary or advisable in order to obtain such licenses, authorizations and permits as are necessary or desirable for the Corporation's business, including all steps necessary for the Corporation to comply with local, state, and federal tax laws and other applicable state and federal laws; and

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, directed to file all reports and returns required by the office of the Secretary of State of the State of Washington and the Internal Revenue Service.

Omnibus Resolution

RESOLVED, that the officers of the Corporation be, and they hereby individually are, authorized and empowered on behalf of the Corporation to do and perform all such further acts and things and to execute and deliver all such further agreements, documents, notices, certificates, schedules, exhibits, contracts, notes, instruments or other papers, and to make all such payments as they may in their sole and absolute discretion deem necessary or appropriate to carry out, comply with and effectuate the purposes and intent of the foregoing resolutions and the transactions contemplated thereby.

FURTHER RESOLVED, that all acts of any officer of the Corporation heretofore taken in connection with the transactions contemplated by the foregoing resolutions be, and they hereby are, in all respects, approved, adopted and ratified in all respects.

[Signature page follows]

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Impact Public Schools
EIN: 81-4086218

DocuSign Envelope ID: 84E39206-EFC1-42F4-B496-EB044F2F8D85

This action by written consent shall be effective as of the date set forth below. Any copy, facsimile or other reliable reproduction of this action by written consent may be substituted or used in lieu of the original writing for any and all purposes for which the original writing could be used.

SOLE DIRECTOR:

Dated: October 12, 2016

DocuSigned by:
Tony Byrd
24642A6C780C430

Tony Byrd

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Impact Public Schools
EIN: 81-4086218

Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Secretary (July 2018)	Tatiana Epanchin		(510) 388-7925	tatiana@catalystpublicschools.org	April 2017	March 2020
	Todd Meldahl		(206) 679-3935	tmeldahl@hotmail.com	April 2018	March 2021
Secretary (through July 2018), Finance Committee Chair	Patrick Methvin		(215) 983-6368	patrick.methvin@outlook.com	October 2017	September 2020
Board Chair	Sara Morris		(206) 851-5590	saramo808@yahoo.com	April 2017	March 2020
	Micaela Razo		(509) 902-9496	razom721@gmail.com	April 2017	March 2020
Treasurer	Noah Wepman		(206) 390-2381	nwepman@gmail.com	April 2018	March 2021
	Daniel Zavala		(206) 214-5497	danielnzavala@gmail.com	January 2018	December 2020

**Public Charter School
Board Member Disclosure Form**

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

Background

1. Full legal name:

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

Yes, I affirm.

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

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

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

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

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

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

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

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

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

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

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

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

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

Disclosures for Schools Contracting with an Educational Service Provider

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

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

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

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

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

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

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

Other

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

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

Signature

Date

Attachment 4: Educational Program Terms and Design Elements

School Name:	Impact Salish Sea Elementary
Mission:	The mission of Impact SSE is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
Vision:	Impact SSE graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. Our diverse group of scholars will solve our future's greatest challenges; together, we will eliminate the opportunity gap in our community. Our school offers a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.
Objectives:	
Goals:	<ul style="list-style-type: none"> • Impact SSE’s primary objective is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. • Each year enrolled at Impact Salish Sea Elementary, at least 80% of students will show at least one year of growth on the Deeper Learning Rubric. • Each year enrolled at Impact Salish Sea Elementary, at least 80% of students will show growth in the IPS Compass.
Education Program Term #1:	<p>School-based mentor groups – Students start and conclude each day with their mentor groups. They “are led by a Lead Teacher, Teacher, or Teaching Fellow” and activities “include goal-setting, progress monitoring, team building, social emotional learning (SEL) instruction rooted in the IPS Compass, Friday Community Circle”.</p> <p>Observable Criteria: All students participate in five Mentor Group sessions each week. Mentor Group attendance is recorded in the IPS Student Information System (SIS) and available for review.</p>
Education Program Term #2:	<p>Personalized learning pathways for every student – “[P]ersonalized learning occurs primarily during the Math and Literacy Studio (2.5+ hours daily) when student complete a combination of self-directed and teacher-directed learning in small groups”.</p> <p>Observable Criteria: Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review.</p>
Education Program Term #3:	<p>Project-Based Learning (PBL) – “IPS students apply their skills through rigorous, authentic projects starting in kindergarten....and [it] explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills”.</p>

	Observable Criteria: Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.
Geographic Area Served:	South Seattle or Renton
Location:	TBD
Grades Served 2020-2021:	K, 1
Grades Served at Capacity:	K-5
Projected Enrollment 2020-2021:	168
Projected Enrollment at Capacity:	504
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 IMPACT PUBLIC SCHOOLS

ARTICLE I PURPOSE

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

ARTICLE II DEFINITIONS

1. Interested Person

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

2. Financial Interest

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

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

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

ARTICLE III PROCEDURES

1. Duty to Disclose

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

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

**ARTICLE IV
RECORDS OF PROCEEDINGS**

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

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

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

ARTICLE V COMPENSATION

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

ARTICLE VI ACKNOWLEDGMENT

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

ARTICLE VII PERIODIC REVIEWS

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

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

**ARTICLE VIII
USE OF OUTSIDE EXPERTS**

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

(Signature page to Acknowledgment follows)

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

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

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Impact Public Schools
EIN: 81-4086218

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

Name: Tony Byrd
Position: Secretary

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**IMPACT PUBLIC SCHOOLS
CODE OF ETHICS
FOR
BOARD OF DIRECTORS, OFFICERS, EMPLOYEES AND VOLUNTEERS**

The Board of Directors (the "*Board of Directors*") of Impact Public Schools, a Washington nonprofit corporation ("*IPS*") recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and its staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of established educational goals.

Therefore, every officer, employee and volunteer, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of ethics (the "*Code*"):

1. **Gifts.** An officer, employee, volunteer or director shall not directly or indirectly solicit any gifts; nor shall an officer, employee, volunteer or director accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a rolling twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality or promise, or any other form, if it could be reasonably inferred that the gift was intended to influence the recipient in her or his performance of his or her official duties or was intended as a reward for any official action on the recipient's part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to employees and volunteers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential Information.** An officer, employee, volunteer or director shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board of Directors held in accordance with RCW 42.30.110, whether such information is deemed confidential or not.
3. **Representation before the Board.** An officer, employee, volunteer or director shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Directors, unless specifically approved according to IPS's Conflicts of Interest Policy.
4. **Representation before the Board for a contingent fee.** An officer, employee, volunteer or directors shall not receive or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Board of Directors, whereby the compensation is to be dependent or contingent upon any action by IPS with respect to such matter, provided that this paragraph 4 shall not prohibit the establishment of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board.** A member of the Board of Directors, an officer, an employee or a volunteer of IPS, whether paid or unpaid, who participated in the discussion or provides official opinion to the Board of Directors on any matter before the Board of Directors shall publically disclose on the official record the nature and extent of any direct or indirect financial or private interest her or she has in such matter. Any director shall also adhere to the Conflicts of Interest Policy adopted by IPS.
6. **Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
7. **Private employment.** An officer, employee, volunteer or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties for IPS.
8. **Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with IPS, appear before the Board of Directors or any panel or committee of the Board of Directors, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with IPS or that was under his or her active consideration.

Distribution and Acknowledgment of Code of Ethics

The Chief Executive Officer of IPS shall cause a copy of this Code to be distributed to every officer, employee, volunteer and director of IPS, and each such party shall sign the Acknowledgment of Code of Ethics in substantially the form attached hereto as Exhibit A (the "*Acknowledgment*"). Each officer, employee, volunteer and director elected or appointed thereafter shall be furnished a copy and sign the Acknowledgment before entering upon the duties of his or her office or position.

Penalties

In addition to any penalties contained in any other provision of law, any person who shall knowingly and intentionally violate any provision of this Code may be fined, suspended or removed from office, employment, volunteer position or as a director, as the case may be, in the manner provided by law and IPS governing documents.

IMPACT PUBLIC SCHOOLS
(a Washington Nonprofit Corporation)
CONSENT IN LIEU
OF
SPECIAL MEETING OF INCORPORATOR

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole incorporator named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), by this instrument in lieu of a special meeting of the incorporator of the Corporation, consents to the adoption of the following resolution:

Appointment of Initial Board of Directors

RESOLVED, that Tony Byrd is hereby appointed to serve as the initial director of the Corporation until his successor is elected and qualified, or until his earlier resignation, death or removal.

EXECUTED as of October 4, 2016.

Jennie Wickens

Jennie Wickens
Incorporator

Impact Public Schools
EIN: 81-4086218

IMPACT PUBLIC SCHOOLS
CONSENT IN LIEU
OF
ORGANIZATIONAL MEETING OF BOARD OF DIRECTORS

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole director named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), filed on October 4, 2016 (the "*Articles*"), by this instrument in lieu of an organizational meeting of the board of directors of the Corporation (the "*Board*"), consent to the adoption of the following resolutions and direct the Secretary of the Corporation to include a copy of this consent in the minute book of the Corporation:

Adoption of Bylaws

RESOLVED, that the bylaws of the Corporation, in substantially the form attached hereto as Exhibit A (the "*Bylaws*"), are hereby authorized, approved, ratified, and confirmed in all respects.

FURTHER RESOLVED, that the Secretary of the Corporation is directed to sign, date and file such Bylaws in the minute book of the Corporation.

Election of Officers

RESOLVED, that the following persons are hereby elected to the office appearing opposite their respective names to serve until their respective successors are elected and qualified or their earlier resignation, death or removal:

Chief Executive Officer:	Jennie Wickens
President:	Jennie Wickens
Vice President:	Jennie Wickens
Secretary:	Tony Byrd
Treasurer:	Jennie Wickens

Amendment and Restatement of Articles of Incorporation

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend and restate its Articles of Incorporation, at set forth in: (a) the Articles of Amendment to the Articles of Incorporation, in substantially the form attached hereto as Exhibit B-1 (the "*Articles of Amendment*"); and (b) the Restated Articles of Incorporation, in substantially the form attached hereto as Exhibit B-2 (the "*Restated Articles*," and together with the "*Articles of Amendment*", the "*Amended and Restated Articles*").

RESOLVED, that the Amended and Restated Articles are hereby authorized, approved, ratified, and confirmed in all respects.

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Impact Public Schools
EIN: 81-4086218

RESOLVED FURTHER, that the officers of the Company are authorized and empowered to execute the Amended and Restated Articles and take all such action as such officers deem necessary or advisable to file the Amended and Restated Articles with the Washington Secretary of State and to cause the Amended and Restated Articles to become effective.

RESOLVED FURTHER, that, at any time prior to the effectiveness of the filing of the Amended and Restated Articles with the Washington Secretary of State, the officers of the Company may abandon such proposed amendment and restatement if they deem it necessary and proper.

Tax Exempt Status Qualification

RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel as they may choose, to apply for a determination under the Internal Revenue Code that the organization is qualified for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel of their choice, to take such actions as are necessary to execute and file Form 1023 with the Internal Revenue Service.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized to make such other application under any federal, state or local laws as may be required or desirable to achieve recognition of tax-exempt status of the Corporation, and to make such filings as are necessary or desirable for the initial operation of the Corporation.

Conflict of Interest Policy

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a conflict of interest policy in substantially the form attached hereto as Exhibit C (the "*Conflict of Interest Policy*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Conflict of Interest policy.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Conflict of Interest Policy to each officer and director and obtaining from each officer and director an acknowledgment of the Conflict of Interest Policy.

Incorporation Expenses

RESOLVED, that the officers of the Corporation are hereby authorized and directed to pay the expenses of the incorporation and organization of the Corporation, including attorneys' fees and accounting fees incurred in the incorporation process.

Additional Filings

RESOLVED, that the appropriate officers of the Corporation are, and each of them is, authorized and directed, for and on behalf the Corporation, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as such officer deems necessary or advisable in order to obtain such licenses, authorizations and permits as are necessary or desirable for the Corporation's business, including all steps necessary for the Corporation to comply with local, state, and federal tax laws and other applicable state and federal laws; and

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, directed to file all reports and returns required by the office of the Secretary of State of the State of Washington and the Internal Revenue Service.

Omnibus Resolution

RESOLVED, that the officers of the Corporation be, and they hereby individually are, authorized and empowered on behalf of the Corporation to do and perform all such further acts and things and to execute and deliver all such further agreements, documents, notices, certificates, schedules, exhibits, contracts, notes, instruments or other papers, and to make all such payments as they may in their sole and absolute discretion deem necessary or appropriate to carry out, comply with and effectuate the purposes and intent of the foregoing resolutions and the transactions contemplated thereby.

FURTHER RESOLVED, that all acts of any officer of the Corporation heretofore taken in connection with the transactions contemplated by the foregoing resolutions be, and they hereby are, in all respects, approved, adopted and ratified in all respects.

[Signature page follows]

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Impact Public Schools
EIN: 81-4086218

Code of Ethics

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a code of ethics in substantially the form attached hereto as Exhibit D (the "*Code of Ethics*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Code of Ethics.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Code of Ethics to each officer, director, employee, and volunteer of the Corporation and to obtain from each of them an acknowledgment of the Code of Ethics.

Designation of Depository

RESOLVED, that each of the officers is hereby authorized to establish, close, and re-establish such banking accounts and other banking relationships as they deem advisable, at any time and from time to time, at such institutions as they select, in their sole discretion.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to execute, in the name of and on behalf of the Corporation, any form of authorization of corporate signatures or signature card required by any such institution in order to establish such accounts.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to cause to be deposited, from time to time, in such accounts with any such depository, such funds of the Corporation as they deem necessary or advisable, and to designate or change the designation of the officer or officers or agent or agents of the Corporation authorized to make such deposits and to endorse checks, drafts and other instruments for deposit.

FURTHER RESOLVED, that all form resolutions required by any such depository be, and they hereby are, adopted in such form used by such depository, and an authorized officer is hereby (a) authorized to certify such resolutions as having been adopted by this Consent and (b) directed to insert a copy of any such form resolutions in the minute book immediately following this Consent.

Signing Authority of Officers

RESOLVED, that until further action of the Board, any officer of the Corporation is hereby authorized to enter into, execute, and deliver, in the name of and on behalf of the Corporation, any contract, agreement, lease, deed, conveyance, or other instrument that he may deem necessary or desirable in connection with the business of the Corporation.

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This action by written consent shall be effective as of the date set forth below. Any copy, facsimile or other reliable reproduction of this action by written consent may be substituted or used in lieu of the original writing for any and all purposes for which the original writing could be used.

SOLE DIRECTOR:

Dated: October 12, 2016

DocuSigned by:
Tony Byrd
24642A6C780C430

Tony Byrd

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Impact Public Schools
EIN: 81-4086218

Attachment 6: Education Service Provider (ESP) Contract Guidelines

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

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

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

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

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

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

Updated: August 13, 2019

Attachment 7: Physical Plant

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

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

Charter School

Physical Plan Description

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

Address:

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

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

Updated: August 13, 2019

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: Impact | Salish Sea Elementary are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq).
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

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

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

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

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

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

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

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

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

DATE

NAME OF DULY AUTHORIZED REPRESENTATIVE

Attachment 9: Identification of Documentation Required for Annual Performance Report

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

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

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

Performance Review and Ongoing Oversight

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

Attachment 10: Enrollment Policy

IPS Student Enrollment Policy

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

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

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

Admission Criteria

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

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

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

Lottery and Enrollment Preferences

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

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

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

Tentative dates for the application and enrollment period for Impact | SSE are as follows:

- **October 2019***: Impact | SSE applications are made available
- **January 2020**: Impact | SSE applications are due
- **February 2020**: Impact | SSE lottery is held, notifications of acceptance and/or waitlist status are available
- **March - July 2020**: Enrollment period begins for accepted students through the lottery
- **March 2020 - Ongoing**: Waitlist students are enrolled as needed, based on enrollment matriculation for accepted students

* Community engagement and recruitment begins in July 2019.

Conditions of Enrollment

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

Updated: August 13, 2019

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

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

Re-enrollment, Withdrawals and Transfers

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

Student Recruitment Plan

Area Schools

Impact | Salish Sea Elementary seeks to recruit most heavily from the areas surrounding the following preschools and elementary schools, which best represent the south Seattle/Renton area:

Preschools:

- La Escuelita, Seed of Life, Learning Garden Montessori, Bilingual Buddies, Neighborhood House-New Holly, Denise Louie Education Center, The Giving Tree Learning Center, and Tiny Tots Development Center, Tiny Trees Preschool, First Place Preschool, La Petit Village Preschool, Little Sprouts Chinese Bilingual Daycare, Kidus Montessori, Bright Horizons Preschool, Cascade Vista Childcare Center, Petrovitsky KinderCare, Family Circle Learning Center, Highlands Preschool, Meadowcrest Learning Center, Cedar River Montessori, Joyful Hearts Preschool, Arise-N-Shine Preschool

Elementary Schools:

- Benson Hill Elementary, Maplewood Heights, Elementary, Bryn Mawr Elementary, Lowell Elementary, Cascade Elementary, Highlands Elementary, Stevens Elementary, Honey Dew Elementary, Lakeridge Elementary, Leschi Elementary, Sartori Elementary, Talbot Hill Elementary, Madrona Elementary, Sierra Heights Elementary, Tiffany Park Elementary, Bailey Gatzert Elementary, Renton Park Elementary, Thurgood Marshall Elementary, Graham Hill Elementary, South Shore Elementary, Emerson Elementary, Graham Hill Elementary, Martin Luther King Jr. Elementary, Campbell Hill Elementary and Hawthorne Elementary

Community Communication and Notification (July 2019 – August 2020)

(All communication will be done in English, Spanish, Amharic and Somali whenever possible. Other languages will be added, as needed.)

1. IPS will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. IPS will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for K-5 grade students enrolled in the target schools and districts, IPS will mail postcards to each residence. The postcard will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. IPS will have a table set up at all major community events, fairs, farmers markets, celebrations,

parades to spread the word about Impact | Salish Sea Elementary.

5. IPS will present twice in each low-income housing community in Seattle, and Renton including: NewHolly, Rainier Vista, Greentree Apartments, Lake Washington Apartments, and KingWay Apartments, Yesler Terrace, and BryantManor.
6. IPS will work with the faith based community to present to full congregations.
7. IPS will post fliers announcing recruitment events at various public facilities frequented by school aged students and families and set up tables at the entry to share more information (Southeast Seattle Education Coalition, Rainier Valley Food Bank, Southwest Youth and Family Services, Atlantic Street Center, Renton Skyway Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.), with a particular emphasis on organizations that serve high levels of “at-risk” youth.
8. If allowed, IPS will place announcements in the parent newsletters or communication vehicles at all pre-school and elementary schools that will feed into Impact | Salish Sea Elementary. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
9. IPS will have monthly canvassing dates where the Impact | Salish Sea Elementary team and community members will go door-to-door in target communities to share information and the application process one family at a time.
10. IPS will run a digital media marketing campaign with one-click access to the Impact | Salish Sea Elementary charter application.
11. IPS will maintain a website that includes detailed information and updates on the school, recruitment, application process and deadline.

Recruitment Events (October 2019 – April 2020)

1. IPS will host at least four Recruitment Open Houses during the school year before Impact | Salish Sea Elementary opens. The schedule and location of the events in preparation for the 2020 opening is as follows*:

Month	Date (exact TBD)	Location
October	Saturday	Locations based on availability
November	Weeknight	
December	Weeknight	
January	Weeknight	
February	Saturday	
March	Weeknight	
April	Weeknight	

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to provide feedback on defined aspects of the Impact | Salish Sea Elementary program and ask questions in a large group setting or on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish and other languages, as needed.

2. Beginning in January 2020 and concluding in April, IPS will host a weekly small group question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the session, participants will be given the written materials and application provided at the Open House. In subsequent years, they will have an opportunity to observe our classes in session and ask individual questions.
3. During the fall of 2019, the school will host at least one educator information session. IPS will invite the administrators, counselors and K-5 grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
4. The school will request to be one of the schools included in any annual pre-school fairs in the targeted area.
5. IPS will request to participate in the Seattle Public Schools and Renton Public Schools annual school information night, if applicable.
6. IPS will request the opportunity to present or be a part of any other elementary information opportunities or events hosted by the target schools or districts.
7. Beginning in the spring of 2020, IPS will host school tours for prospective families, so families can see observe progress made on the facility.

*Beginning in the 2020-2021 school year these Recruitment Open Houses will be held at the school. In the year prior, when the permanent facility is not yet available, the site of these events will be based on availability.

Updated: August 5, 2019

Attachment 11: New School Application



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2020-2021 School Year

Issue Date: September 04, 2018

Updated: January 29, 2019

Due Date: March 1, 2019 5:00 p.m. PT

Washington State Charter School Commission

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Visit our website at: <http://charterschool.wa.gov>

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

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Phone: (360) 725-5511

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Washington State Charter School Commission

Attn: Executive Director

PO Box 40996, Olympia, WA 98504-0996

charterschoolinfo@k12.wa.us

(360) 725-5511

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INTRODUCTION

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

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

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

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

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

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

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

Mission

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

Values

Student-Centered

Cultural and Community Responsiveness

Excellence and Continuous Learning

Accountability/Responsibility

Transparency

Innovation

Vision

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

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

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

Cultural Inclusion

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best work.” The process of inclusion seeks to engage each individual and make each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission.¹

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

Culturally Responsive Education Systems

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

Cultural Competence

Cultural competence is based on integrating the awareness and learned skills needed to effectively and sensitively educate, work with, and serve people from diverse backgrounds and social identities. These skills enable the educator to build on the cultural and language assets and qualities that young people bring to the classroom rather than viewing them as deficits.²

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

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

Cultural competence is:

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

² Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Eligibility

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2020-2021 school year. If an applicant submits an application for the 2021-2022 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2020-2021). Applicants for the 2021-2022 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

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

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

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

Additionally, for schools opening in 2020 -2021, applicants will have the option of also applying for federal Charter School Program (CSP) planning and implementation grants – *when* they submit their New Charter School Application (See Section 30). Approved new charter school applicants are then eligible to collaborate with Office of the Superintendent of Public Instruction (OSPI) to complete CSP requirements for the CSP federal planning and implementation funds.

ADMINISTRATIVE REQUIREMENTS

Reservation of Rights

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

Proper Communication

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

Amanda Martinez, New Charter School Application Coordinator Telephone: (360) 725-5511
Washington State Charter School Commission Email: amanda.martinez@k12.wa.us
PO Box 40996
Olympia, WA 98504-0996

Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application will be allowed consistent with the *New Charter School Application Timeline (Timeline)*. All questions must be submitted in writing (email acceptable) to the New Charter School Application Coordinator. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at: <http://charterschool.wa.gov/applying/application-updates/>

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

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

the New Charter School Application Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

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

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

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

Delivery of Applications

The application, in its entirety, must be received by Commission no later than **5:00 p.m. PT on March 1, 2019**. All applications must be submitted using the secure, online Epicenter program, with hard copies mailed to the New Charter School Application Coordinator. Submissions are time stamped when they are submitted to the Epicenter program. **No submissions will be accepted after the deadline.**

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

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

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

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

Application Contents

The application must contain information responding to all requirements in the New Charter School Application. Applicant Certification and Assurances with applicant's exceptions and/or proposed revisions to the Proposed Charter Contract must be attached, if applicable. Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures must be properly signed, completed, and scanned into a separate file in .bmp, .jpg, .tiff, or PDF format.

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

Application Format and Organization

Application must be written in English and submitted using secure, online Epicenter portal. Applicants should develop their application narrative in Microsoft Word (MS Word) format using Calibri size 11 font, complete all required templates and attachments, and upload completed documents to the secure, Epicenter portal.

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

Cost of Application Preparation

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

Application Property of the Commission

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

Proprietary or Confidential Information

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

////////////////////////////////////

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

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

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

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

Completeness Review

All applications will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If an application is found to be incomplete (i.e. missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted,

the applicant will be disqualified from further review. Applicants will be notified of an application's completeness or incompleteness per the *Timeline*. It should be noted that *findings of completion* are not indicative of the *quality* of the application. For findings of incompleteness, applicants will have 24-hours to remedy any identified area of incompleteness. Changes or updates will need to be completed within 24-hours of the Application Coordinator sending the Completeness Review report. Applications that remain incomplete after the 24-hour completeness window will be disqualified from further review. Applicants are encouraged to reapply in future years.

Waiver of Minor Administrative Irregularities

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

Errors in Application

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

Misrepresentations on Application

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

Plagiarism

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

Due Diligence

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

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

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

Amendments and Revisions

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

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

No Obligation to Contract

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

Withdrawal of Application

Applicants may withdraw an application that has been submitted prior to the Commission Resolution Meeting (identified on the *Timeline*). To accomplish application withdrawal, a written request (an email attachment is allowed) signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator by 5:00 p.m. PT on May 27, 2019.

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

Optional Applicant Debriefing Conference

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

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

Protest Procedures

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

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

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

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole

administrative remedy available to applicants. All protests must be in writing, addressed to the New Charter School Application Coordinator, and signed by the protesting party or an authorized Agent.

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

The final determination of the protest shall:

1. Find the protest lacking in merit and uphold the Commission’s action, denying the protest; or
2. Find only technical or harmless errors in the New Charter School Application and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
3. Find merit in the protest and provide the Commission options, which may include:
 - a. Correcting the errors and reevaluating all applications;

- b. The reissue of the New Charter School Application and conducting a new process; and/or
- c. The making of other findings and the determination of other courses of action as appropriate.

Notification of Commission Decisions

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

Electronic Availability

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at <http://charterschool.wa.gov/applying/application-updates/>. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

Revisions to the New Charter School Application

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

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

Minority and Women-Owned Business Participation

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

Terms and Provision of the Sample Contract

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

INSTRUCTIONS AND GUIDELINES

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

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

Applicants are encouraged to reference the New Charter School Application Evaluation Rubric (for schools opening in 2020-2021) when preparing their applications to ensure that the responses not only answer the items below, but also address all of the evaluation rubric criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission's performance framework (WAC 108-30), which is available on the Commission's website at <http://charterschool.wa.gov/operating/performance-framework/> and incorporated by reference.

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 p.m. PT on November 30, 2018** to the New Charter School Application Coordinator by email, postal service, or hand delivery. Once the Commission receives an applicant's NOI, the applicant will receive access to the secure, online Epicenter program.

Applications must be submitted no later than **5:00 p.m. PT on March 1, 2019**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application for schools opening in 2020-2021, all electronic submissions must be uploaded to the Commission assigned secure, online Epicenter program, by the deadline.

Learning Opportunities

Four in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted on September 26, 2018 (Olympia), September 27, 2018

(Bellingham), October 3, 201 (Spokane), and October 4, 2018 (Seattle). The purpose of these full work-day orientations is to deepen understanding of:

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

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

Components of the Application & Application Process

Narrative Application

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

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 21-24.

Capacity Interview

Applicants will have the opportunity to participate in a performance task to demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their application from the evaluator team.

Public Forum

The public forum will provide an opportunity for the public to learn more about and to provide input on, each application. While the public forum is not scored, information gleaned from this process may be used to evaluate the applicant. Applicants will be given a notice of at least five business days before the scheduled public forum date.

Commission Resolution Meeting

Applicants are invited to attend the Commission's May 30, 2019 meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.

Electronic Submission Instructions

1. **Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents. A secure, online, Epicenter account assigned to each applicant, with template documents and instructions, will be available to applicants after they have submitted their NOI.** The applicant must populate the required templates, as well as upload associated attachments and narrative sections of the application to the Epicenter program by the deadline.
2. Applicants should populate each template and upload each section attachment in Epicenter. **Applicants should ensure that documents are uploaded in the file format specified.** An overview of how to use Epicenter will be included in the training sessions referenced in the section titled *Learning Opportunities*.
3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline. Changes or edits to the submitted application will not be allowed after 5:00 p.m. PT on March 1, 2019 except if requested by the Commission. If the applicant has completed their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.
4. **Applicants will not be able to modify their application after 5:00 p.m. PT on March 1, 2019.** Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit five **(5) identical photocopies of the application to the New Charter School Application Coordinator. Additionally, one (1) redacted electronic copy (in PDF form) must be uploaded to Epicenter.** . The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts (see *Timeline* for due date).

Hard Copy Preparation Instructions

Applicants should print their application directly from the application uploaded to Epicenter *prior* to the March 1, 2019 deadline.

1. All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.
2. All application documents should be bound in a 3-ring binder.
3. Attachments should be numbered and offset with labeled tabs.
4. **Hard copies and the redacted electronic (PDF) copy should be submitted to the Commission per the *New Charter School Application Timeline* on pages 24-25. Submit to:**

Postal/Courier Service:

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

Hand Delivered:

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

Specifications

1. Applicants MUST submit applications electronically through the secure, online Epicenter program provided by the Commission, and must use the following templates (available on the Commission's website and in the applicant's Epicenter account):
 - a. Charter School Commission Application Cover Sheet (Category 1) – ALL APPLICANTS (MS Word Document)
 - b. Pending Authorization and School Opening Form Template (Section 1: Attachment 1) – ALL APPLICANTS (MS Word Document);
 - c. Statement of Assurances (Section 14: Attachment 11) – ALL APPLICANTS (MS Word Document).
 - d. Charter School Board Member Information Form (Section 16: Attachment 14) – ALL APPLICANTS (MS Word Document)
 - e. Background Check Certification Form (Section 16: Attachment 15) – ALL APPLICANTS (MS Word Document);
 - f. Staffing Chart Template (Section 21: Attachment 19) – ALL APPLICANTS (MS Word Document);
 - g. Mission-Specific Goals Form (Section 23: Attachment 23) – ALL APPLICANTS (MS Word Document);
 - h. Financial Plan Workbook (Updated 1.29.19) (Section 27: Attachment 27) – ALL APPLICANTS (MS Excel Document);
 - i. Portfolio Summary Template (Section 29: Attachment 33) – EXISTING OPERATORS ONLY (MS Excel Document).

- j. CSP Statement of Assurances (Section 30: Attachment 34) – ALL APPLICANTS applying for CSP subgrant (MS Word Document).
- k. CSP Budget Form and Narrative (Section 30: Attachment 35) – ALL APPLICANTS applying for CSP subgrant (FormS Excel Document, Narrative MS Word Document).

2. **All word limits must be followed. Applications exceeding the stated word limits will be rejected.**
3. If a particular section or question does not apply to the applicant team or application, respond “Not Applicable” AND state the rationale. Do not leave sections blank or your application may be found to be incomplete.
4. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).
5. Any footnotes made *within a narrative section* of the application will be added into that section’s word count. To avoid exceeding section word limits, applicants should attach a section’s footnotes as a separate document to the section to which they pertain. Please title the attachment: **Section Number.Footnotes**.
6. The following is a table of attachments to accompany the application and their associated category and section. Note that not all attachments will be applicable to all applicants. This list does not contain all required attachments. Attachments must be labeled by Section and Attachment number. As examples, Section 1: Attachment 1, Section 6: Attachment 5. All Attachments must be uploaded directly to the applicant’s Epicenter account. It is the responsibility of the applicant to ensure they submit all relevant attachments.

Category 1: General Information	
Sections A-E: General Information	Charter School Commission Application Cover Sheet
Category 2: Executive Summary	
Section 1: Executive Summary	<u>Attachment 1</u> : Pending Authorization and School Opening form
Category 3: Educational Program Design and Capacity	
Section 2: Family and Community Engagement	<u>Attachment 2</u> : Evidence of community support/engagement in the application process
Section 3: Program Overview	No Attachments

Section 4: Curriculum and Instructional Design	<u>Attachment 3</u> : Course scope and sequence <u>Attachment 4</u> : Curriculum development plan (if applicable)
Section 5: Student Performance Standards	<u>Attachment 5</u> : Exit standards for graduating students or students completing the last grade in that school.
Section 6: High School Graduation Requirements (High Schools Only)	No Attachment
Section 7: School Calendar and Schedule	<u>Attachment 6</u> : <ul style="list-style-type: none"> ▪ Year 1 of operation school calendar; ▪ Daily schedule; and ▪ Daily and weekly schedule
Section 8: School Culture	No Attachments
Section 9: Supplemental Programming	No Attachments
Section 10: Special Populations and At-Risk Students	No Attachments
Section 11: Student Recruitment and Enrollment	<u>Attachment 7</u> : Enrollment policy
Section 12: Student Discipline Policy and Plan	<u>Attachment 8</u> : Discipline policy
Section 13: Educational Program Capacity	<u>Attachment 9</u> : <ul style="list-style-type: none"> ▪ School leader resume and/or job description; and ▪ Plan for recruiting and hiring a strong and capable school leader <u>Attachment 10</u> : Leadership team job descriptions and/or resumes
Category 4: Operations Plan and Capacity	
Section 14: Legal Status and Governing Documents	<u>Attachment 11</u> : Governance documents: <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of nonprofit status ▪ Bylaws; ▪ Board Chair signed Statement of Assurances; and; ▪ Other governing documents
Section 15: Organization Structure and Partnerships	<u>Attachment 12</u> : Organizational charts <u>Attachment 13</u> : Copies of Proposed Contracts

Section 16: Governing Board	<p><u>Attachment 14</u>: Board member documents:</p> <ul style="list-style-type: none"> ▪ Completed and signed Charter School Board Member Information Forms; and ▪ Board member Resumes <p><u>Attachment 15</u>: Signed Initial Background Check Certification form assuring that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.</p> <p><u>Attachment 16</u>:</p> <ul style="list-style-type: none"> ▪ Code of Ethics Policy; and ▪ Conflict of Interest Policy
Section 17: Advisory Bodies	No Attachments
Section 18: Grievance/Complaint Process	No Attachments
Section 19: District Partnerships	<u>Attachment 17</u> : If available, Memorandum Of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.)
Section 20: Educational Service Providers (ESP)	<u>Attachment 18</u> : ESP contract term sheet
Section 21: Staffing Plans, Hiring, Management, and Evaluation	<p><u>Attachment 19</u>: Staffing chart</p> <p><u>Attachment 20</u>: Leadership evaluation tools</p> <p><u>Attachment 21</u>: Teacher evaluation tools</p>
Section 22: Professional Development	Attachment 22: Professional development schedule
Section 23: Performance Framework	<u>Attachment 23</u> : Mission-Specific Goals form
Section 24: Facilities	<u>Attachment 24</u> : Facility documents
Section 25: Start-up and Ongoing Operations	<p><u>Attachment 25</u>: Start-up plan</p> <p><u>Attachment 26</u>: Insurance coverage</p>
Section 26: Operations Capacity	No Attachments
Category 5: Financial Plan and Capacity	
Section 27: Financial Plan	<p><u>Attachment 27</u>: Financial plan workbook</p> <p><u>Attachment 28</u>: Budget narrative</p> <p><u>Attachment 29</u>: Evidence of philanthropic funding commitments noted in budget</p> <p><u>Attachment 30</u>: Fundraising plan</p>

Section 28: Financial Management Capacity	<p><u>Attachment 31</u>: Recent internal financial statements</p> <p><u>Attachment 32</u>: Independent financial audit reports and management letters</p>
Category 6: Existing Operators	
Section 29: Existing Operators	<u>Attachment 33</u> : Portfolio Summary Template
Category 7: Federal Charter School Program Grant Application (Optional)	
Section 30: Federal Charter School Program Grant Application	<p><u>Attachment 34</u>: Signed CSP Grant Statement of Assurances</p> <p><u>Attachment 35</u>: OSPI Project Budget Form and line item Budget Narrative</p>

7. When submitting resumes, label each document with the individual’s affiliation with the proposed school (Board member, School Leader, teacher, etc.).
8. Review all elements of the application for completeness before submitting.
9. Late or incorrectly formatted applications will not be accepted.

New Charter School Application Timeline*

The article below represents the timeline for the 2018-2019 New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable for applicants. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Pacific Time (PT). The Commission reserves the right to revise the timeline. Any revisions will be posted on the Commission’s website at <http://charterschool.wa.gov/applying/application-updates/>

All Applicants will receive email notification.

Date	Activity
September 04, 2018	New Charter School Application Release

*Dates, times, locations, and activities subject to change.

September 26, 2018 (Olympia) September 27, 2018 (Bellingham) October 3, 2018 (Spokane) October 4, 2018 (Seattle)	New Charter School Application Orientations: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: 1) The Commission’s expectations as articulated in the New Charter School Application; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
October 16, 2018	Applicant questions and comments deadline
October 23, 2018	Commission’s written answers to questions issued
November 30, 2018 5:00 p.m.	Notice of Intent to Apply (NOI) due
December 4, 2018 10:00 a.m.	Epicenter Webinar – Invitation sent to applicants who submit an NOI
December 13, 2018	Applicant complaints deadline
December 20, 2018	Commission’s written response to Complaints issued
March 1, 2019 5:00 p.m.	Proposal deadline
March 8, 2019	Completeness findings distributed
March 12, 2019 5:00 p.m.	Deadline for eligible Applicants to deliver hard copies of Proposals. A redacted PDF copy is required to be submitted via Epicenter.
April 16-17, 2019 (Only if needed – April 15 and 18)	Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars . Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
April 22-26, 2019 (Only if needed – April 29- May 3, 2019)	Public Forums. Public Forums will ONLY be held on these days; applicants are requested to keep the dates entirely open in their calendars . The Application Coordinator will work with applicants to determine their Public Forum date as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to the agreed upon Public Forum will be possible.
May 16, 2019	Recommendation Reports Released
May 16, 2019 5:00 p.m.	Deadline for public comments regarding eligible Applicants
May 27, 2019	Deadline for Applicant withdrawal
May 30, 2019	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
June 3, 2019	Applicant request for optional debriefing due
June 4-7, 2019	Optional Applicant debriefings
Within five <u>business</u> days of debriefing	Deadline for filing Protest
August 28, 2019	Deadline for final contracts to be signed

CATEGORY 1: GENERAL INFORMATION

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

Section A: School Information

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

Section B: Primary Contact Person

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

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

Section C: Enrollment Projections

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

Section D: Current and Prospective Board Member Roster

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

Section E: Start-Up Team

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

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary (1500 Words)

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

1. **Educational Need, Anticipated Student Population, and Challenges:** Describe the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter. Explain how the school will increase opportunity and/or access to students who have been identified as at-risk as defined in RCW 28A.710.010(2). Provide the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projections provided on the cover sheet. Describe how the applicant team has assessed demand and/or need for the school.
2. **Geographic Location:** Describe the geographic location of the school and the rationale for selecting the school location, and student body. Be explicit in the rationale for the location and align to the evidence of educational need, community/parent demand, anticipated student population and challenges. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
3. **Plan, Mission, Vision, and Goals:** Describe the school plan and state the mission, vision, and goals of the proposed school.
 - a. The **vision** is a statement of the fundamental purpose of the school, describing why it exists; the **mission** statement outlines how the school will operate and what it will achieve long term. The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:
 - i) Identify the students and community to be served;
 - ii) Articulate the long-term goals for the school and the students it serves;
 - iii) Illustrate what success will look like; and
 - iv) Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission’s stated priorities for new schools (WAC 108).
 - b. The long-term **goals** should articulate what the school hopes to achieve once it is at capacity and fully operational. Unlike the mission-specific goals, these are meant to be long-range and speak to operational and academic success.

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

Attachment 1: Pending Authorization and School Opening Form

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Engagement (1300 Words)

1. Describe and provide evidence of how the school has assessed parent/guardian and community demand for the proposed school.
2. Describe the specific role to date of the parents/guardians and community members involved in developing the educational program and proposed school.
3. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
4. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally-specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 2**, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Section 3: Program Overview (1500 Words)

The Program Overview should:

- Describe how the applicant will “provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;”
 - Provide the Educational Program Terms, including the essential design elements of the school model;
 - Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a
-

sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population; and

- Highlight the culturally responsive aspects of the program.

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

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

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

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

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

Section 4: Curriculum and Instructional Design (2700 Words)

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

1. Describe the basic learning environment (e.g., classroom-based, independent study) and essential design elements, including class size and structure. Demonstrate alignment to the school's mission and vision. Include in your description how the learning environment is culturally responsive.
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 3**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the anticipated student population. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

-OR-

If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

4. Describe the primary instructional strategies that the school will expect teachers to use, how these strategies are culturally responsive, and why they are well-suited for the anticipated student population.
5. Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Section 5: Student Performance Standards (1300 Words)

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

1. Provide and describe how the school as a whole will meet the Washington State K-12 Learning Standards.

2. If the school plans to adopt or develop additional academic standards beyond the state standards, or non-academic standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.
3. Explain the school policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.
4. Provide, as **Attachment 5**, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

Section 6: High School Graduation Requirements (High Schools Only) **(700 Words)**

High schools will be expected to meet the state graduation standards as established by the Washington State Board of Education (SBE).

1. Describe how the school will meet the requirements described in **Attachment 5**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Section 7: School Calendar and Schedule (400 Words)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state

assessment days. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. A definition of “Instructional Hours” is provided in RCW 28A.150.205. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school. The application must provide the formula or calculation for the total annual number of instructional hours/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 as well as any school-specific educational program terms or design elements. 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.

Section 8: School Culture (2000 Words)

1. Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.
2. Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in the school’s first year of operation.
5. Describe a typical instructional day for a teacher in a grade that will be served in the school’s first year of operation.

Section 9: Supplemental Programming (700 Words)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be

funded. Address the processes for determining attendance when student interest/need exceeds capacity.

2. Describe any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, including how often they will occur, how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.
3. Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.
4. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

Section 10: Special Populations and At-Risk Students (6000 Words)

Schools are responsible for hiring licensed and endorsed special education professionals pursuant to federal and state law. School personnel shall participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain records, and provide the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.
2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.
3. Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:

- a. Methods for identifying students with special education needs and avoiding misidentification;
 - b. Specific scientifically research based interventions the school will provide to support the identification of needs for students with disabilities;
 - c. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of placements and services, ensure students' access to the general education curriculum, and ensure academic, social, emotional, and functional success for students with special education needs;
 - d. Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
 - e. Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
 - f. Plans for promoting graduation for students with special education needs (high schools only); and
 - g. Plans to provide adequate qualified staffing for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
- a. The charter school will identify and place English learners in the English language development program ([ESEA Sec. 8101 \(20\)](#));
 - b. The charter school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program ([WAC 392-160-010](#));
 - c. The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services ([ESEA Sec. 3121\(a\)\(b\)\(c\)](#)); and [RCW 28A.180.040\(g\)](#));
 - d. The charter school will provide adequate, qualified staffing for English learners ([Title VI of the Civil Rights Act of 1964, 34 CRR §100.3](#));
 - e. The charter school will meet the parent notification requirements for families of English learners ([WAC 392-160-015](#));
5. Explain how the school will meet the needs of homeless students and students in foster care.
6. 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 meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

7. Describe how the school will identify and meet the needs of highly capable students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and
 - c. Plans for providing qualified staffing for intellectually gifted students.

Section 11: Student Recruitment and Enrollment (600 Words)

1. Describe the school’s plan for student recruitment and marketing and how it is culturally inclusive and will provide equitable access to interested students and families. Specifically describe the school’s plan for outreach to at-risk students. The plan must adhere to admissions and enrollment practices outlined in RCW 28A.710.050
2. Provide, as **Attachment 7**, the school’s enrollment policy, which should demonstrate cultural inclusiveness and include the following:
 - a. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
 - b. A timeline and plan for student recruitment/engagement and enrollment;
 - c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
 - d. If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
 - e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 12: Student Discipline Policy and Plan (1500 Words)

1. Describe in detail the school’s approach to student discipline. Provide, as **Attachment 8**, the school’s proposed discipline policy. The proposed policy must be culturally responsive and

comply with any applicable state laws and Commission policies, including, but not limited to, RCW 28A.150.300. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school’s approach and the proposed policy should address each of the following:

- a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
 - d. Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and
 - e. 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 any amount of time.
2. Describe how students and parents/guardians will be informed of the school’s discipline policy.

Section 13: Educational Program Capacity (1200 Words)

1. Identify the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.
2. Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management;
 - d. Cultural competence/inclusiveness;
 - e. Family and community engagement; and
 - f. Special populations.

3. Specifically describe the applicant’s ties to and/or knowledge of the proposed community that the school will serve.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school’s development.
5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence (i.e. student performance data, etc.) of the leader’s ability to effectively serve the anticipated population .Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed or participated. Provide, as **Attachment 9**, the qualifications and resume for this individual.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 9**, a job description and qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

6. Describe the responsibilities of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as **Attachment 10**, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents (750 Words)

1. Describe the proposed school's legal status, including nonprofit status and federal tax-exempt status.
2. Submit, as **Attachment 11**:
 - a. Articles of Incorporation;
 - b. Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items or other evidence);
 - c. Bylaws;
 - d. Board Chair signed Statement of Assurances; and
 - e. Other governing documents already adopted.
3. Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.
4. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Washington State. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.

Section 15: Organization Structure and Partnerships (500 Words)

1. Submit, as **Attachment 12**, organization charts that show the school governance, management, staffing plan, and structure in:
 - a. The first year of school operations;
 - b. At the end of the 5-year charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart must clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, school leader, management team, staff,

any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 13**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.

Section 16: Governing Board (2200 Words)

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational, financial and operational success;
 - b. The board will evaluate the success of the school, school leader and itself;
 - c. There will be active and effective representation of key stakeholders, including parents; and
 - d. The school will be a culturally responsive education system.
4. For each current and proposed board member identified in Category 1 Section D (Board Member Roster), summarize each member's desire to serve on the school's board and qualifications for holding this position. In **Attachment 14**, provide the following documents for each individual identified:
 - a. Completed and signed Board Member Information Form;
 - b. Board member resume
5. In **Attachment 15**, provide a signed Initial Background Check Certification form to verify that a background check has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions for each board member and school leader,

6. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
7. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
 - a. A timetable/schedule;
 - b. Specific topics to be addressed;
 - c. Participation requirements; and
 - d. Development of cultural competence.
8. If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
9. If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Indicate whether the existing nonprofit board governs the new school;
 - b. To what extent the school will be a new nonprofit corporation governed by a separate board;
 - c. If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
 - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.
10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed:
 - a. Code of Ethics Policy; and
 - b. Conflict of Interest Policy.
11. 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 or perceived conflicts.

Section 17: Advisory Bodies (300 Words)

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

Section 18: Grievance/Complaint Process (750 Words)

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

Section 19: District Partnerships (300 Words)

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as **Attachment 17**, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.).

Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words)

1. If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
 - a. Provide evidence of the nonprofit ESP’s success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable;
 - b. As **Attachment 18**, provide a term sheet that includes:
 - i. Proposed duration of the service contract;
 - ii. Roles and responsibilities of the governing board, school staff, and ESP;
 - iii. Scope of services and resources to be provided by the ESP;
 - iv. Performance evaluations measures and timelines;
 - v. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - vi. Methods of contract oversight and enforcement;
 - vii. Investment disclosure; and
 - viii. Conditions for renewal and termination of the contract.



2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words)

1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.
4. Outline in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.
5. Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff;
 - e. And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.
6. Provide the teacher-student ratio, as well as the ratio of total adults to students for the school.
7. Explain how the school leader will be evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the applicant team has identified or developed already.

8. Explain how teachers will be evaluated each school. Provide, as **Attachment 21**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Section 22: Professional Development (1200 Words)

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

1. Identify the person, position, or organization responsible for professional development.
2. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide, as **Attachment 22**, a schedule and description of any specific professional development that will take place prior to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.

Section 23: Performance Framework (1000 Words)

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per Washington Administrative Code (WAC) 108-30, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency, growth, and comparative performance based on federal, state accountability measures, and attainment of mission-specific goals. The financial performance standards will be based on standard accounting principles and industry standards for sound financial operation. The organizational performance standards will be based primarily on

compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

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

1. Provide, as **Attachment 23**, a completed mission-specific goals form with the school’s mission-specific **academic and organizational** goals and targets. Provide 1-3 goals **each** for academics and 1-3 goals for organizational effectiveness. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound.
2. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s educational program, performance goals, and state standards. Be sure to address how the school will participate in all state required assessments.
3. If applicable, address how the school proposes to provide, at a minimum, summative norm-reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. K through grade 2 or High School grades).
4. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
5. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
6. Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data **with and for classroom teachers**.

Section 24: Facilities (800 Words)

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

1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.
3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).
6. Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
7. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.
 - a. Provide proof of the commitment as **Attachment 24**.
 - b. **Attachment 24** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Section 25: Start-Up and Ongoing Operations (1400 Words)

1. Provide, as **Attachment 25**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
2. Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Outline the plans for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 26**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 13.1).

Section 26: Operations Capacity (800 Words)

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

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan (2600 Words)

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Submit a completed Financial Plan Workbook (Commission Template), as **Attachment 27**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue estimator tool and allocation estimate guidance provided by the Commission.
6. As **Attachment 28**, present a detailed budget narrative, including description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections (including inflation for General Apportionment), staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:
 - a. Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school's core operation depends;
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;

- c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening, and
 - d. Provide, as **Attachment 29**, evidence of philanthropic funding commitments.
- 7. Provide, as **Attachment 30**, the school’s long-term fundraising plan. Be sure to include specifics about the timeline as well as the person responsible for each task. The plan should describe how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

Section 28: Financial Management Capacity (500 Words)

- 1. Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
- 2. Provide, as **Attachment 31**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.
- 3. For the organization as a whole and any related business entities, provide, as **Attachment 32**, the last three years of independent financial audit reports and management letters.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators or Proposed Charter Management Organization Development (2700 Words)

Applicants who already operate one or more schools, including charter management organizations (CMOs), or applicants who plan to grow into their own CMO must respond to the following:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.
2. Using the Portfolio Summary Template, complete all requested information for each of the organization's schools and provide as **Attachment 33**.
3. For applicants authorized to open a school in the 2017 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each preopening condition.
4. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

CATEGORY 7: OPTIONAL CHARTER SCHOOL PROGRAM PLANNING AND IMPLEMENTATION SUBGRANT

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies (SEA) with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design, and initial implementation of new charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

The Office of Superintendent of Public Instruction (OSPI) was awarded a competitive CSP grant under this federal program for \$6,973,743. In order to improve efficiency, OSPI's federally approved grant application proposed that the New Charter School Application for both the Washington State Charter Schools Commission (Commission) and approved school district authorizers will serve as the application for CSP subgrants. This portion of the New Charter School Application was designed to minimize redundancies in application preparation as both the CSP and New School Application require similar information.

While the New Charter School Application will serve as the application for the CSP subgrant, the authorization of a charter school by a Washington charter school authorizer *does not* guarantee OSPI's approval of a CSP subgrant award. Additionally, the OSPI CSP grant management staff will conduct its own independent review to determine eligibility of potential subgrantees, the proposed subgrant specific goals, budgets, and line items.

Note: This section of the New Charter School Application is an *optional* section. Completion or non-completion does not contribute to the overall review or recommendation of an application. In order to receive a CSP planning and/or implementation subgrant, a school must first be authorized, have their charter contract signed by the authorizer, and have an approved affirmative motion by the charter school's board accepting the terms of the the CSP Statement of Assurances (Attachment 34). Subgrantees are required to work directly with OSPI's CSP grant management staff in order to comply with all processes and procedures of the CSP grant, and are subject to additional oversight and reporting requirements specific to the CSP grant.

Purpose of the CSP Grant

The Office of Superintendent of Public Instruction (OSPI) has received a competitive grant under this federal program to carry out the following objectives:

Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through sub-grants for planning, program design and implementation.

Objective 2: Increase the number of high-quality charter school seats by enhancing the capacity of charter school leaders and board members at new and existing charter schools.

Objective 3: Increase the quality of the state’s charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.

The Washington SEA CSP grant offers two types of subgrant awards:

- a. One-year *planning and design* of the new charter school educational program subgrants, and
- b. Up to two-year *initial implementation* of the new charter school subgrants.

Washington CSP Sub-grant Awards CSP Grant Period (2016-2019)				
Award Type	Planning and Design	Year 1 Implementation	Year 2 Implementation	Total Possible Funds Awarded per School
Amount	\$200,000 (1 year only)	\$305,000	\$280,000	\$785, 000 (Not to exceed \$800,000)

OSPI’s Charter School Program Grant expires on September 30, 2019. Continued funding beyond this date requires the approval of an annual “No Cost Extension” by the US Department of Education. OSPI intends to apply for and anticipates approval of this extension, but applicants should understand that continued funding of subgrants is dependent upon this approval.

Uses of Funds

The CSP Grant is a reimbursement program, which means recipients will be reimbursed following proof of spending on allowable, approved activities.

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes National Staff Development standards.

- C. Initial implementation of the charter school including:
 - i. Informing the community about the school,
 - ii. Acquiring necessary equipment and educational materials and supplies,
 - iii. Acquiring, developing or aligning curriculum, and
 - iv. Other initial operational costs that cannot be met from State or local sources.

Additionally, applicants are responsible for obtaining and reviewing the Federal CSP Regulations and Guidance. Applicants are also responsible for being aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance; 2 CFR Part 180; Non-procurement Debarment And Suspension as adopted at 2 CFR Part 3485; Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards under 2 CFR Part 200 as adopted at 2 CFR Part 3474 (BLOCK 8); and 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, 99(Education Department General Administrative Regulations, EDGAR).

Eligibility

All applicants must have been authorized by the Commission in order to be eligible to receive Washington State CSP Grant funds. Additionally, applicants must demonstrate that they meet the following federal definition of a public “charter school” in the ESEA (P.L. 107-110, Section 5210(1)):

- A. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
- B. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- C. Operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- D. Provides a program of elementary or secondary education, or both;
- E. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- F. Does not charge tuition;
- G. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
- H. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- I. Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- J. Meets all applicable Federal, State, and local health and safety requirements;

- K. Operates in accordance with State law; and
- L. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

The school must provide to OSPI the executed charter contract between the school and its authorizer, in addition to the school's enrollment policies to ensure that all relevant documents and practices comply with the federal definition and requirements of a charter school.

Verification Prior to Subgrant Application Approval

Prior to a final approval of a subgrant application, the Charter School Program Grant Coordinator will verify, with the US Department of Education that the applicant has not previously received a CSP grant.

Technical Assistance and Professional Development

All subgrantees agree to participate in technical assistance (TA) and professional development (PD) as a condition of the CSP subgrant award. The goal of this training is to support subgrantees as they implement and manage their subgrant to ensure compliance with the terms set forth in this application. Trainings may be provided in conjunction with other TA and PD provided by OSPI and charter school authorizers as part of a school's pre-opening conditions, onboarding process, or ongoing compliance with a charter contract. Additional subgrant specific training may also be required. Training topics may include operational processes, board and staff development, subgrant compliance, data systems, and reporting requirements. Notifications will be sent out in advance and every effort will be made to accommodate the subgrantee's availability. Application for subgrant funds indicates acknowledgment and consent to these requirements.

CSP Subgrant Monitoring

OSPI is committed to providing rigorous fiscal and programmatic monitoring of subgrantees to ensure the proper use of public funds. The importance of adhering to the following monitoring and compliance activities cannot be overstated. Failure to fulfill the requirements may lead to the denial of reimbursement funds or the rejection of continued funding of the subgrant.

The OSPI grants management staff provides monitoring of subgrantees. This process includes, but is not limited to:

- The grant management staff reviews and approves each subgrant budget in iGrants prior to release of grant funds.
- Monthly & Quarterly Progress Report submissions that include expenditure documentation, subgrantee progress towards grant project goals and objectives, and authorizer oversight including any concerns or corrective actions.

- Mid-year fiscal Desk Review protocols may include review of subgrantee expenditure documentation and requests, inventory, amounts reported (allocations, cash receipts, monthly and total expenditures, and current accruals and obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Budget revisions are reviewed and approved through iGrants.
- School Finance and Operations are reviewed as part of the Year 2 Implementation site visit.
- Grant management concerns and any corrective actions required are reported to the subgrantee's fiscal manager and authorizer.

Elements of OSPI programmatic monitoring include:

- A Year End Progress Report is required after every year of the CSP subgrant award year. The progress report describes the subgrantee's progress toward its subgrant project goals and objectives, reporting on subgrant expenditures, and school operations.
- A site visit by the CSP grant management staff to review progress toward subgrant goals, observe the educational program, confirm statutory compliance, discuss eligibility for and receipt of federal funds/programs, provide awareness of CSP grant requirements, certifications, and assurances.
- Review of charter documents and performance data.
- Any complaints, concerns, or findings brought to the attention of either charter authorizers or OSPI are investigated by OSPI and reported to the subgrantee and its authorizer, along with any suggested Technical Assistance and/or required corrective action.
- The Final CSP Subgrant Report is a programmatic monitoring element. The report includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes.

Use of Weighted Enrollment Preferences

In the event a subgrant applicant plans to use or establish weighted enrollment preferences (also known as a weighted lottery) during their funding cycle, the school must submit a proposal, in advance, that is consistent with state and federal regulations, and receive approval by their authorizer, Commission, OSPI CSP Grant management staff, and the US Department of Education in order to maintain eligibility for a subgrant award or renewal. Failure to comply with this requirement may result in the loss or renewal of this subgrant.

Please note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the *Commission* regardless of the school's authorizer.

(3) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining

enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.

Subgrantees must submit their weighted enrollment request to their authorizer and to the Commission in writing. Once approval is obtained by both, the subgrantee will then work with the CSP Grant Coordinator to submit an official waiver to the US Department of Education. The waiver process can take time and may require multiple revisions. It is the responsibility of the subgrantee to allow for adequate time for all levels of approval. For that reason, it is suggested that subgrantees begin this process well in advance of their proposed enrollment period and scheduled lottery date.

Award Process

Following the review of each subgrant application and authorization process, including the execution of a charter contract, award notification emails will be sent to applicants informing them of their award status. The notification may include a request for additional information which must be provided within 30 days. Once the final review is completed, the OSPI CSP grant management staff will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received final approval. The approximate award date is September 1, 2019.

All goals and objectives stated in the application must be completed in the allowed budget period.

Section 30: OPTIONAL Charter School Planning and Implementation Subgrant (1500 Words)

CSP Application Requirements

1. Provide specific CSP subgrant goals and objectives (no more than 5). State goals and objectives clearly in terms of the measures or assessments the school plans to use evaluate progress. All goals must be specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals, however, they must directly correspond to the proposed subgrant budget line items;
2. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the US Department of Education;
3. A description of how the charter school will continue operation once the federal grant has expired;

4. A description of the administrative relationship between the charter school and the charter school's authorizer and the charter school and the CMO (if applicable).

In addition to the above requirements, to initially apply for this one-time planning grant, applicants must provide for the purposes of Section 30 of this application:

- **Attachment 34**, a signed CSP grant Statement of Assurances
- **Attachment 35**, the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures. Applicants are expected to read the *General Budget Guidelines & Restrictions* in order to prepare these documents.

For questions or assistance with regards to *this* section of the New School Grant Application, please contact Casey Caronna, CSP Grant Coordinator at: casey.caronna@k12.wa.us.

Updated: August 5, 2019

Attachment 12: Charter Public School Application



Impact | Salish Sea Elementary
K-5 Public Charter School

Application for Charter
March 1st, 2019

Respectfully Submitted By:

The Impact Public Schools Home Office Leadership Team:

- **Jen Davis Wickens** - CEO
- **Kristen McCaw** – CFO/COO
- **Abigail Cedano** - CAO
- **Amy Kiyota** - Manager of Operations and Finance

Impact | Salish Sea Elementary Leadership Team:

- **Baionne Coleman** - Resident School Leader Fellow and Proposed Impact | SSE Principal

Impact Public Schools Board of Directors:

- **Sara Morris** – Board Chair
- **Tatiana Epanchin-Troyan** – Secretary
- **Noah Wepman** – Treasurer
- **Todd Meldahl** – Facility Committee Chair
- **Patrick Methvin** – Finance Committee Chair
- **Daniel Zavala**
- **Micaela Razo**
- **Tony Byrd**



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CHARTER SCHOOL COMMISSION APPLICATION: COVER SHEET

Section A: School Information			
Name of School:	Impact Salish Sea Elementary		
School Type (Bold One):	Elementary , Elementary/Middle, Middle, Junior High, Middle/High, High		
Grades Served:	Kindergarten - 5th Grade		
School District:	Seattle or Renton Public Schools	Neighborhood/Community	South Seattle & Renton
Phone Number:	day (206) 712-7640	evening	(206) 712-7640
Fax Number:	N/A	Email:	jwickens@impactps.org
Website Address:	www.impactps.org		
Street Address:	3438 S. 148th Street, Tukwila WA 98168 (IPS Home Office)		
Sponsoring Entity (Bold One):	Nonprofit Organization , Governmental, College or University		
Open Date:	Fall 2020	Contracted Education Service Provider (EMO, CMO, Other):	CMO
Calendar Type (Standard or Extended School Year):	Standard	Number of Instructional Days:	182

Section B: Primary Contact Person			
Name:	Jen Davis Wickens	Position:	CEO
Address	3438 S. 148th Street Tukwila, WA 98168		
Mobile Phone:	(206) 747-0599	Alternate Phone:	(206) 712-7640
Email:	jwickens@impactps.org	Current Employer:	Impact Public Schools



Section C: Attendance Projections												
Grade Level	Year 1 2020-2021		Year 2 2021-2022		Year 3 2022-2023		Year 4 2023-2024		Year 5 2024-2025		At Capacity 2024-2025	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
K	84	84	84	84	84	84	84	84	84	84	84	84
1	84	84	84	84	84	84	84	84	84	84	84	84
2	0	0	84	84	84	84	84	84	84	84	84	84
3	0	0	0	0	84	84	84	84	84	84	84	84
4	0	0	0	0	0	0	84	84	84	84	84	84
5	0	0	0	0	0	0	0	0	84	84	84	84
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0
Total	168	168	252	252	336	336	420	420	504	504	504	504



Section D: Board Members				
Name	Title on Board	Contact Information (Phone and Email)	Mailing Address	Current Employer
Tony Byrd		(206) 518-2003 Anthony.byrd@teachforamerica.org	210 S. Hudson Street Seattle, WA 98134	Teach For America
Sara Morris	President	(206) 851-5590 Saramo808@yahoo.com	5917 11th Ave NW Seattle, WA 98107	Pure Food Kids Foundation
Tatiana Epanchin-Troyan	Secretary	(206) 946-0577 tepanchin@gmail.com	10014 NE Day Road Bainbridge Island, WA 98110	EdFuel
Micaela Razo		(509) 902-9496 quantumed@micaelarazo.com	441 Adair Dr. Richland, WA 99352	QuantumEd
Noah Wepman	Treasurer	(206) 390-2381 nwepman@gmail.com	7019 Brooklyn Avenue NE, Seattle WA 98115	New Leaders
Patrick Methvin	Finance Committee Chair	(215) 983-6368 patrick.methvin@outlook.com	1602 10th Ave W, Seattle WA 98118	Bill and Melinda Gates Foundation
Todd Meldahl	Facility Committee Chair	(206) 679-3935 tmeldahl@hotmail.com	320 W. Laurelhurst Drive NE, Seattle WA 98105	Amazon
Daniel Zavala		(206) 504-2503 danielnzavala@gmail.com	Pacific Tower, 1200 12th Ave S #1200, Seattle, WA 98144	Building Changes

Section E: Start-up Team Members				
Name	Title/Position on Start-up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
Jen Davis Wickens	CEO	(206) 747-0599 jwickens@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools
Kristen McCaw	CFO & COO	(206) 712-7640 kmccaw@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools
Baionne Coleman	Resident School Leader	(206) 712-7640 bcoleman@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools

Amy Kiyota	Manager of Operations & Finance	(206) 712-7640 akiyota@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools
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CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary

Impact | Salish Sea Elementary (SSE), the second school of the Impact Public Schools (IPS) network, will serve a maximum of 504 K-5 students in the South Puget Sound region. The proposed school will meet an unmet educational need through provision of a rigorous educational program that offers school-based mentor groups, personalized learning pathways, and project-based learning to culturally and linguistically diverse students. An ambitious, yet attainable, set of goals will hold the school accountable for closing the opportunity gap. IPS chose this community given urgent and unmet student needs.

1. Educational Need, Anticipated Student Population, and Challenges

Educational Needs

Elementary schools currently serving the target communities are failing to prepare all students for long-term success. Current opportunity gaps exist in both reading and math across the Seattle/Renton school districts, particularly for low-income students, students of color, and students with Individualized Education Plans (IEPs). The following table provides a snapshot of unequitable outcomes in grade 3 (similar inequities exist across grades 3-5).

Third Grade Reading and Math Proficiency, 2017-2018 Smarter Balanced Assessment (SBAC)¹

Grade	% District passing (Reading/ Math)	% Asian passing	% White passing	% Black passing	% Hispanic passing	% Limited English passing	% SPED passing	% Low Income passing
Seattle ²	65.3	61.8	80.0	35.4	42.1	19.2	39.5	36.4
	66.8	70.5	77.8	39.7	47.8	32.9	40.4	41.8
Renton ³	49.9	67.0	61.9	38.8	28.5	18.2	19.1	36.0
	55.4	75.9	63.7	41.6	35.8	31.5	23.6	41.4

Unmet need in the South Puget Sound region is also evident through under-enrollment of underserved student groups in college-bound programs, disciplinary disproportionality towards students of color and IDEA students, and disproportionality in retention rates of students of color.⁴

Anticipated Student Population

While open to any child eligible as per Washington State law, Impact | SSE anticipates serving a population with great diversity in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions. The school will serve a population representative of the demographics in the Seattle/Renton region, with the following characteristics:

	FRL %	SPED %	ELL %	LAP	HICAP %
Projected	65%+	12%+	12%+	60%	5%

Demographics	(49%+ free and 16%+ reduced)				
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Within these demographics, Impact | SSE anticipates enrolling a significant number of students who are “at risk” or struggling and are likely to have one or more of the following: low levels of kindergarten preparedness, low levels of literacy, or lack of solid foundation in math.

Impact | SSE is committed to serving this heterogeneous group of students within a culturally responsive setting. In this way, Impact | SSE will support the Washington State Charter School Commission’s strategic vision to address educational equity and “significantly improve student outcomes, particularly for at-risk students,” in accordance with Washington state charter school law, SB6194.

Grade Levels and Growth Plan

In response to conversations with families in the Seattle/Renton region who have urgently expressed desire for public school choice for children across elementary school ages, Impact | SSE seeks to open K-1 in 2020. Impact | SSE will launch with fully enrolled K-1 cohorts, adding a grade each year until serving grades K-5. The school reaches full enrollment in Year 5 of operation.

The small size and incremental growth rate of the school allow strong focus on building school culture and ensuring outstanding academic outcomes for all students. Small school size will nurture cultural inclusion, permitting students to build authentic and strong relationships with peers and faculty; small size also permits accommodation of diverse learners with appropriate individualization. Through incremental growth, the school will establish a strong foundation of collaboration among faculty and hire from among the strongest candidates (including those who demonstrate cultural competence).

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022 - 2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
K	84	84	84	84	84
1	84	84	84	84	84
2	0	84	84	84	84
3	0	0	84	84	84
4	0	0	0	84	84
5	0	0	0	0	84
Total	168	252	336	420	504
Class	3 sections K-1	3 sections K-2	3 sections K-3	3 sections K-4	3 sections K-5

Configuration					
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Community Demand

The founding team has assessed demand and community needs through conversations with parents and community meetings. Impact | SSE has conducted two community design meetings, gathered letters of support from community leaders, and collected signatures from families who have expressed interest in enrolling a child at Impact | SSE (**Attachment 2**).

Challenges

The South Puget Sound region is a vibrantly diverse region of the state; with its diversity comes key challenges the school aims to address. These include developing resources in all languages spoken by the target enrollment population; conducting events in locations and languages that allow attendees to feel welcomed and empowered; and learning what is most valued about school in a range of cultural value systems. Additional challenges and the strategies Impact | SSE will use to address them are as follows.

Anticipated Challenge	Strategies to Address Challenge
Enrollment	Early outreach, starting with conversations and events before authorization (Attachment 2).
Facilities Acquisition	Early due diligence on multiple locations. Partnership with Raza, WCSD, CSGF and others to establish long-term facilities solution (Section 24 – Facilities).
Financial Sustainability	Fundraise from local and national partners to support start-up costs. Conservative budgeting that prioritizes non-negotiable expenses. Reach full enrollment in Year 5 to hit long-term self-sustainable budget for the school (Section 27 – Financial Plan).
Teacher Pipeline	Grow incrementally to allow for hiring over time. Develop teacher candidates from within. Partner with teacher colleges, Martinez Fellows, Teach For America, and others (both locally and nationally) to build diverse pipeline. Provide competitive compensation (Section 21 – Staffing Plans).
Leadership Capacity	Build succession from within (Section 21 – Staffing Plans).
Political Environment	Build regional support team, supported by IPS Board, to advocate for policies that promote stability in the public charter school sector in WA state. Engage communities in charter school awareness. Foster relationships with other schools, Washington State Charter Schools Commission, and WA advocacy organizations (Section 19, Attachments 2 and 17).

2. Geographic Location

Impact | Salish Sea Elementary will be located in the Seattle/Renton region due to a convergence of community-expressed demand, significant unmet student need, and existing relationships with the community. The Impact | SSE property search spans from the Chinatown International District (Seattle) south to Renton. As a result, depending on final location, Impact | SSE has the potential to enroll students from multiple school districts (Seattle, Renton, and Highline). See the following map.

Impact Salish Sea Elementary Target Location



3. Plan, Mission, Vision, Objectives & Goals

As stated above, Impact | SSE will serve 504 K-5 students in the Seattle/Renton region. This location has been specifically selected to meet the SB6194 priority to serve “at-risk” students. In addition, the program has been designed in alignment with Washington Charter Law and the Commission’s priorities to close opportunity gaps across the State; to ensure that every student has the opportunity to meet career- and college-ready standards, and to provide a culturally responsive and inclusive program.

Mission

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

Vision

Impact | SSE graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. Our diverse group of scholars will solve our future's greatest challenges; together, we will eliminate the opportunity gap in our community. Our school offers a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.

Objectives and Goals

Impact | SSE’s primary objective is to prepare all students to meet their individual potential and for

success in middle/high school and a four-year college. IPS believes statewide assessments aligned to the Common Core State Standards are one important indicator of academic progress. For specific targets on WA state assessments, see **Section 23 – Performance Framework**.

The IPS definition of success includes additional assessment indicators. Therefore, in partnership with universities and leaders in the charter school sector, IPS is developing two additional frameworks to provide a full picture of student success.

- **Deeper Learning Rubric:** evaluates competencies that extend beyond basic skills, preparing students to apply knowledge in 21st century jobs and civic life. Examples include critical thinking, problem solving, collaboration, and communication.
 - *Goal:* Each year enrolled at Impact | Salish Sea Elementary, at least 80% of students will show at least one year of growth on the Deeper Learning Rubric.
- **IPS Compass:** evaluates habits, skills and mindsets that empower students to be the next generation of equity-driven innovative leaders. Examples include: growth mindset; social-emotional skills; Diversity, Equity, and Inclusion (DEI) competencies; and others.
 - *Goal:* Each year enrolled at Impact | Salish Sea Elementary, at least 80% of students will show growth in the IPS Compass.

4. Request for Additional Year

Impact | Salish Sea Elementary seeks to open in Fall 2020.

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Engagement

Family and Community Engagement to Date

IPS leaders have been committed to supporting schools in communities across the South Puget Sound region for more than two decades. These relationships help build cultural competence, improve practice, and expand learning achievement. Community conversations have informed development of this proposal – specifically, a need for high performing elementary schools to fill the void left by middle/high charters in the region.

Throughout winter 2018-2019, Impact held over 50 community tours of Impact | PSE and two community-wide design meetings in South Seattle/Renton, helping IPS examine, refine and design school systems, structures, policies, and practices. The first community design meeting was held at the Renton Library. The second community design meeting was held at Emerald City Bible Fellowship Church, as Pastor Harvey strongly believes in charters as a high-quality choice for marginalized populations (see his letter of support in **Attachment 2**). In addition, a Seattle/Renton Community Leader Tour was held to gather feedback. The stakeholders toured and their specific pieces of feedback are listed in the comprehensive table found in **Attachment 2**.

Feedback during the tours and meetings prompted us to consider creating a resource library to support families to better understand our model; requiring scheduled positive incentive calls to build trust with families; offering family training around restorative discipline practices, reading support and other areas requested by parents; and decolonizing curriculum to create a strong sense of belonging, confidence in self, and respect for other cultures/backgrounds. These events and ongoing conversations nurture an authentic sense of belonging and inclusion, helping us connect goals and objectives with individuals whose validated voice encourages morale to soar. One-on-one and among a group of families gathering in homes, libraries, and religious places of worship, we've shared and listened. This proposal is in direct response to their feedback.

In addition, IPS asked its current student founders at Impact | PSE for feedback on the IPS model during a project-based learning unit called - "Schools: How They Work." Students learned about schools all over the world, explored why many public schools in the US haven't evolved and discussed why we co-founded IPS. Students then wrote persuasive letters to their principal detailing how we can improve the school/model as we design school 2 (See **Attachment 2**). The IPS team is using the student design feedback to strengthen the model for Impact | SSE.

IPS will continue to engage diverse stakeholders, collect feedback, and share updates.

Demand

IPS selected the Seattle/Renton community to satisfy parent demand. Many parents expressed dissatisfaction with the education their elementary grade students are receiving as well as their limited choices (See **Section 1**). IPS' flagship site, Impact | PSE, received 309 applications for 160 seats available for SY2019-2020 and has maintained enrollment with a large waitlist for SY2018-2019. Waitlist families continue to reach out to the school inquiring about other elementary options in their communities; there

is an unmet demand for elementary choices in the South Puget Sound region.

Family Engagement & Cultural Inclusiveness (Ongoing)

At IPS, parents are critical partners, supporting their child's development through engagement in project-based learning on a personalized pathway. Six-to-eight parental workshops will be offered with topics informed by parent need. IPS will encourage parents to help build a dedicated, visible, and accessible parent space to meet with other parents and volunteers, including a computer and information board. Weekly school bulletins, monthly newsletters (translation provided), as well as email and phone, will facilitate ongoing communication that highlights both strengths and challenges. Scheduled meetings provide parents with formal opportunities to meet with faculty including one home visit (pre-opening) by the student's mentor and student-led family conferences.

Family Involvement

All participation is welcomed, yet voluntary, given the parent community's competing demands. Several opportunities for culturally inclusive parent involvement will be offered (translation provided), including:

- Participation in annual development of their child's personalized pathway.
- Attendance at Showcases (celebrating culture and language), social functions, performances, art exhibits, special events.
- Volunteering across Seattle/Renton. Example: Volunteering at local food banks and MLK Jr March.
- Involvement in the Founding Village Action Committee: created to help guide leadership on school culture, plan school events, organize parent volunteers and fundraising.
- Participation in Parent Patrol: volunteers greet students (upon arrival and dismissal), supporting a positive, well-supervised environment.
- Participation in classroom-based activities such as the Student of the Month luncheon, after-school academic support, field trips, and culminating Rite of Passage.
- Participation in quarterly parent programs: Math Workshops, Literacy Nights, Open Houses, Parenting Skills, and Learning at Home.
- Completion of annual satisfaction surveys.

While all faculty and Board Members engage with families on a routine basis, the CEO, principal, and Community Outreach Ambassadors play a key leadership role in engaging families and community members to help support the needs of its students.

Community Resources & Other Partnerships

IPS understands that community engagement works when it is long-term and mutually beneficial. Thus, to maximize services, IPS partners with organizations to connect students and families to resources that strengthen and support learning with cultural inclusion to expand their worldview. The following organizations have already committed to partnerships:

Community & Parents for Public Schools of Seattle and League of Education Voters provide resources to support training and empowering parents to advocate for quality education for all

students.

WA Charters Parent Advocacy Leads (PALs) program gives parents the opportunity to strengthen their leadership skills through a series of monthly trainings and civic engagement opportunities. PALs participants meet with legislators to learn about and discuss education policies in Washington, work with community organizations to develop innovative ways of organizing and strategize ways to grow support and awareness for the charter sector in Washington. See **Attachment 2** for a detailed description of this partnership program.

King County Library, the King County Library2Go program brings the library into communities with their ABC Express and KidReach program to promote family reading, with an emphasis on books that honor cultural diversity.

Drills & Skills program believes that young people who feel valued by others and maintain a positive outlook on their personal goals are individuals who are likely to do well in life. They provide tutoring, homework help, and activities to develop intra/interpersonal leadership skills.

Willie Austin Foundation program believes in transforming lives, through education, positive mentors and providing accessible, safe, interactive opportunities for young people to experience the benefits of a healthy lifestyle through physical movement and social-emotional learning.

Committee for Children believes in empowering students social-emotional skills by using their research, advocacy, and curriculum that is supportive of fostering child safety and well-being around the world.

Childhaven partners with parents and community to strengthen families, prevent childhood trauma and its damaging effects, and prepare children for a lifetime of well-being.

Over time, the school plans to establish community partnerships for art expeditions (visual arts, photography, performing arts, martial arts, among others.) every Wednesday afternoon for 3rd-5th grade. Impact | SSE is in process of establishing relationships with the following organizations who demonstrate mission alignment:

- **Seattle Children's Theatre:** Theatre to build confidence.
- **Massive Monkees:** World of dance to students in a collaborative setting with performances.
- **Arts Corp:** Spoken Word poetry, visual arts, and breakdance instruction within a social justice framework.
- **YMCA:** Art programs, including martial arts and cooking.

Leveraging resources, partnering with community-based organizations, and cultivating parent support will bring true meaning to the expression, "It takes a village."

Section 3: Program Overview

To meet its mission and provide a program of basic education that meets the goals in RCW 28A.150.210, Impact | Salish Sea Elementary will offer a rigorous curriculum rooted in Washington State K-12 Learning Standards. Impact | SSE's essential design elements have been selected to nurture 21st century skills and habits within a culturally inclusive and responsive learning environment. The program is driven by the belief that all students can excel when they are provided with high-quality teachers, programs and resources. Each design element is informed by evidence, and the Educational Program Terms will cultivate an educational experience that is rigorous, engaging, and effective for the anticipated student population.

The Impact | Salish Sea Elementary school model is rooted in the following three Educational Program Terms:

1. School-based mentor groups
2. Personalized learning pathways for every student
3. Project-based learning (PBL)

1. School-Based Mentor Groups

School-based Mentor Groups are the foundational design element of the school. Research suggests providing academically at-risk students with support through relationships is critical to long-term success.⁵ Mentors play a valuable role in helping students monitor their progress while reinforcing school values. Inclusion of the families in the mentor program helps bring diverse cultural perspectives and languages into the classroom.

Mentor Groups at IPS

IPS begins the year with mentor home visits to every new family. Students begin and end each day in Mentor Groups of approximately 14 students. Mentor Groups are their home base at IPS. To nurture strong relationships, most students stay with their mentor for the full academic year. Mentor groups are led by a Lead Teacher, Teacher or Teaching Fellow in their assigned classroom. Activities in mentor groups include goal-setting, progress-monitoring, team-building, social emotional learning (SEL) instruction rooted in the IPS Compass, Friday Community Circle, and more.

Mentors are trained to serve as the primary contact for both families and teachers in connection to each child. Culturally-responsive mentoring, achieved through ongoing communication with families and DEI PD opportunities, provides faculty with a unique opportunity to address the diverse needs of the target population. IPS believes the inherent connection between mentors, mentees, and academics will help students develop positive attitudes about school, increase self-confidence, and receive the support needed to feel valued and essential to the success of the program.

Research Base for Mentor Groups

The benefits of high-quality advisory programs include increased academic achievement, attendance, student engagement, self-confidence and agency, as well as reduced dropout rates.⁶ In addition, research suggests that strong mentor relationships result in altered long-term outcomes for students. Research by the National Mentoring Partnership suggests that young adults who were at risk but who had a mentor are 55% more likely to enroll in college, and 130% more likely to hold leadership positions.⁷

Observable Criteria: All students participate in five Mentor Group sessions each week. Mentor Group attendance is recorded in the IPS Student Information System (SIS) and available for review.

2. Personalized Learning Pathways

At IPS, personalized learning means giving students what they need, in a way that motivates them, when they need it. Students take ownership over learning, and their daily experience adjusts dynamically according to their skills, curiosity, and standards-based goals. With support from teachers as mentors, students' cultural assets are capitalized, placing them on a pathway that maximizes their opportunities to gain proficiency.⁸

Personalized Learning at IPS

At IPS, personalized learning occurs primarily during the Math and Literacy Studio (2.5+ hours daily) when students complete a combination of self-directed and teacher-directed learning in small groups:

(i) Self-Directed Learning

In 3rd-5th grade, students use the IPS Learning Management System (LMS) to direct their own learning based on their personal interests and data-informed goals. Using the LMS, students work together with mentors and teachers to plan what they will do in each core skill domain for the day and week. With support, students choose options from a teacher-curated set of tasks, and experience gradual release from a high degree of support in creating their schedules in grade 3 to greater independence by grade 5. When choosing the sequence of tasks, students reflect on how they can best reach their goals, and what keeps them motivated as learners. Examples of tasks include using targeted adaptive software, reading independently, and interacting with math manipulatives based on teacher-identified needs. All tasks are selected in response to data and designed to maximize student progress toward meeting and exceeding goals in reading and math. Each task is closely aligned with Common Core State Standards and designed to show mastery within the task, followed by formal assessment to show mastery upon completion.

(ii) Teacher-Directed Learning in Small Groups: Guided Reading and Guided Math

Each student's learning plan includes regular small-group instruction in reading and math. Groups of 5-to-7 students are created based on needs identified through real-time assessment data and student work.

Research Base for Personalized Learning

Personalization is a student-driven approach aimed to address opportunity gaps. It is grounded in the belief that all students excel academically when their individual abilities, culture, language, and experiences are valued and used to facilitate learning and development. At Impact | SSE, personalization ensures that all children, including highly capable, students with IEPs or 504 plans, English Language Learner (ELL) students, and children significantly behind, work at their instructional level and make accelerated academic progress.

Research by RAND shows that "...compared to peers, students in schools using personalized learning practices are making greater progress over the course of two school years, and that those students who started out behind are catching up to perform at or above national averages."⁹ The IPS approach to personalization builds on design elements from this study, including data-driven decision making, individual goal-setting with students based on data, student decision-making about learning pace and path, and a flexible approach to space and time in response to student needs.

Leaders in personalized learning nationwide are demonstrating that personalized learning is rigorous, engaging, and effective for similar student populations. At Summit Public Schools, where nearly half of students qualify for free or reduced-price lunch, students drive their own learning using a digital tool called the Personalized Learning Plan (PLP). As result, 99% of Summit graduates are accepted into at least one four-year college and 55% go on to complete college (compared with a 28% national average).¹⁰ The IPS LMS is inspired by Summit’s PLP (which currently serves grades 6-12).

Similarly, when the Lindsay Unified School District (LUSD) in Central California transitioned to a district-wide approach of using personal student learning paths, the district graduation rate soared from 76% to 87%.¹¹ (In the LUSD, 52% of students are ELL students and 100% qualify for free or reduced-price lunch.)¹²

Additionally, targeted small-group instruction is cited as one of the highest leverage strategies for at-risk student subgroups, including English Language Learners.¹³

Observable Criteria: Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review.

3. Project-Based Learning (PBL)

In order to grow as innovative leaders, IPS students apply their skills through rigorous, authentic projects starting in kindergarten. IPS defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”¹⁴ This PBL approach explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills (**Attachment 3**).

PBL at IPS

PBL occurs during an 80-to-100-minute block four days per week. Each project follows a 6-to-8-week arc with three stages: explore, create, and showcase. Projects at IPS are designed to support mastery of science and social studies standards and Deeper Learning Skills, while developing Compass Habits required to thrive in the 21st century culture and workplace, including skills in cultural competence. IPS projects culminate in a product that students compile in portfolios; portfolios are shared with the school community through Rites of Passage at the end of each academic year.

Research Base for PBL

PBL is currently being implemented by more than 1,000 schools nationwide. A review of the research on its effectiveness concludes that the approach yields “improved content learning, higher levels of engagement, and more positive perceptions of the subject matter.”¹⁵ PBL has positive effects on “...student academic achievement, mastery of 21st century competencies such as problem-solving and critical thinking, addressing the needs of diverse learners and closing achievement gaps, and increasing students' motivation to learn.”¹⁶

Iterating on best practice, the IPS PBL model is being developed in partnership with PBL leaders including Summit Public Schools, High Tech High, Big Picture Learning, Expeditionary Learning, Brightworks and others.

Observable Criteria: Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.

Section 4: Curriculum and Instructional Design

1. Basic Learning Environment and Design Elements

The IPS school model, to be implemented at Impact | Salish Sea Elementary (SSE), is rooted in essential design elements best described by the three educational program terms (See **Section 3 – Program Overview**):

1. School-based mentor groups
2. Personalized learning pathways for every student
3. Project-based learning (PBL)

The learning environment and components of the Impact | SSE school design align with the IPS mission, vision, and values (See **Section 1 – Executive Summary**).

Design Element	Connection to Mission, Vision, & Values	Rationale (Evidence of Appropriateness, Effectiveness, and Cultural Responsiveness)
Multi-age, small guided reading/math groups based on student level	Team WA, Everyone Grows, DEI	Fosters reciprocal peer mentoring and an understanding that everyone has both strengths and opportunities. ¹⁷ Research shows that, when paired with intentional groupings and effective instruction, multi-age, small groups help students develop “more positive attitudes toward school, themselves, and their peers.” ¹⁸
Departmentalized teachers (3rd - 5th grades)	Everyone Grows, Intention	Increases quality of focused instruction as teachers become experts in the pedagogy of their subject area. Allows opportunities for specialized professional development and teacher development pathways.
Co-teacher model (K-1)	Intention, Bold Ambitions	Allows for targeted, small group instruction and thoughtful teacher talent pipeline.
Small-group instruction	Intention, Bold Ambitions	Provides instruction within each student’s zone of proximal development: tasks are feasible without becoming frustrating. As a result, student learning accelerates.
Individualized instruction and practice	Intention, Everyone Grows, Bold Ambitions	Supports actionable feedback through one-on-one conferences with teachers and peers. Positively impacts the student’s thinking in the moment. Research shows that receiving regular targeted feedback ¹⁹ and working at one’s independent level accelerate student learning.

Large-group direct instruction	Intention, Bold Ambitions	Increases schema for students from diverse backgrounds in core content areas, which is critical to developing reading comprehension. Research shows that establishing core knowledge in the early grades is a critical prerequisite to reading comprehension in later grades. ²⁰
Online learning	Bold Ambitions, Everyone Grows	Offers adaptive instructional modules iteratively to address student learning needs and misconceptions in real-time, increasing the scope and moderating the pace of individualization in the classroom.
Project work	Play Big, Team WA	Encourages students to build, create, and serve as a changemaker in their communities. Increases student executive functioning skills including focus, critical thinking, making connections, taking on challenges, and self-directed learning. ²¹
Mentor groups	Team WA, Brave Solidarity, Intention	Promotes student feelings of safety and freedom in the school environment, both physically and intellectually. ²² Students develop the ability to establish and maintain positive relationships with diverse individuals and groups, a core Social-Emotional Learning (SEL) competency. ²³
Explicit DEI and SEL instruction and assessment	Team WA, Brave Solidarity, Intention	Prepares students to lead well with others, while supporting student learning in the present. Meta-analysis of 213 studies shows an 11-percentile point gain in academic achievement for students who participated in evidence-based SEL programs compared to students who did not participate in SEL programs. ²⁴

In order to provide a culturally responsive program, IPS strives to include students' cultural references in all aspects of learning, embedded throughout the academic program described above.²⁵ Specific culturally responsive strategies woven through the program include:

Strategy	Description	Where Implemented
Fostering positive relationships with parents and families.	Includes regular communication, needs assessments and surveys, parent committees, home visits, weekly newsletters, family nights at school, meetings in the community, research of cultural background of students' families,	Impact Institute Mentor Groups Celebrations of Learning Expeditions

	collaboration with local cultural centers, tours of students' neighborhoods to identify local "funds of knowledge." ²⁶	
Cultivating learning within the context of culture.	Encouraging student projects that focus on issues or concepts that apply to their own community or cultural group, teaching and discussing differences between individuals, and attending community events of students and discussing those events at school. ²⁷	Workshop Showcases DEI Affinity Groups
Cultivating curriculum that connects to and reflects communities.	Examples include projects that encourage students to research aspects of a topic within their community, encouraging students to interview members of their community who have knowledge of the topic they are studying, and providing information to the students on alternative viewpoints or beliefs of a topic. ²⁸	Workshop Showcases
Creating a learning environment that reflects and celebrates diversity.	Strategies include displaying family photos and cultural artifacts throughout the school and curating intentionally diverse classroom libraries. ²⁹	Mentor Groups Studio Workshop
Matching assessment practices to students.	Strategies include utilizing a variety of formal and informal methods to adequately tap the strengths and growth areas of the student.	Mentor Groups Studio Workshop

2. Curriculum Overview

Course Outcomes

The proposed educational program at Impact | SSE prepares students to meet or exceed core goals as

articulated by OSPI³⁰ and to demonstrate proficiency in all elementary-level Washington State K-12 Learning Standards (which incorporate the Common Core State Standards [CCSS]). Upon graduation from fifth grade at Impact | SSE, students are prepared for successful entry into college-preparatory middle schools, while exhibiting Compass Habits that include social-emotional skills and DEI competencies.

Specific outcomes for each subject include the following:

Subject	Standards	Outcome for K-2	Outcome for 3-5
Reading	Washington State K-12 English language arts (ELA) Learning Standards (CCSS)	85% of students meet Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) goal 1+ year of growth on Fountas & Pinnell (F&P) literacy assessment	90% of students meet NWEA MAP goal 1+ year of growth on F&P assessment 80% of students proficient on reading SBAC
Writing	Washington State K-12 ELA Learning Standards (CCSS)	1+ year of growth on CCSS-aligned Units of Study rubric	
Math	Washington State K-12 Mathematics Learning Standards (CCSS)	85% of students meet NWEA MAP goal 1+ year of growth on CCSS-aligned IPS math progression	90% of students meet NWEA MAP goal 1+ year of growth on CCSS-aligned IPS math progression 80% of students proficient on math SBAC
Social Studies & Science	Washington State K-12 Social Studies Learning Standards WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs) Washington State K-12 Science Learning Standards (Next Generation Science Standards)	90% meet growth target on Deeper Learning Rubric	

Compass Habits*	Illinois Social/Emotional Learning Standards ³¹ Kansas SECD ³²	90% meet growth target in IPS Compass Habits
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* Note that Washington state has not adopted social/emotional learning standards. Illinois and Kansas are national leaders in formally adopted SEL standards. The IPS Compass Habits are rooted in these standards.

3. Curricular Choices

The materials were selected based on alignment with the school’s mission, best practices across high performing schools across the country, and research-based evidence demonstrating effectiveness in addressing anticipated needs. IPS co-founders visited high-performing schools nationwide to survey curricular options that would best match Impact | SSE’s program and students. Visits include Summit Public Schools, Valor Collegiate Academy, Success Academies, Montessori for All, Spokane International Academy, PRIDE Prep, Bricolage Academy, Brightworks School, Nueva School, and Rocketship. Curriculum evaluation at each school was conducted through review of student achievement data and interviews with teachers and administrators.

Subject	Mode of Instructional Delivery	Standards	Curriculum
Reading	Small group (guided reading), individual	Washington State K-12 Learning Standards for ELA	Scholastic Guided Reading Program Success for All guided reading, fluency, and phonics resources Shared Text
	Rationale: Provides ongoing practice at each student’s instructional level, resulting in accelerated reading growth. ³³ Scholastic’s Guided Reading also provides a powerful context for supporting specific vocabulary, phonics, and comprehension needs of ELL students. ³⁴ Guided reading is a core component of the literacy approach of high-performing CMOs serving historically underserved student populations, including KIPP and Uncommon. ³⁵		
Writing	Large group, small group, individual	Washington State K-12 Learning Standards for ELA	Lucy Calkins <i>Units of Study embedded into Workshop</i>
	Rationale: Provides rigorous standards-based instruction for all students through mini-lessons, combined with individual rubric-based next steps to help each writer develop. ³⁶ Led to growth in student writing abilities across genres at		

	schools with similar student demographics, including NYC DOE.		
Language (Phonics/word study)	Online, individual, small group	Washington State K-12 Learning Standards for ELA	Lexia Success for All phonics lessons
	Rationale: Provides personalized phonics instruction according to student need, with teacher support in small groups as needed. Some elements of the Lexia program have been designed to specifically target needs of ELL students, ³⁷ including dramatic literacy gains at the elementary school level at Spokane International Academy and Gilroy Prep.		
Math	Online, small group, individual	Washington State K-12 Learning Standards for Math	ST Math i-Ready TERC Investigations Context for Learning <i>Cognitively Guided Instruction (CGI)</i>
	Rationale: In math, IPS students receive direct small-group instruction based on TERC Investigations, Context for Learning and CGI, complemented by adaptive online instruction. Districts implementing TERC and Context for Learning report increased student growth on state tests compared with the state. CGI provides standards-aligned problem-solving instruction in which students apply numeracy skills to authentic contexts. ³⁸ Adaptive online learning tools are designed to provide responsive, personalized instruction to meet each student’s needs. i-Ready data is highly predictive of SBAC results, helping IPS progress monitor towards SBAC goals. ³⁹ Additional studies show that growth for English Language Learners, Special Education students, and Economically Disadvantaged students using i-Ready Instruction far outpaced average student growth rates. ⁴⁰		
Science & Social Studies	Large group, small group	NGSS	Project GLAD (Guided Language Acquisition Design) High quality, high rigor projects curated from across the country and stored in a K-5 scope and sequence

	Rationale: Project work will include GLAD instructional strategies during the exploration phase, work with nonfiction texts, interviews, primary sources, and more. GLAD provides a selection of research-based instructional strategies proven to be effective with ELL students, emphasizing rich language environment and vocabulary development. ⁴¹ Project plans are curated and vetted with the support of PBL experts at the Buck Institute and High Tech High elementary.		
Social/ emotional skills	Small group	Illinois Social/Emotional Learning Standards Kansas SECD	Compass Habits based on the Valor Collegiate SEL model Ruler-like approach
	Rationale: Effective at schools with similar demographics. ⁴² Adopted by neighboring school districts including Seattle and Highline, providing potential opportunities for collaborative professional development.		

Attachment 3 provides a sample scope and sequence for Social Studies & Science.

Intervention Curriculum

- *Literacy:* Reading Mastery. Effective with similar student subgroups at schools including IDEA, Uncommon Schools, and others.
- *Math:* Additional small-group instruction using Singapore Math. Provides sequential direct-instruction resources to provide small-group support for standards that have not yet been mastered. Provides additional practice with manipulatives and visual representations of concepts, beneficial to a range of learners.⁴³
- *As needed:* eSpark⁴⁴ or similar additional online learning program in reading and/or math.

Curriculum Alignment

Washington State’s learning standards are developed through collaborative public processes led by curriculum associations across the State and nationwide. Its learning standards incorporate the CCSS for ELA and mathematics. IPS uses these standards as the basis for our curriculum. IPS students’ progress across these standards according to mastery, not constrained by their age-based grade level. Teachers use the Learning Standards as the backbone for the curricular scope and sequence. This scope and sequence is used to make instructional plans and write lessons. The scope will inform the breadth of curriculum that students must be taught. The sequence will guide how the skills and subject material will be instructionally presented over time. IPS scope and sequence will be both horizontal and vertical. Appropriate grade-level and cross-grade-level teams will be established to maximize collaboration on scope and sequence decisions. In this way, all IPS curriculum is both vertically and horizontally aligned for all grades.

4. Instructional Strategies

Conscious of the key Instructional Shifts through implementation of the Common Core Standards, IPS teachers will employ a variety of evidence-based instructional methods to create a positive, culturally

inclusive environment with high levels of engagement. In selecting the most appropriate methods, teachers will consider the goals and objectives of the lesson and the unit, the students' prior learning (based on student data), and strategies for maximizing engagement.

The instructional methods will come from the teacher's personal toolkit, instructional methods from IPS professional development, and ongoing peer collaboration. Utilizing multiple instructional strategies will make standards-based content and curriculum accessible to a diverse set of students. Teachers continually align their teaching strategies with students' needs and the demands of the subject area and content matter to be taught.

Instructional methods IPS teachers employ are as follows:

Small-Group Instruction

Small-group instruction looks like flexible groups of students working with a teacher. Students are grouped based on level (e.g., Fountas & Pinnell level in reading), or skill (e.g., identifying polygons in math). Students receive small group instruction daily in both reading and math, and in other subjects, according to student needs. Every student receives small group instruction every day; specific intervention groups occur in parallel as needed while other small group instruction is also taking place.

The frequency of small group experiences for students at IPS reflects the school's commitment to providing a culturally inclusive environment for students, engaging each individual and making each feel valued and essential to the success of the group.⁴⁵

Individualized Instruction

Individualized instruction looks like students receiving one-on-one support from a teacher. All students receive individualized instruction at least twice each week through writing conferences and mentor coaching sessions, and as needed in other subjects.

Large-Group Direct Instruction

At IPS, large-group direct instruction occurs during Shared Text and Workshop, emphasizing content where most students can benefit from the same information. Large-group lessons resemble traditional teacher-led mini-lesson common to the workshop model⁴⁶ and leverage GLAD strategies.

For projects, direct instruction typically occurs during the exploration phase of the project, addressing areas in which students have shared gaps in content knowledge. These large-group lessons leverage the methodology of Project GLAD to build robust vocabulary and content knowledge. Additional GLAD strategies will be used to support individuals and small groups of ELL students. Project GLAD has been recognized by the US Department of Education as "Program of Academic Excellence" for its impact on student learning, particularly among ELL students.⁴⁷ IPS' implementation of Project GLAD is rooted in the understanding of cultural responsiveness that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development.⁴⁸ As a result, large-group lessons at IPS emphasize bringing student language, culture, and experiences into the classroom and embedding them into lessons and classroom routines.

Across subjects, both teachers and students will select topics and resources that are culturally relevant to

student populations. For example, read-alouds and classroom libraries will include authors and characters from a diverse range of ethnic backgrounds. Similarly, in writer’s workshop, teachers will model topic choices that connect to students’ cultural identities and encourage students to make their own topic choices that connect to their experiences.

Online Learning

Online learning looks like students participating in programs that adaptively match lessons and activities with student needs. All students use online learning in reading and math daily, and in other subjects as selected. K-5 participation in online learning programs like ST Math have been linked to significant gains in student performance.⁴⁹

5. Differentiated Instruction and Intervention

Intervention is critical to the IPS vision of equipping a diverse student body to thrive in college, career, and life. To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, IPS teachers follow a Response to Intervention (RtI) model:

Level	Intervention	Personnel Responsible	Parent Communication
Level 1 (At and above standard, 80%)	Reading: Guided reading groups, independent reading, Lexia adaptive program. Math: iReady adaptive program (or similar), CGI. Classroom differentiation.	Classroom teachers	Online learner profiles Conferences Quarterly progress reports
Level 2 (Below standard, 15%)	Level 1 plus: Success for All phonics/Singapore Math and additional differentiated online support as needed. Small group instruction based on specific standards/skills.	Classroom teachers Teaching Fellows	Online learner profiles Conferences Quarterly progress reports Progress updates every two weeks
Level 3 (Significantly below standard, 5%)	Levels 1 and 2 plus: One-on-one instruction based on specific standards and skills. Further diagnostics to determine barriers to learning.	Classroom teachers Special Education Teacher Teaching Fellows Classroom aides (as needed)	Online learner profiles Conferences Quarterly progress reports Progress updates every week

Section 5: Student Performance Standards

1. Student Performance Standards

In alignment with Washington State K-12 Learning Standards (Common Core State Standards) for English Language Arts, Math, Science (Next Generation Science Standards), Social Studies, Health & Physical Education, IPS will offer a rigorous curriculum in which students meet or exceed the State’s learning goals and achieve the IPS mission.⁵⁰

Ensuring Alignment

The Learning Standards are used as the backbone for the IPS scope and sequence. Scope informs the breadth of curriculum taught, while sequence guides the presentation over time. Assessments are used to ensure vertical and horizontal alignment with high expectations, holding teachers and students accountable for meeting or exceeding the standards.

IPS uses ongoing and varied assessments to monitor student progress toward standards mastery and to drive instruction. Teachers act with vertical alignment of standards in mind, using tools like Achieve the Core’s coherence map to scaffold instruction up or down, depending on student needs.⁵¹ These assessments allow for further personalization of learning pathways through ongoing data collection. The essential design elements are purposefully and inextricably rooted in assessment data to create a comprehensive understanding of each student’s progress and construct an individualized student experience. The following table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

Core Subject & Standards	Baseline Assessments	Formative Assessments	Summative Assessments
Reading CCSS	Fountas & Pinnell (F&P) Benchmark Assessment ⁵³ NWEA MAP ⁵⁴	F&P Benchmark, conferring notes, guided reading group observations, student work	F&P Benchmark NWEA MAP
Phonics CCSS	Lexia Diagnostic ⁵⁵ NWEA MAP	Lexia, conferring notes, guided reading group observations, student work	Lexia NWEA MAP
Writing CCSS	TCRWP Units of Study On-Demand Writing Assessment ⁵⁶	TCRWP Units of Study On-Demand Writing Assessment, conferring notes, strategy group observations, student work across subjects	TCRWP Units of Study On-Demand Writing Assessment

Math CCSS	i-Ready Diagnostic or similar NWEA MAP	i-Ready, conferring notes, guided math group observations, student work	i-Ready NWEA MAP
Science NGSS	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric
Social Studies WA GLE's	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric

Each year, students take diagnostic assessments in reading, phonics, and math during the first two weeks of school. Diagnostic, formative, and summative assessment data are integrated on the IPS LMS to provide an ongoing picture of each student's progress in mastering each subject's standards.

Reading

Reading diagnostics include F&P to identify independent reading level, and NWEA MAP for phonics and other reading skills. Both F&P and NWEA MAP are administered once per trimester. F&P and MAP are also given as a summative assessment to show student growth. IPS selected F&P particularly because it has rigorous text complexity with both literary and informational assessments. Additional formative assessments include daily data from Lexia and informal reading inventories during guided reading.

Writing

Writing is evaluated through on-demand writing assessments designed by the Teachers College Reading and Writing Project at Columbia University. Students complete writing pieces that are rated on vertically-aligned CCSS-based rubrics for each genre. Teachers grade these assessments as a team to ensure consistent scoring. Students repeat on-demand writing pieces at the conclusion of each unit and demonstrate growth through increased rubric scores. Additional formative assessments include teacher/student conference notes, daily student writing pieces, published writing pieces, and writing across content areas.

Math

The NWEA MAP and i-Ready diagnostic assessment (or similar) are given as a baseline and summative assessment; the CCSS-aligned i-Ready data dashboard provides a real-time metric of student growth and mastery of the standards. Additional formative assessments include weekly teacher/student conference notes, anecdotal observations from guided math groups, and student work.

External Assessments

IPS administers state assessments: Smarter Balanced (SBAC) in reading and math for grades 3-5, Measurements of Student Progress (MSP) in science for grade 5, WaKIDS for kindergarten, and the ELPA21

for ELL students.⁵⁷ Results from state assessments provide valuable insight on student mastery of standards and help the school to evaluate the effectiveness of the educational program and adjust as needed.

2. Additional Academic Standards

IPS complements Washington’s rigorous academic standards with the IPS Compass Framework – a social-emotional development framework rooted in Illinois Social/Emotional Standards⁵⁸ and Kansas Social Emotional and Character Development Standards.⁵⁹ These standards provide a framework for incorporating social-emotional learning into the curriculum. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K-3) and late elementary (grades 4-5).

The IPS Compass ensures that students develop the habits required to effectively apply their academic, standards-based skills as equity-driven, innovative leaders in the workplace and in life. A growing body of research in psychology and learning science shows that developing skills like perseverance and self-control enhances both academic performance⁶⁰ and overall well-being.⁶¹ Labor market research states that future jobs will require employees to possess skills like emotional intelligence and persuasion⁶² and that those who possess personal, social, and technical competencies increase their earning potential.⁶³ The IPS Compass will be an essential tool empowering students to fulfill the IPS mission and the State’s learning goals.

3. Grade Promotion

IPS uses a standards-based progress reporting system to advance students to the next grade level. To be eligible to present their portfolio in a Rite of Passage and advance from one cohort to the next, students must earn a mark of “mastered” for 80% or more of the grade-level standards in reading, writing, and math. To graduate from 5th grade, students must also meet individually determined academic goals (as discussed below), set annually with their mentor. (See **Attachment 5** for exit standards.)

Progress Reports

Progress reports include standards on which students are working across CCSS-grade levels. For example, a first-grade student in a K-2 cohort may be working on CCSS standards from grades K, 1 and 2 (or beyond). Retention of standards is monitored through a variety of assessments (described above) and recorded on the IPS LMS. For each standard they have worked during a given trimester (including SEL), students receive a designation of “introduced,” “practicing,” or “mastered” as informed by the assessment results.

Designation	Description
Introduced	<p>The student:</p> <p>Has been introduced to the content or skill during, but does not yet show partial mastery of requisite skills or knowledge.</p>
Practicing	<p>Is practicing this standard in small groups or independently and has begun to show partial mastery of requisite skills and knowledge.</p>

Mastered	Has demonstrated proficiency of the requisite knowledge or skill, and is ready to move on to a related, more rigorous standard.
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If a student's promotion is in doubt based on formative assessments, the school (through the Principal) will issue a promotion-in-doubt letter to the student and parents at or before the conclusion of the second trimester. A meeting will be held with the student, parents, mentor, and other school faculty as necessary. At that meeting, a plan will be created to address the issues raised in the letter. Translation services will be available at all meetings and flexibility in scheduling will permit all to attend.

Formal reporting on student progress happens on a trimester basis through progress reports and at student conferences. Mentors will notify parents when students are struggling to reach proficiency as part of their regular outreach. Since this system of evaluation and promotion is likely new to families, it will be introduced at Family Orientation at the beginning of the year, and teachers and coaches will be available to connect with families at conferences and throughout the year.

Section 6: High School Graduation Requirements

High School Graduation Requirements are not applicable. Impact | Salish Sea Elementary will serve kindergarten through fifth grade students (not high school students) in the applied contract term.

Section 7: School Calendar and Schedule

The majority of each day will be spent in core subjects, divided across instructional blocks. Students will spend 330+ minutes per day immersed in core subjects, with cultural inclusion embedded throughout. The frequency, duration, and minutes of each instructional block (as defined by RCW 28A.150.205) follow.

Instructional Block	Subject(s)	Sessions per week	Minutes per session	Minutes per week
Math & Literacy Studio	Reading, math	5	168	840
Workshop (Project Time)	Science, social studies, reading, math	4	80	320
Writer's Workshop (during Workshop)	Writing	4	45 (of 80 Workshop minutes)	180 (of 320 Workshop minutes)
Mentor Time	Social Emotional Learning, Compass Habits	4	35	140
Enrichment	Science, MakerSpace, Movement	4	50	200
Art Expeditions	Art	1	85	85
DEI Affinity Groups	Diversity, Equity & Inclusion, Social Emotional Learning	1	35	35
				1,620 minutes per week

Efficient transitions, pre-planning, pacing, time-on-task, and clear directions reduce downtime and keep students involved in academic learning to meet ambitious goals. Art Expeditions, MakerSpace, and Movement (**Attachment 6**) are additional courses that build skills for college success and equity-driven, innovative leadership.

1. Annual Academic Schedule

In adherence to RCW 28A.150.220(2), Impact | SSE's annual academic schedule provides a minimum of 180 instructional days and at least 1,000 instructional hours for students in grades K-5.⁶⁴

To support the rigorous daily academic schedule, the annual calendar includes additional structures including Expeditions, Impact Institute, Rites of Passage, and Showcases (explained in **Attachment 6**) --

that allow students to build non-cognitive skills and showcase their unique cultural and linguistic backgrounds.

2. Daily and Weekly Schedule

School doors will open at 7 a.m. for students seeking additional support. Breakfast will be served to students during mentor groups at 7:45 a.m. Literacy and Math Studio begins at 8:52 a.m. with dismissal at 3:30 p.m. Extended hours will be offered until 5:30 p.m., when students have the opportunity to receive targeted intervention, enrichment, or additional Studio time.

The daily academic schedule is built around key design elements, each of which has been selected to address the individual needs of the target population. While the Principal will make adjustments to meet the specific needs of the school, the schedule provided in **Attachment 6** provides an average number of minutes in which Impact | SSE students will engage in instructional components each day and week.

Section 8: School Culture

1. School Culture

The IPS culture is research- and experience-based, rooted in the knowledge that a leading contributor to outstanding academic achievement in school is a focused, positive school culture with high expectations for every student,⁶⁵ “students’ achievement and character are shaped by the culture around them.”⁶⁶

Impact | SSE culture will be driven by the IPS mission: to prepare a diverse student population to impact communities as equity-driven, innovative leaders. IPS’s mission and values are evident in artifacts throughout the school environment, as well as in the routines, words, and actions of faculty and students. Every community member of IPS is expected to be a positive steward of IPS school culture.

The IPS values animate the school mission, inspire actions, exude diversity, equity and inclusion, and inform decision making.

- **Bold Ambitions**
- **Brave Solidarity**
- **Team WA**
- **Everyone Grows**
- **Play Big**
- **Intention**

2. Establishing and Maintaining Culture

To make the mission and values come to life in the daily culture of the school, Impact | SSE will use the following systems and strategies.

Who?	What? How?
Students	<ul style="list-style-type: none">● Home visit: Mentor will make a home visit to each newly-enrolled family the summer before school starts. The family is welcomed to the Impact community in a joyful manner. Students and mentors establish relationships with dialogue that nurtures bonding and introduces the school mission and values.● Impact Institute: New students attend a 4-day orientation before the first day of regular instruction. Institute is led by school leadership, parent volunteers, and eventually students. Lessons focus on mission, values, and expectations, and emphasizes community building.● First two weeks of school: Morning Circle extends Impact Institute.
Families	<ul style="list-style-type: none">● Recruitment events: IPS works to make all parents feel welcomed and inspired as members of the Impact community. Recruiting sessions include current students and families (after year 1) who will tell the story of IPS culture.

	<ul style="list-style-type: none"> ● Home visit: See above. Opportunities for parents to participate at school are introduced at this meeting, including volunteering, attending Showcases and Rites of Passage. ● Impact Institute for families: Parents attend a one-night Institute during which they are immersed in the IPS mission, core values, expectations, and rituals of the school. ● First two weeks of school: Parents are encouraged to attend Circle to participate in IPS culture, expectations, and core values. Parents attend Fall Mentor Dinners. Volunteers assist with attendance, lunch, greeting, etc.
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Ongoing Culture Structures and Routines

Ongoing structures and routines that maintain school culture include the following.

Badge System:
<p>Students earn IPS Badges by completing various cognitive and non-cognitive challenges, or for demonstrating Core Values and Compass Habits. The badge system is based on research that “students must derive some sense of personal reward from specific tasks before they can be expected to generate any significant motivation to carry out the task.”⁶⁷ Students receive badges to be sewn onto their backpacks or stuck on their laptops. Badges are presented at school ceremonies to celebrate community members’ accomplishments. The Badge system will be integrated into the IPS Learning Management System, informing progress reports, transparent to families, and part of each student’s digital portfolio detailing their growth.</p>
Mentor Time - Morning Circle:
<p>Students participate in a daily Morning Circle routine in their mentor group, setting a vibrant, joyful tone for the day. Morning Circle remains a hub for monitoring, reinforcing, celebrating, and discussing culture throughout the year. Students spend time checking on goals, creating daily schedules for Math and Literacy Studio, and having reflective conversations with peers. Mentor Time includes a weekly extended group SEL exercise in which students share and celebrate evidence of social-emotional progress.</p>
Friday Impact Circle:
<p>Every Friday, students participate in Circle, a sacred ritual in the IPS culture rooted in indigenous practice and mental health therapy. Students practice mindfulness protocols, present SEL badgework, participate in Relationship Work, share resonance with one another, celebrate milestones and enshrine school values. Circle will include highly-structured routines for how to celebrate, shout-out, apologize, listen, and show kindness for all community members. This practice is rooted in the Valor</p>

Collegiate SEL model. IPS is a Valor partner organization and worked throughout the 2018-2019 school year to build their elementary curriculum.

Value of the Month:

Each month, Impact | SSE will observe a school-wide value of the month, celebrated through:

- Daily shout outs (public compliments) focused on the value of the month during Mentor Time.
- Weekly shout-outs during Circle.
- Weekly Values in Action moments featured in school newsletter, website, and social media.
- Value of the Month bulletin board inside school entrance.
- Value of the Month monthly read-alouds by Principal in each classroom.

Enculturating Mid-Year Students

Students who enter mid-year will learn IPS culture through immersion in ongoing structures and routines. Although full acclimation will develop over time, new students will:

- Participate in optional Shadow Day pre-enrollment.
- Meet with mentor during home visit within two weeks of enrollment.
- Engage in weekly one-on-one coaching sessions with mentor.
- Set IPS LMS goals aligned with core values.
- Receive mentor call to family at the end of week one to address initial questions and share positive feedback about the student's contributions to the IPS community.
- Check in daily with a buddy in mentor group for the first month.
- Gain support from parents who attend Monthly Mini-Impact Institute to learn mission, values, expectations, and routines.
- Engage with peers to practice skills.

3. Cultural Responsiveness

Creating a school community that is diverse by design extends beyond student composition. IPS intentionally builds structures and routines that build relationships across boundaries and confronts challenges with openness and honesty. Specific routines that maintain an inclusive, responsive school culture include:

- Affinity groups
- Mentor group family dinners
- Student-led conferences in home language (with translation)
- Supports for students behind benchmark for meeting goals

Meeting All Needs

All students, including students receiving special education services, ELL students, and "at-risk" students, benefit from the IPS culture of high expectations, personalized learning, and individualized support.

Teachers know their learners; curriculum is relevant to their lives; and the classroom environment promotes differentiation (see **Section 3 – Program Overview**). Specific strategies that ensure IPS culture effectively serves students with diverse needs include:

- **Mentor group coaching:** Every student has a daily check-in with their mentor during mentor time, and an extended coaching session once per week. Mentors take time to gain a strong knowledge of student’s backgrounds, strengths, and challenges.
- **IPS Learning Management System:** The student, mentor, teachers, and family collaborate to set goals, activities, and support structures that will encourage development of strengths and address challenges. Goals are monitored (with data) by the mentor and family to support continued growth.

4-5. Typical School Day: Student and Teacher

Time of Day	Student Activity: Serenity, Kindergarten Scholar	Teacher Activity: Ms. Garcia, Kindergarten Lead Teacher
Before school	Arrive at school; greeted by school admin with a smile, a hug/handshake and encouragement for a great day. Greeted at classroom door by teacher with another warm welcome. ⁶⁸	Faculty huddle led by admin to focus on collective mission, name commitments, and get excited to lead a day of rigorous learning.
Breakfast	Eats breakfast and completed leveled morning work. Teacher checks in on reading goal with scholar.	Lead Teacher ensures scholars have a peaceful start and checks in with students on goals or provides extra support.
Mentor Time	Participates in Circle protocol with mentor group. Serenity shares a piece of badge work. Other scholars stand in the circle with her and resonate with the work she shared. The circle ends in appreciations and Serenity appreciates a scholar for helping her understand yesterday’s math game. They hug and Circle ends in a whole group closing.	Teacher facilitates Circle protocol, ensuring that every scholar shares how they are doing. She met with students sharing badge work earlier in the week. The teacher facilitates each step of circle and group closing.
Literacy Studio <i>(Each student has a</i>	Serenity participates in whole class alphabet song, sound work and lesson. She works with a teacher in a small group to practice skills that were identified as growth areas from the previous assessment.	Leads whole class and small group instruction based on student data from most recent phonics assessment and conducts informal observations.

<p><i>personalized schedule based on data and preferences. Serenity's experience represents one example.)</i></p>	<p>Serenity transitions to guided reading to read at her instructional level in a small group. She refers to reading goal and practices applying it to the book. She switches groups and works independently on Lexia, an adaptive reading software that targets skills in key areas.</p> <p>Serenity and her class rejoin Ms. Garcia and participate in a read aloud, practicing comprehension with a class discussion of the book's main idea.</p>	<p>Teaches two guided reading small groups, collecting observational data. She ensures students working independently are prepared to use Lexia. She reviews individual reading goals with students at the start of her first group.</p> <p>Observational data helps inform instruction for following day. It is used to provide targeted instruction and informs individual goal setting.</p> <p>Leads whole class read aloud modeling expression, a love of reading, and comprehension skills. Facilitates a student-led conversation around the main idea of the book.⁷¹</p>
<p>Recess</p>	<p>Serenity plays soccer at recess and wins the line leader crown on the way inside.</p>	<p>Prepares for math instruction.</p>
<p>Snack and Calm</p>	<p>Serenity eats snack shared with the class and practices finding her "True North" in preparation for math.</p>	<p>Ensures every scholar has a snack and facilitates a breathing exercise to refocus students for math instruction.</p>
<p>Math Workshop</p>	<p>Serenity participates in the whole class lesson and leads her group in the dice game as they work to practice number bonds. She supports a peer next to her struggling with this concept.</p> <p>During problem solving, Serenity chooses to act out the problem of the day to share her understanding of the problem. She works with manipulatives to solve and records her thought process. During discourse, she hears a</p>	<p>Teaches Kindergarten mini-lesson on number bonds and ensures scholars are set up to practice using manipulatives.⁷⁰</p> <p>Facilitates student understanding of the word problem during problem solving and checks in with students</p>

	<p>classmate share a new strategy that she looks forward to trying the next day.</p> <p>Serenity works on ST Math, an adaptive math software program that builds her conceptual understanding of math.</p>	<p>during work time, asking probing questions. Ms. Garcia strategically selects three students to share during discourse. She records each scholar's thinking and problem-solving strategies, facilitating a whole class discussion of each approach.</p> <p>Works with a small group who did not demonstrate proficiency on the previous day's exit ticket to address misconceptions.</p>
Lunch	<p>Enjoys lunch and conversation with peers at her table. Sweeps her area as a "lead cleaner" of the week.</p>	<p>Ensures all scholars are provided with lunch, then shares conversation questions for students to discuss with peers in their "restaurant voice."</p>
Recess	<p>Serenity chooses to free play with friends at recess.</p>	<p>Takes her lunch with grade level Lead Teachers to discuss upcoming Big Heart Day celebration.</p>
Enrichment	<p>Attends mini-lesson on the life cycle of a plant where the teacher uses a GLAD pictorial input chart.⁷⁴</p> <p>Completes small group investigation to name and describe the parts of a plant observing live plant specimens.⁷³</p>	<p>Planning period: Reviews student work from writer's workshop to plan conferring teaching points.⁷²</p> <p>Creates lesson plans for upcoming guided reading lessons.</p>
Workshop	<p>Participates in whole class read aloud, exploring student lunches around the world.</p> <p>Pairs with another scholar to critique writing products describing the process of milk from grass to glass.⁶⁹</p>	<p>Facilitates class discussion of how farm to table results in different lunch experiences for students around the world.</p> <p>Confers with individual students, providing feedback on written products as students prepare to revise and publish their work.</p>

Closing	Serenity shares her favorite learning from the day in her closing circle. She prepares her homework and says goodbye to friends.	Facilitates closing circle to celebrate the highlights of the student learnings from the day and gather as a classroom community before the end of the day.
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Section 9: Supplemental Programming

1. Summer School

Impact | Salish Sea Elementary does not have immediate plans to operate a summer school. Should parent demand or student need necessitate a summer school in future years, it will be designed primarily to support Level 3 students (see **Section 4 - Curriculum and Instructional Design**). The Principal, with support from the CEO, would assume responsibility for program design, including attendance criteria, schedule, staffing, mission alignment and educational program.

To extend learning over summer, IPS mentors work with all families to create a well-defined summer learning plan for each child. Learning plans include placement in partner organization summer programs, independent reading plans, and continued access to the IPS LMS and adaptive learning programs. Because research indicates that communication during summer can be effective in sustaining relationships into subsequent school years,⁷⁵ all mentors establish regular communication with families during summer. Further, IPS works to ensure each student has a library card and partners with the public library to participate in the annual summer reading program.

2. Extra or Co-Curricular Activities

All students participate in Art Expeditions, the IPS co-curricular program. Art Expeditions are weekly extended experiences in the arts. Expeditions occur from 12:55-2:25 p.m. on Wednesdays for 6-8 weeks and are focused on a broad definition of the arts, including performing arts, martial arts, digital media arts, visual arts, etc.

During Expeditions, students participate in a range of authentic, real-world experiences that permit students to explore interests, investigate careers, and gain essential knowledge and life skills. Expeditions reinforce content learning and provide opportunities for students to apply Deeper Learning Skills and Compass Habits.

Student learning during Expeditions will be assessed using publishable work or publicly presented performances, requiring students to demonstrate their content knowledge, Deeper Learning Skills, and Compass Habits to earn Compass Badges.

Expeditions are designed in collaboration with IPS faculty and Community partners (grades 3-5). Community partners are on contract to lead student activities during Expeditions, allowing teachers to participate in additional professional development. Expeditions are funded from Impact | SSE's operating budget. All students participate in Expeditions, and both students and families provide input on Expedition choices, and feedback upon completion.

3. Student Mental, Emotional, and Social Development and Health

Students' mental, emotional, social development, and health needs will be met through Mentor Time, one-one-one mentor check-ins, and integrated implementation of the Compass Habits which includes explicit emphasis on social-emotional learning, as well as diversity, equity, and inclusion (funded from the operating budget). Students are also supported by on-site counseling support through an external partner. Mentors support students directly, individually and in groups, and also support teachers in

developing and implementing strategies to support social-emotional development in the classroom.

In addition, IPS cultivates relationships within the True Measure Collaborative and other community-based organizations who can support students and their families with a variety of services: dental care, health care, mental health services, family counseling, vision, nutrition, and tutoring.

4. Other Student Programming

Before- and after-school extended time (Power Hour) is available to students who want to develop skills through the IPS LMS or receive one-on-one coaching from teachers. Additional Level 3 academic interventions also occur during Power Hour. This extended time will be 40 minutes before school and up to two hours after school. Times were selected to accommodate a diverse set of family needs. Power Hours are staffed by a rotating schedule of teachers.

5. Supplemental Programming Parent Outreach

Impact | SSE is committed to ensuring that all students and families understand and take advantage of the opportunities available to them -- especially students who need them most -- and will use available and appropriate means to inform families of upcoming opportunities in a culturally responsive manner. These may include newsletters, phone calls, text messages, emails, flyers, direct communication from the mentor to the family, and translated messages. The school will review response and participation rates and adjust strategies accordingly.

Further, families are informed of Expeditions and Power Hour through recruitment events, Impact Institute, family meetings, promotional material about Impact, and the school calendar.

Section 10: Special Populations and "At-Risk" Students

1. Special Populations Plan

Impact | SSE ensures equitable academic and nonacademic outcomes for all students. The school's model is designed with the agility and degree of personalization required to meet the academic and behavioral needs of all students, including (but not limited to): ELL students, students with IEPs or Section 504 plans, highly capable students, and students at risk of academic failure. We provide a Free and Appropriate Public Education (FAPE) in compliance with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, The Revised Code of Washington and The Washington Administrative Code.

The inclusion model is the preferred method of educating all IPS students. Students with special needs are integrated into the general education classroom to every extent possible, following the principle of least restrictive environment. Push-in services are provided in the general education classes by collaborating professional agencies and credentialed individuals, including occupational and speech therapy, among others. As such, services are provided in a manner that allows identified students equal access to the general curriculum and IPS instructional strategies. In the cases in which a student's IEP requires pull-out services, services are provided in compliance with the student's IEP. IPS will also partner with the True Measure Collaborative and the Seneca Family of Agencies – a leading innovator in the field of community-based and family-based service options – to gain a deep understanding of the expected student population's unique needs as the school's program is tailored to meet those needs.

Effective implementation of the following elements supports an inclusive learning environment.

Element	How meets/adjusted
Personalized Daily Learning Plan	Guides pacing
Mentor time	Supports individual programming
Scope and Sequence	Avoids gaps and repetition through grade levels; prevents shortfalls from recurring
Daily schedule	Permits extra time for remediation or acceleration; includes meeting time to keep faculty accountable and ensure interventions are implemented with fidelity
Staffing	Maintains ongoing awareness of students' individual needs
Co-teaching	Emphasizes collaboration and communication, as well as lower student to teacher ratios
Culturally responsive approach	Believes all students have potential to be successful when provided with high-quality programs, services

	and supports
Differentiation	Accommodates a variety of needs; engages all students with wide range of learning styles; drives continuous improvement
RTI	Varies instructional delivery
Evidence based instructional strategies	Addresses all needs when embedded in daily practice
Project based learning	Engages active learning and accountability for individual results
Data driven decision making (Ongoing informal and formal assessments)	Monitors progress; drives goal-setting; taps students' strengths and weaknesses
Targeted Supports and Interventions	Makes learning accessible to all students
Adaptive Learning Software	Supports individualized remediation or acceleration/pacing
Flexible grouping	Increases opportunity to match students' needs
Faculty development	Supports teachers in using data to adjust instruction in timely manner

Furthermore, at IPS, the Response to Intervention (RtI) approach – a preventive framework aimed at improving outcomes for all students – is used to identify "at-risk" students, monitor student progress, and/or provide evidence-based interventions to address special factors impacting students' access to high educational outcomes.

RtI addresses the academic, social, emotional, and behavioral development of all students. It ensures that practices are aligned on class and school levels. Universal screenings provide data necessary to identify students who need specific support. Screenings include ELPA21 for ELL students, STEP and Fountas & Pinnell reading assessments, Units of Study writing on-demand assessments, and NWEA MAP. The robust IPS assessment system ensures that all struggling students are identified early, so that appropriate steps are taken and supports provided. For specific interventions at each RtI level, see the following table.

IPS Leveled Service Model Overview

Student Experience	Faculty Expectations	Resources
Level 1 - Students are prepared through basic general education program (~50% of students)		

<ul style="list-style-type: none"> ✓ Daily classroom experience ✓ Regular Mentor Time participation ✓ Daily goal-setting ✓ 1:1 check-in with Mentor at least once per week ✓ Daily online math practice ✓ Daily online reading practice ✓ Small group reading instruction 2-5 times per week ✓ Small group math instruction 4-5 times per week ✓ 1:1 writing conference at least once per week 	<ul style="list-style-type: none"> ✓ CCSS-aligned instruction ✓ Student centered pedagogy ✓ Vertically planned interdisciplinary curriculum for skill development (includes spiraling) ✓ Differentiated instruction ✓ High student engagement ✓ Longer assignments are chunked with frequent checks ✓ 100% extended time for all on assessments ✓ No assigned work during vacation ✓ Assessments using multiple modes of mastery ✓ Common behavior expectations with consistent follow-through ✓ Clear expectations for goal setting and accountability in adhering to student-created plans during Core Skills 	<ul style="list-style-type: none"> ✓ 30+ days for professional development, collaborative planning and preparation ✓ Common planning time ✓ 1-hour grade level team meetings weekly ✓ Uninterrupted teaching time ✓ Peer coaching ✓ Induction mentors ✓ Existing/developed curriculum for each course ✓ Personalized professional development ✓ Decision-making authority in school policy and procedure ✓ Culture of growth
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Level 2 - Students are prepared through Level 1 program, plus additional general education supports.

<ul style="list-style-type: none"> ✓ Power Hour ✓ More frequent small group instruction across week ✓ Additional mentor support in planning daily schedule 	<ul style="list-style-type: none"> ✓ Availability during Power Hour ✓ Consistent expectations for work completion ✓ Provide additional support and accountability for students in planning and 	<ul style="list-style-type: none"> ✓ Clear system for monitoring work completion ✓ Culture of revision and redemption
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<ul style="list-style-type: none"> ✓ Additional check-ins during Core Skills to self-assess whether on track to complete schedule and meet goals 	<p>executing daily schedules</p>	
<p>Level 3 - Students are prepared through Level 1 and 2, plus additional general education supports.</p>		
<ul style="list-style-type: none"> ✓ Additional small group participation within school day ✓ Weekly Remediation Expedition ✓ Additional mentor support ✓ Buddy check-ins during Core Skills and Project Time 	<ul style="list-style-type: none"> ✓ Plan and deliver highly differentiated “double dose” small group in reading and math ✓ Provide additional mentor support in planning daily schedule ✓ Mentor email and phone contact with home as needed 	<ul style="list-style-type: none"> ✓ Additional mentor support in planning daily schedule ✓ Scheduled, coordinated time with scholars needing additional support
<p>Level 4 - Students are prepared through Level 1, 2 and 3, plus additional general education supports.</p>		
<ul style="list-style-type: none"> ✓ 504 or IEP plan with accommodations ✓ Extensive mentor support ✓ Grade level interventions/plans 	<ul style="list-style-type: none"> ✓ Personalized home-school communication plan in place (weekly+ contact between mentor and family via communication method of family’s choosing) 	<ul style="list-style-type: none"> ✓ Intervention documentation template ✓ 504 plan template and policy ✓ 10-15% of administrator’s time
<p>Level 5 - Students are prepared through all general education supports, plus special education.</p>		
<ul style="list-style-type: none"> ✓ IEP with services ✓ Special Educator support ✓ Speech and language therapy ✓ Occupational therapy ✓ Audiological services ✓ School-based mental health services ✓ Modifications to program/curricu 	<ul style="list-style-type: none"> ✓ Collaborate in creation of IEP ✓ Provide input and evidence of student’s present levels of performance Attend IEP meetings as needed ✓ Implement modifications 	<ul style="list-style-type: none"> ✓ 1 FT Certified Special Education Teacher ✓ 10-15% of administrator’s time ✓ Contracted therapists, school psychologist

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2. Expected Special Populations

Given the target location and community outreach strategy, Impact | SSE anticipates serving an equal or higher proportion of special populations than the surrounding districts (see the following table). Given the low proficiency levels in the targeted area, IPS anticipates that a majority of students: will enroll with low levels of literacy or lack a solid foundation in math; may attend class regularly (and appear to be exerting effort) but consistently demonstrate poor performance; may be overwhelmed by a task and require chunking to meet an assignment. Also, students who enroll may be: those whose performance is inconsistent; those with difficulty focusing or following oral instructions the first time given; have the tendency to disengage from learning and may have trouble organizing him/herself; and, those who have life circumstances impeding progress, or need intervention to perform at grade level.

	FRL %	SPED %	ELL %
Impact SSE	65%+	12%+	12%+ ⁷⁶
Seattle Public Schools	31.8%	15.1%	12.5%
Renton School District	48.2%	14.8%	18%
State	42.4%	14.1%	11.5%

Data sourced through the OSPI Report Card for the 2017-2018 school year.

3. Special Education

Impact | SSE will provide special education services in compliance with local, state, and federal laws/regulations. The following section provides a detailed, comprehensive plan to serve students with special needs.

Section 504 of the Rehabilitation Act

IPS students, including those who have an objectively-identified disability (physical or mental impairment) that substantially limits a major life activity are provided a FAPE, regardless of the nature or severity of the disability. IPS also protects students from disability discrimination in public schools. All students have educational opportunities and benefits equal to those provided to students without disabilities.

The Principal-assembled 504 team, which may include the parent/guardian (all of whom are notified before any action is taken), the student, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations, will conduct an individually-designed evaluation to determine disability under 504. If eligible, a 504 Plan is developed,

specifying what services the student needs to participate in, and benefit from, the school's program. 504 Plans are reviewed annually and eligible students receiving 504 accommodations are periodically re-evaluated.

Students with Disabilities

Identification and Supports

Upon opening, Impact | SSE anticipates enrolling students with existing IEPs. The Principal will review the newly-enrolled student's record from the previous school to determine whether the student has previously been evaluated or classified as a student with special needs. For students who enroll from another school with a current IEP, a transitional IEP meeting will be conducted within 30 days. Prior to such meeting to develop an agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed to between IPS and the parent.

IPS will also enroll students with unidentified special needs, including kindergarten students who have not yet been identified. Accordingly, IPS will comply with Child-Find procedures.

For enrolled students, Impact | SSE may refer any student for an IEP assessment during the RTI process (see SST below). A copy of that referral, along with the procedural safeguards notice described in WAC 392-172A-03000, will be sent to the student's parents. The Special Education teacher in the child's house will convene a meeting with the student's parents to discuss the option of psychoeducational testing to determine the child's eligibility, and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, a meeting will be reconvened with the Student Success Team (SST, described below). A decision is then made as to the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decisions about eligibility are made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team, including members outlined in WAC 392-172A-03095, will meet to develop an IEP that is implemented within 30 days.

Parents may place a written request for a special education assessment at any time. IPS has 25 days from the date that a written request is submitted to determine whether to evaluate the student. If the student is to be assessed, then the appropriate consents will be obtained from the parent and the process proceeds (in adherence to the timelines) as described above.

Student Success Team (SST)

The SST includes a diverse group of school representatives that, as an integrated part of each Grade Level Team (GLT), meet on a weekly basis to identify and/or discuss students of concern related to academic and vocational challenges based on individual student performance on daily and weekly assessments, as well as qualitative observation. When standard common-practice interventions do not address a student's needs, the GLT invites parents (or upon parent request), the student, a school leader, and/or a Special Education teacher to their weekly meeting to develop more intense interventions. If students do not respond to those interventions, another more formal SST meeting is called to implement the most intense interventions of the general education program. In such instances, the GLT will communicate with the

parents to understand their concerns and plan interventions as necessary. If a student does not respond to Level 3 interventions, a referral is made to assess for special education to gather more information about the student's learning needs. Level 4 or 5 interventions would be considered at that point, and may include services from external contracted professionals, such as psychologists, counselors, or therapists.

Programs, Strategies and Supports

IPS will meet the specific learning needs of students with mild, moderate, and severe disabilities following the principle of the least restrictive learning environment. As such, services to students with disabilities will be provided in a manner that allows identified students equal access to the general curriculum and instructional strategies. Inclusion is a priority and the preferred method of educating all IPS students. Therefore, students with special needs will be integrated into the general education classroom to every extent possible. In some cases, a student's IEP will require pull-out services. IPS will provide those services in compliance with the student's IEP.

Monitoring and Evaluation

The process to monitor students with disabilities will involve formal and informal assessments measured against the goals identified in the student's IEPs. Further, all students with disabilities will participate in appropriate state assessments determined by their IEP.

Further, for each student receiving special education services, the IEP team will meet annually, in adherence to IDEA and WAC 392-172A-03110, to: determine the effectiveness of services provided; determine whether the annual goals for the student are being achieved; and to revise the IEP, as appropriate, to address any lack of expected progress toward annual goals and in the general education curriculum. Progress on IEP goals will be reported concurrently with the general education progress reporting schedule.

Exiting Services

When progress monitoring data show the student's assessed skills are at the same level in one or more areas with peers on grade level or shows the student has learned the skill that was directly taught within the intensive special education intervention and s/he is now able to access core instruction without the most intensive intervention and the student no longer requires the services/intervention provided to be successful, the student can successfully be exited. However, progress monitoring continues with a less intense intervention for a period of time or continue to monitor progress after exited from an IEP to determine if the student requires a lower level intervention to be successful. The team monitors progress in a less intense intervention for a period of time to determine if reevaluation should be completed. A re-evaluation is completed prior to exiting a student from special education services, in entirety or intensity.

Overidentification and Misidentification

To avoid misidentification, a single test or procedure will not be the sole factor in determining that a student is eligible for special education services. IPS will also re-assess all students who enroll at the school who have identified special needs with the goal of determining accuracy of identification, correcting

misidentification and ensuring proper support. Over-identification will be avoided through: improved teacher preparation; early interventions; culturally responsive approach and assessment; and, varied instruction.

Staffing

All special education services at Impact | SSE will be delivered by individuals or agencies qualified to provide special education services as required by law. Impact | SSE is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists, as well as itinerant staff necessary to provide special education services, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Special Education Teachers at Impact | SSE are the initial providers of services and support to students with special needs, and Impact | SSE contracts with other professionals, such as school psychologists, youth counselors, speech pathologists (among others) to provide those services to students as they are needed. The precise makeup of this team is reevaluated on an annual basis based on the anticipated student population. Impact | SSE's initial plan is to hire one dually-certified teacher for each grade level, and one schoolwide certified Special Education teacher.

4. English Language Learner (ELL) Students

Impact | SSE will meet all applicable legal requirements for ELL students as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all those described by WAC 392-160. Impact | SSE will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents.

Identification

An initial screening assessment will be given to all kindergarten students. For all other new students, the school will utilize any documentation provided at the time of enrollment to plan necessary interventions and support. If a student enrolls at the school without records or prior assessment information, school support faculty will collect, administer, and review the Home Language Survey during the enrollment process. All students who indicate that their home language is other than English will take the English Language Proficiency Assessment for the 21st Century (ELPA21) placement screener within 10 days of initial enrollment to assess their English proficiency and determine initial student eligibility for English language development. They will take the test each year thereafter to reassess their need for ELL services. Impact | SSE will notify all parents of responsibility for administering the test and reporting the results within 10 days from receipt.

For students who enter Impact | SSE with ELPA21 scores of Level 3 or above, Impact's general education program provides the necessary supports to accelerate their learning. Impact | SSE's emphasis on differentiated literacy development for all students is ideal for motivated ELL students. Students who enter with ELPA21 scores of Level 1 (Emerging) or 2 (Progressing) will receive scheduled small group

support by a credentialed English language acquisition instructor during Studio or other appropriate instructional times of day.

Over-identification of ELL students is avoided by providing culturally and linguistically sensitive assessment and instructional methods. Students are not classified solely on the basis of limited English proficiency. Overrepresentation is avoided as teams meet on a regular basis to identify patterns and to proactively address them prior to consideration for placement in special education. IPS provides targeted and embedded professional development (PD) for teachers regarding RtI – specifically, research-based interventions, assessments, progress monitoring, and instructional support teams. PD also provides teachers with time to attain an understanding about different cultures and the way children learn. Prevention and early identification and intervention are designed to improve achievement and behavioral outcomes. With data-based decision making in all levels, IPS ensures effective and efficient use of resources.

Parent Communication and Input

Parents will be provided information regarding the procedures for reclassification when they are provided with the ELPA21 scores of their children. Impact | SSE will actively seek parent input regarding their opinion on the supports in place for their EL-designated students through surveys, EL-specific focus groups, individual parent meetings, and large group meetings.

Key Strategies

As outlined above, the Impact academic model ensures that all students – including students who are considered ELL – receive an education that is tailored to their individual needs. Structures already in place throughout the IPS model that will especially support ELL students include:

- Self-paced content
- Skill-based projects
- Cooperative learning activities
- Oral presentations
- Mentoring
- Inclusion of language objectives and scaffolds in daily lessons
- Use of Guided Language Acquisition Design (GLAD) strategies in daily classroom instruction
- Faculty discussions of student progress.

When it is determined that students need additional supports, individual intervention plans are developed and monitored. Those plans include may include:

- Pull-out instruction from an appropriately credentialed faculty member;
- Primary language support from bilingual faculty, as needed, in order to ensure academic content comprehension;
- Additional support after school during Power Hour and/or during student Expeditions

- Adaptive reading supports.

Monitoring and Evaluation

ELL students will be tested on a diagnostic basis using the ELPA21. Because this assessment does not provide granular data on students' literacy gaps, IPS also relies on internal literacy assessments and nationally-normed exams to provide a clearer picture of ELL students' language development needs. A Level 6 composite score is the minimum exit criteria. Students who have exited English as a Second Language (ESL) receive careful monitoring and support.

Exiting

Students who have been identified as ELL students are assessed annually using the ELPA21 or WIDA Alternate Access (dependent on student) to determine improvement in English proficiency, as per OSPI guidelines. Students who score above the established cut-off point are deemed not an ELL student, but are continually monitored for ongoing progress.

Staffing

IPS will employ a teacher who is also certified in ELL to monitor ELL achievement, assessments, and provide family support, as needed. This faculty member (full- or part-time status, depending on need) will speak Spanish and English and will have demonstrated success in providing instruction in a Structured English Immersion (SEI) classroom. Ideally, this faculty member will hold dual certification in both special education and teaching English as a second language. In addition, all teachers will receive extensive PD to provide support to ELL students and their families.

5. Homeless Students and Students in Foster Care

Identification

All families will complete enrollment paperwork that includes a foster care question and housing screener. Upon identification through the enrollment process, the School Manager will contact the family and inform them of potential McKinney-Vento rights, as well as school-specific supports they may be eligible for. The School Manager will collect a reasonable amount of information (i.e. uniform order form) to provide additional supports within 30 school days and will follow all McKinney-Vento protocols when applicable. If parents/guardians do not self-report homelessness or foster care status, mentors can use annual home visits and weekly check-ins as touchpoints to record if the family indicates potential housing changes or instability. Mentors will be able to collect information from the family and report to the School Manager, who can follow up with the supports listed previously.

Programs

Based on each support available, the LEA has determined reasonable parameters to ensure that as many barriers as possible are removed (i.e. providing uniform assistance, connection to wraparound services, providing transportation) to minimize potential impact on student achievement. Homeless students and students in foster care are eligible for LAP and Title I funded programs to support educational needs. All students, regardless of housing or foster status, will have the same access to programming, with additional supports provided as needed.

6. "At-Risk" Students

Please note that IPS uses the term "at-risk" in the narrative sections of this application for the purposes of aligning with the language used in the current law and the new school application guide. IPS prefers language that highlights student strengths and more accurately describes student needs. "At-risk" is used throughout the application to refer to students who have an "academic or economic disadvantage that requires special services to ensure success in educational programs" (i.e. students with diverse needs, students from economically disadvantaged backgrounds, etc.) as per the description provided in the New Charter School Application Guide. IPS expresses sensitive understanding that "at-risk" terminology does not best encapsulate the inclusivity valued by the school model.

Identification

Impact | SSE's robust collection and analysis of a comprehensive set of data (described above), including longitudinal data that identifies trends and patterns over time, will allow IPS to identify struggling or "at-risk" students quickly and accurately, such that teachers can develop effective responses that will be determined, delivered, and monitored with equal speed and accuracy.

Programs

Educational research and best practices in pedagogy indicate that "at-risk" students benefit from learning experiences that are relevant to their lives. These students are best served by differentiated school practices, such as multiple modes and measures of student progress, clear and high expectations, and a highly supportive learning environment.⁷⁷ Research also shows that such students benefit from placement in heterogeneous classrooms and schools that better reflect the community at large. IPS integrates these research-based practices into each student's daily academic experience. Teachers also have the information they need to accurately and quickly identify struggling students and provide them with the supports they need. As with all students, "at-risk" students will be integrated into all programmatic elements (see table, page one) designed to meet diverse needs.

On an ongoing basis, the student, his/her parent or guardian, and his/her mentor determine what additional supports are needed and should be accessed through the IPS LMS. These supports might include daily tutoring by peers or adults, attending Power Hour held by teachers, and additional one-on-one and small group sessions with teachers during Expeditions. Each student's progress is regularly monitored by his/her mentor.

Impact | SSE recognizes that some of the most "at-risk" students experience challenges in multiple domains, including behavioral and social-emotional challenges. Mentors use the Habits of Leadership Framework to assess and guide students' behavioral, social, and emotional growth. Structures such as Mentor Time and Affinity Groups provide opportunities for students to discuss personal issues with their peers and with trusted adults.

Impact | SSE also uses Behavior Intervention Plans, usually created and implemented through the SST process, for students with more severe behavioral concerns. A student's SST, including his or her parent(s),

will meet regularly to discuss behavior issues and create a plan to address them, so that the student can learn alternative behaviors. Generally, the team will try to identify the function of a behavior, and replace it with a more appropriate, culturally responsive functional behavior. For example, a student may call out in class to gain the teacher's attention when they are overwhelmed and need a break, and a functional replacement may be to provide the student with a card to hold up when s/he is feeling overwhelmed. In severe cases, as identified through the SST process, Impact | SSE will contract with external mental health service professionals to provide individual or group counseling and other services.

Staffing

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide differentiated instruction, and evaluate progress for all students, including "at-risk" students.

7. Highly-Capable Students (HICAP)

Identification

Impact | SSE defines highly-capable students as those who have been assessed to have superior intellectual ability as demonstrated by one-or-more of the multiple criteria in WAC 392-170-040. IPS will use assessments that are language neutral (CogAT, or similar) and performance data, as well as teacher observation, rubrics, and work samples to identify gifted students and those students who need accelerated learning opportunities.

Programs

Teachers differentiate projects for highly-capable students by facilitating deeper exploration of the topic or helping them create a product of publishable quality. The Deeper Learning Rubric and IPS Compass include descriptors for skills developed all the way through the middle school level. This allows all student work to be assessed beyond the school and State requirements and allows all students to continuously pursue challenging academic material. The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Lessons will be created to challenge these students to engage with the content on a deeper level and use their critical thinking and problem-solving skills to access the learning goal from multiple angles and perspectives.

IPS programs, practices, and strategies for meeting the educational needs of highly capable students include:

- Personalized daily learning plans via the IPS LMS, including accelerated pacing.⁷⁸
- Small group instruction based on student needs, including above grade level.⁷⁹
- Daily project work (particularly effective for HICAP students because content can be conceptual, pace is self-directed, and work can be collaborative).
- Mentor Time and consultation with families regarding supplemental programming.
- Use of adaptive learning software that meets academic needs of

individual students, including skills above grade level.

Monitoring and Evaluation

The progress of intellectually gifted students will be monitored and evaluated through the IPS LMS tool.

Staffing

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide challenging curriculum and instruction, and evaluate progress for all students, including highly capable ones.

Section 11: Student Recruitment and Enrollment

1. Recruitment and Marketing Plan

Purposeful community engagement and recruitment efforts have been and will be made to ensure full enrollment on opening day with a heterogeneous student body (see **Sections 1 and 11**). Recruitment is tailored to the needs of the community. IPS will enroll a diverse student population in terms of race, ethnicity, national origin, gender, socioeconomic status, language preference, special education requirements, sexual orientation, or level of preparation. Recruitment materials include statement of the mission, a description of the proposed program, and an explicit reference to IPS' commitment to serve all students in a culturally inclusive environment. Materials and recruiters will be provided in language(s) predominant in the community and actively dispersed throughout the community. Recruitment strategies, led by Community Outreach Ambassadors, Principal, and CEO, include:

- **Family room events:** Informational events in living rooms of families who encourage friends to gather and learn about IPS.
- **Community events:** Information Nights at various locations – faith-based organizations, schools, libraries, and community centers. Sessions held at different times of the day and week to accommodate parents' schedules. Provision of childcare, dinner, and other supports ease the burden on at-risk families.
- **Door-to-door canvassing and home visits:** Sharing information with families at their house while building interest and cultivating relationships. Home visits alleviate access for families who are not active and demonstrate a commitment to personalized care for every Impact | SSE student and family.
- **Activities:** Including neighborhood BBQs to attract at-risk students and build camaraderie.
- **Targeted Marketing**
 - Direct Mail to target addresses, inclusive of those without computers.
 - Event listings and media releases in local newspapers; public service announcements; air and radio space on local channels.
 - Email – As of the submission of this charter application, 4,300 supporters have been placed on the IPS email list.
 - Flyers and Lawn Signs distributed/posted throughout the community.
 - Website, Facebook and other social media to provide information and to post ongoing updates.
- **Adaptive marketing:** As applications begin to be processed in the Fall of 2019, results of a weekly demographic analysis (by ethnicity and ZIP code) will inform modifications to marketing strategies to increase diversity.

Additionally, to demonstrate the value of cultural inclusivity, the IPS faculty does and will demonstrate diversity in race, gender, and socio-economic status. IPS has, and continues to develop, strong partnerships with local community organizations, mental health service providers and youth organizations, including (but not limited to) the Atlantic Street Center, Somali Community Services, Ethiopian Community Center, Seneca Center, and Southeast Seattle Youth and Family Services to deepen

the understanding of the community and provide information for, and to, diverse student populations.

Finally, to recruit a diverse cohort of students, the IPS team and Board will strengthen community relationships, attending community events and performances to share the IPS mission, and purposefully reach out to organizations that serve families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

2. Enrollment Policy

The Enrollment Policy (***Attachment 7***) details the specifics of the enrollment plans for the first class of students, including timeline and processes that will allow for broad-based recruiting and an application process that conveys a commitment to serving all students. IPS will comply with all Washington requirements regarding legal, fair, and equitable treatment of all families interested in applying to IPS. Each year, IPS will review its racial and ethnic balance and its policies to determine which are the most effective in enrolling and retaining a diverse student population.

Section 12: Student Discipline Policy and Plan

1. Discipline Policy

The purpose of the IPS discipline policy is to nurture students' social-emotional development in a culturally responsive school climate conducive to teaching and learning. Compliant with all State laws and Commission policies, the discipline policy (**Attachment 8**) is based on a combination of research theory, experience, and best practices with three key elements.

Social-Emotional Foundation

In an intentional effort to address disproportionate discipline rates based on race, ethnicity, gender, etc., IPS builds a strong social emotional foundation across the school community to ensure a proactive, positive culture. Strong social-emotional skills are associated with readiness for, and commitment to, learning; self-regulation; and collaborative problem solving across lines of difference.⁸⁰ Long-term Social-Emotional Learning (SEL) outcomes include stronger academic performance, increased graduation rates, strong sense of purpose, reduction in criminal behaviors, reduction in risky health behaviors, and strong earning potential.⁸¹ As a result, IPS emphasizes a fully integrated implementation of SEL for all students. Highlights of the SEL program include:

- Weekly SEL lessons in mentor groups
- Daily SEL goal-setting supporting individual student SEL growth
- SEL progress monitoring on LMS
- Badges that celebrate student SEL growth and reinforce strong school culture
- Discipline that support positive SEL and character development
- Cooperative learning that fosters sense of belonging
- Climate of inclusion
- Respect for diversity

Positive Behavior Interventions and Support (PBIS)

Aligning to a school-wide commitment to provide a culturally responsive setting for all students, as well as a personalized learning approach, IPS adopted school-wide PBIS, supporting all students through leveled interventions. School-wide PBIS, based on implementation in more than 7,000 schools, evolved from valid research in the field of special education and has shown positive school climate outcomes in urban, rural, and suburban settings.⁸² See the full IPS PBIS framework in **Attachment 8**.

IPS expectations are built to keep everyone physically and emotionally safe and provide an environment where they can do their best learning. We insist on high expectations to meet those goals. IPS believes that all students are capable of meeting expectations. Positive incentives are built into the model at the school and classroom level to establish positive, consistent school culture that aligns with our core values. The ultimate goal is to teach and promote intrinsic motivation for students. Building-wide PBIS incentives are based on common goals, including attendance, academic and core value metrics. School-wide celebrations of positive culture are found during Community Meetings and awards ceremonies. Classroom-specific incentives are based on exhibition of core values, meeting high expectations as a community and specific goals based on student need. Classroom incentives are celebrated in mentor groups and classrooms. Individual incentive systems are developed to support students who may need

explicit instruction and support in particular SEL or behavioral areas.

The school-wide PBIS system is upheld by all members of the community, including students, parents, faculty and other stakeholders. As members of the IPS community, students make the following student-friendly “commitments.” Classrooms are rooted in these commitments and shared community-wide expectations, but teachers are given the creative freedom to implement the operational aspects of a PBIS system in their classroom as they see fit. This can look like a system built on table points, marble jars or scholar stars. A tangible reward system based on the Impact Commitments makes these “soft skills” understandable to young scholars.

Impact Commitments	
Be Safe	I commit to keeping myself and others safe
Be Inclusive	I commit to leaving no community member behind
	I commit to seeking and respecting diversity of perspective
Be Kind	I commit to speaking to the person, not about the person
	I commit to speaking from my heart, but using my head
Be Engaged	I commit to working the compass
	I commit to always doing my best work
Be Accountable	I commit to walking my talk
	I commit to being truthful with myself and others
Be Brave	I commit to showing up with courage.
	I commit to standing up for what is right.

As part of the IPS PBIS approach, trained faculty respond to misbehavior as teachable moments that provide opportunities for students to grow. There are times at which redirection of student behavior is necessary. A Tier 1 PBIS approach to behavior redirection in the classroom is documented below:

Redirection Number	Consequence
1	Warning
2	1-minute timeout in classroom

3	3-minute timeout in classroom
4	10 minutes in buddy class
5	Parent phone call in the moment
6	Practice with school leader
7	Spend the rest of the day in buddy classroom + parent meeting

To create an inclusive, safe community where mistakes are used as learning experiences, students are always welcomed back into the community after a redirection and participate in restorative practices as necessary.

There are times when more severe action is necessary, specifically when actions threaten the physical or emotional safety of others, or undermine a positive and productive learning environment. See **Attachment 8** for planned procedures for a list of all offenses and more severe disciplinary responses (including suspension and expulsion protocols). Due process, appeal proceedings and specific information on the rights of students with disabilities are also elaborated on in **Attachment 8**.

Restorative Practices

Impact | SSE is a learning environment in which all belong and where personalized interventions and supports are used to effectively address individual needs. The implementation of restorative practices strengthens this culture of inclusion and permits development of social, emotional, and non-cognitive skills essential to our being a community of diverse learners. IPS draws best practices from the International Institute for Restorative Practices to attain outcomes rooted in research, including a drop in overall disciplinary referrals, lower suspension and expulsion rates, peaceful conflict resolution, and an end to bullying.⁸³

IPS believes that harm can be repaired and in order for a student to truly learn from mistakes and feel connected to the community, any behavioral incidents need to be followed with a restorative and logical consequence. IPS teachers and leaders select consequences that make the most sense for the situation. Non-exhaustive examples of Tier 1 and 2 restorative consequence practices are found in the table below:

Behavior	Potential Restorative Consequence
Physical Aggression	<ul style="list-style-type: none"> ● Letter or spoken apology ● Act of kindness toward the person harmed ● Potential loss of privileges if there was a specific situation triggering the behavior (i.e. Play near the teacher during recess, change of rug spot or line spot)
Lying/Stealing	<ul style="list-style-type: none"> ● Letter or spoken apology ● Act of kindness toward the person harmed ● Values reflection in circle
Academic Dishonesty	<ul style="list-style-type: none"> ● Redo of the assignment ● Story to read at home and draw a picture/answer a question about dishonesty
Unkind words	<ul style="list-style-type: none"> ● Letter or spoken apology ● Act of kindness toward the person harmed
Persistent, complicated conflict	<ul style="list-style-type: none"> ● Peace circle ● Recess play date

2. Distribution Plan

The discipline policy will be shared with students and families through school information sessions for prospective applications, orientation activities, in the Family and Student Handbook, and ongoing mentor communication. IPS acknowledges that some families will have experience in schools in which punitive discipline is upheld, and addressing concerns will require discussion, training, and a commitment to partnership from parents. Translation services will be provided for families in need of the discipline policy in their preferred language.

Section 13: Educational Program Capacity

1-2. Leadership Team Capacity

Impact | SSE Leadership Team

Impact | SSE is led by a dynamic, experienced Leadership Team. Five co-founders are supported by a Board experienced in planting and maturing high-performing schools. The collective team has the capacity and commitment to successfully implement the school design. Résumés are found in **Attachments 9 and 10**.

Jen Davis Wickens, CEO, brings a wealth of educational experience to IPS. With roots as a teacher in Seattle (SPS) and Highline Public Schools, she served as the Founding Principal of Impact Academy of Arts & Technology in California. She was promoted to VP of Teaching and Learning, overseeing Principals and leading professional development (PD). Upon returning to Washington, she led principal PD for SPS before co-founding the Washington State Charter Schools Association. She selected and supported WA's first home-grown charter leaders and recruited Summit Public Schools, later becoming their Chief Regional Officer. She launched Washington's first charter high schools and secured funding, facilities, leadership, and faculty for the region. She managed the Summit WA Board and led external affairs, overseeing all elements of the operational, financial, and academic components of the region. She earned an M.Ed. from Seattle University, Principal certification from New Leaders for New Schools, and was a Stanford Principal Fellow.

Kristen McCaw, Chief Financial Officer and Chief Operating Officer, brings powerful expertise in leading sustainable, student-focused growth for schools across the country. As Chief Operating & Diversity Officer at Summit Public Schools, she led innovative teams that oversaw talent, technology, operations, data, real estate, development, and diversity, equity, and inclusion. She also served as Chief of Staff and was responsible for opening new schools, implementing the policy agenda, and driving advocacy efforts. Kristen worked at the California Charter Schools Association crafting a regional growth strategy and provided guidance on school design and development process, supporting the launch of 24 schools.

Abigail Cedano, Chief Academic Officer, has over a decade of working in high-performing charter schools and networks across the nation. Rooted in her experience as a lower elementary educator, Abigail has led multiple schools to incredible academic success, scoring in the top 3% on state testing while serving as an assistant principal and principal at Success Academy. She has served as a founding school leader and manager of multiple schools as the Head of Schools for Summit. She brings expertise in elementary academic practices, assessment, leadership development and school culture. As the Head of Instruction for IPS, she cultivated and refined the academic model for implementation at Impact | PSE.

Amy Kiyota, Manager of Finance and Operations, has a decade of experience working in the public sector and developed a deep commitment to education through her experiences working with communities and schools. As Director of Operations, Amy managed all operational aspects of Leadership Prep Brownsville Middle Academy, an Uncommon Public Charter School. She continues to support high-performing public charter schools in Washington as a board member of Catalyst Public Schools.

Baionne Coleman, Principal, is a Washington State native and has almost two decades of experience working in education. Baionne grew up in Seattle's various education models. She has served as an

educator and administrative leader, including serving as the Student Life Director, Preschool Co-Director and Social-Emotional Coordinator at a local elementary school. Prior to this, she served as an Academic Counselor and Advisor at Rainier Scholars and as the America Reads coordinator for University of Washington. She holds a BA in Political Science and minor in Law Society, and Justice from the University of Washington, she also holds a MAT with a Special Education endorsement and earned a second M.Ed. with Principal certification from Seattle University. Baionne has presented at various national conferences such as ASCD, the NASSP, and AMLE. She has consulted on curriculum for Committee for Children and has lobbied for SEL across WA. She has created high-quality SEL curriculum for IPS in partnership with Valor Collegiate Academies. Baionne serves as a member of many community organizations and is co-founder of Impact Public Schools where she currently serves as a Resident School Leader and Learning Specialist.

IPS Board Members are also key leaders in implementing the school design. Board Member résumés can be found in **Attachment 14**.

Summary of Expertise

Leader	School Leadership & Administration	Curriculum, Assessment & Instruction	Performance Management	Cultural Competence/Inclusiveness	Family and Community Engagement	Special Populations	Finance /Operations	Managing Legal
Jen Davis Wickens (CEO)								
Kristen McCaw (CFO/COO)								
Abby Cedano (CEO)								
Amy Kiyota (Manager of Ops & Finance)								
Baionne Coleman (Principal)								
Board Expertise								
Tony Byrd								
Sara Morris								
Micaela Razo								

Tatiana Epanchin								
Daniel Zavala								
Noah Wepman								
Patrick Methvin								
Todd Meldahl								

3. Community Relationships

Through community leadership roles and relationships, Ms. Coleman has built remarkable ties to the target community. She is uniquely positioned to lead the school’s outreach and engagement strategy, inclusively and responsively.

Organization	Role
First Place Board	Chair, Head of housing and education committees
Seattle's Food Empowerment Education and Sustainability Team (FEEST)	White Center Project Committee member
Seattle University	Education Ambassador
Highland Park Community Club	Member
Radiant Church	Vice Chair, Leadership Team, Children's Ministry Teacher
White Center Community Partners	Member
Parents for Student Success	Member
St. Therese School Alumni Council	Communications Chair
WA Charters People Of Color	Member

4. Partnerships

The following organizations are partners in planning and establishing Impact | SSE.

Partner	Role (Current & Planned)	Resources (Current & Planned)
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NewSchools Venture Fund (NSVF)	Investment in IPS as a NewSchools Invent ⁸⁴ grantee.	<ul style="list-style-type: none"> ✓ Startup grant ✓ Technical support ✓ Coaching ✓ Cohort and collaboration
Washington State Charter Schools Association (WA Charters)	Investment in IPS as a grantee for school 1 and 2.	<ul style="list-style-type: none"> ✓ Training ✓ Participation in True Measure Collaborative - contracted services with Seneca
Charter School Growth Fund (CSGF)	Investment in IPS as grantee.	<ul style="list-style-type: none"> ✓ Startup grant ✓ Technical support ✓ Coaching
Hollyhock Foundation	Investment in IPS as grantee.	<ul style="list-style-type: none"> ✓ Startup grant ✓ Coaching

5. School Leader Capacity

IPS has selected a school principal for Impact | SSE, Baionne Coleman. Ms. Coleman is uniquely positioned to lead Impact | SSE, having served as a co-leader in the organization’s launch, participant in the research and design process, co-designer of the model in our planning year, and co-leader of the launch of the first Impact school, Puget Sound Elementary. She has deep knowledge of the community, thorough understanding of the model, a relentless focus on equity, growth mindset and vision to execute a world-class learning environment. Ms. Coleman currently serves as a school leader at Impact | Puget Sound Elementary. Please see the table above (**Part 3 - Community Relationships**) for relevant leadership roles that Ms. Coleman holds that demonstrate her immeasurable capacity to lead a school rooted in the cultural competencies specific to the target community. Her full resume can be found in **Attachment 9**.

6-7. School Leadership/Management Team

Upon approval, the development of Impact| SSE will be led by the following team.

Role	CMO or Impact SSE position	Name	Commitment	Start Date	Compensation source
CEO	CMO	Jen Davis Wickens	Full-time	On staff	CSGF grant
CFO/COO		Kristen McCaw			
CAO		Abby Cedano		On staff 0.2	

				FTE. Full-time July 1, 2019	
Manager of Finance & Operations		Amy Kiyota		On staff	
Principal	Impact SSE	Baionne Coleman		On staff	NSVF grant

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents

1. Legal Status

IPS constituted itself as a Washington nonprofit corporation pursuant to Washington law. IPS is a 501(c)(3) tax-exempt organization with an effective date of incorporation of October 4, 2016. IPS was notified of exemption from Federal Income Tax on January 24, 2017, effective on the same date of incorporation. IPS's Articles of Incorporation state:

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

2. Legal Documents

Impact | SSE will be operated by IPS. IPS is governed pursuant to the corporate bylaws adopted by the IPS Board, which are consistent with the terms of this charter and all other applicable laws. IPS's governance documents, including articles of incorporation, proof of nonprofit and tax-exempt status, restated and amended bylaws, and a Signed statement of Assurances, are included in **Attachment 11**. IPS will provide services to Impact | SSE in back office/financial and operational support, school leadership coaching, professional development, technology, etc. as per the terms of a Service and License Agreement to be negotiated with the Principal at Impact | SSE and the CEO at IPS; the services agreement will also include licensing rights from IPS to Impact | SSE. Such agreements allow skilled educators to focus their efforts on providing a high- quality learning experience while leaving support functions to be completed by equally skilled central office staff members.

Impact | SSE shall operate autonomously from the Commission and neighboring school districts, with the exception of supervisory oversight as required by statute.

3. Subsidiaries and Business Endeavors

There are no subsidiaries owned or affiliated with the nonprofit submitting this charter school application. The nonprofit that is submitting this application is not involved in any other organizational/business endeavor.

4. Growth Plan

IPS currently operates a school, Impact | Puget Sound Elementary (PSE) in Tukwila, Washington and will continue to follow the 10-year growth plan outlined in the initial charter application for Impact | PSE submitted in 2017. Impact | SSE will be the second charter school operated by IPS. This growth plan includes eight charter schools in two regions throughout Washington, including the Puget Sound region and Eastern Washington to serve over 4,000 students. The addition of Impact | SSE

follows the original growth plan with the goal of closing the opportunity gap across Washington. As IPS serves more students, roles will be added to increase capacity. See the year 5 organization chart in **Attachment 12**.

A network of high-performing schools will not only serve the students and families of Washington better, but will provide IPS with the economies of scale required to be a robust, healthy organization. IPS is proud to be a Washington-based nonprofit organization with no plans or aspirations to expand out of state.

Section 15: Organization Structure and Partnerships

1. Organization Structure

Organizational charts for Year 1, Year 5 and full IPS operational capacity are found in **Attachment 12**. The charts delineate roles and lines of authority for the Governing Board, organizational leadership, school leadership and faculty. Unless otherwise indicated, all roles are full-time.

As displayed in the organizational chart (Year 1), the Chief Executive Officer (CEO) will report to the IPS Board of Directors. The Principal will report to the CEO, with additional supervision by the Chief Academic Officer. The Assistant Principal of Operations will report to the Principal and CFO/COO and will manage the School Manager. Teachers will be overseen by the Principal. The Board will ultimately be accountable to the authorizer.

As IPS grows to full capacity, the Principal will report to the Senior Director of Schools, who will report to the Chief Academic Officer, managed by the CEO. The CEO will provide oversight of the CGO, CFO/COO, and Development/Communications Director. Impact | SSE will contract with IPS for services, including the following: financial/operational back office support, school leadership coaching, professional development, public relations, fundraising, and technology support. Impact | SSE will pay an annual service fee each year for these supports.

2. Proposed Partnerships

IPS has key partners central to the school's operations and mission:

1. **Back Office Supports:** System Six, Paylocity and Abacus Education Partners will provide back office services including accounting, payroll, strategic financial guidance, audit preparation, and reporting. **Attachment 13** includes the contracts and proposals from these partners.
 - a. These expenses will be paid by IPS using funds from the CMO Management Fee. See **Attachment 13** for anticipated costs of each service.
 - b. Criteria used for selection include:
 - i. Experience successfully building strong systems in the public sector (nonprofits, public sector agencies, charter schools) with strong references.
 - ii. Familiarity with Washington State regulations and/or demonstrated ability to understand new contexts quickly.
2. **True Measure Collaborative** will provide special education services, support, and training. Contract to be negotiated upon charter approval.
 - a. Anticipated annual cost is \$12,840 (see contract agreement with Impact | PSE in **Attachment 13** for reference)
 - b. Criteria used for selection include:
 - i. Familiarity with Washington's unique context in terms of policy, special education funding and reporting.
 - ii. Established long-term, meaningful relationships.

- iii. Previous success in partnership with Impact | PSE.
- 3. **Washington State Charter Schools Association** for Strong Start professional development, parent organizing and advocacy support. Contract to be negotiated upon charter approval (see **Attachment 29** for letter of intent to support).
 - a. Anticipated annual cost is \$5 per student, per year for a total of \$1,680 in first year of operation.
 - b. Criteria used for selection include:
 - i. Established long-term, meaningful relationships.
 - ii. Previous success in partnership when launching Impact | PSE.

These organizations are central to the IPS goal of providing a world-class educational experience to students across Washington. IPS values these organizations for their deep expertise and shared commitment to diversity, equity, and inclusion.

Section 16: Governing Board

1. Philosophy

Impact | SSE is governed by the IPS Board of Directors that, in addition to holding the school's overall legal, financial, and fiduciary responsibility and being the entity to whom the charter is granted, provides external accountability, internal oversight, and mission-based leadership. The IPS Board has strong local control over Impact | SSE and all other charter schools IPS will eventually operate in Washington. The members are mission-driven, culturally competent, locally connected, and adept in the skills needed to oversee successful charter schools. The Board is not involved in daily school operations, dealing with personnel issues or addressing individual student issues. The Board role is one of oversight and management of the CEO.

2. Primary Roles

In addition to supporting the CEO, the Board:

- Develops, monitors, and implements the school's strategic plan, in conjunction with school leadership.
- Establishes, implements, and enforces or delegates the implementation of school policies set forth in the school Bylaws.
- Endorses the mission that drives the school's goals, programs, and services in alignment with the needs of the target population and reviews it regularly for accuracy.
- Ensures that criteria are in place to evaluate new mission-aligned initiatives and resource opportunities.
- Holds responsibility for monitoring school performance, including charter compliance and other governing documents; takes actions necessary to satisfy obligations under Washington and other applicable laws.
- Reviews outcomes and metrics to provide active oversight of the school through annual performance goals for academic success, student engagement, and financial performance.
- Confirms/selects, and holds the CEO accountable (if necessary, dismisses).
- Approves hiring of the Impact | SSE Principal.
- Supports, reviews, and evaluates the CEO's annual performance; provides oversight and guidance of the CEO.
- Approves contract negotiations and renewal.
- Manages resources effectively; approves annual budget, monitors finances, conducts long-term financial and strategic planning to ensure effective allocation of school resources.
- Ensures proper fiscal controls and initiates audits of the school's records as required by law and as otherwise prudent.
- Hires the school's auditor, reviews the annual audit and adjusts policies.
- Adheres to Bylaws.
- Decides policy matters by majority vote; a formal record of its proceedings are maintained and made available for public review and inspection.
- Works to increase the organization's standing in the community.
- Evaluates its own success through annual Board evaluation, including self-evaluation.

- Assists in fundraising, public grants, and private donations.

The CEO provides a monthly dashboard to the Board in advance of every meeting, which is used to evaluate progress toward meeting academic, operational, and financial goals.

3. Governance Structure & Composition

The Board consists of three to thirteen members. IPS operates with the intention of maintaining a robust board of at least eight members at a time. Each member will serve a three-year term. Terms may be served consecutively, and the number of terms is unlimited. The members of the Board select the officers of the Board. The officers are President, Secretary, and Treasurer, who each hold powers and duties as prescribed by the Board and Bylaws (**Attachment 11**) and performs as the Board prescribes.

President/Chair, subject to Board control, is a crucial strategic partner to the CEO. The President collaborates with the CEO, helps prepare meeting agendas, and is the liaison between the CEO and the Board. The President appoints committees; provides general supervision, direction, and control of school affairs; and, presides at Board meetings.

Secretary keeps Board and committee meeting minutes, noting the time and place, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; keeps school's charter and Bylaws, with amendments; keeps copy of the school's incorporation and tax status filings and documentation; gives notice of the Board and committee meetings as required by the Bylaws.

Treasurer keeps adequate and correct accounts of the school's properties, receipts, and disbursements; makes the books of account available at all times for inspection by any Trustee; disburses the school's funds as the Board directs; renders, no less frequently than once every fiscal year, an account of the school's financial transactions and financial condition; prepares reports on financial issues required by an agreement on loans; and, serves as chairperson of the finance committee.

Structure

A committee structure, allowing the Board to operate with great efficiency, is comprised of members with diverse expertise and is supported by in-depth discussion and analyses, resulting in well-informed recommendations to the Board⁸⁵.

Standing committees include the following:

- Finance Committee: Monitors financial records; oversees creation of financial statements for Board; reviews annual budget and makes recommendation to Board
- Audit/Compliance Committee: Recommends external auditor; oversees audit; monitors accounting policies and compliance
- Facility Committee: Advises on facility decisions; supports with facility negotiations
- Nominating Committee: Sources and recruits new Board Members

- **Academic Performance Committee:** Collaborates with school leaders to set rigorous academic goals and analyze performance. It advises (without making program-level decisions) the Board on core values and activities that define the school’s approach to teaching and learning, recommending the adoption of academic policies consistent with the school’s vision, mission, and strategic direction.

These standing committees are advisory bodies and report to the full Board. The Board may appoint one or more committees that include faculty, parents, community members, or other members of the public with varying areas of expertise. In addition, ad hoc committees may be established, per Board discretion, to focus and report on specific, time-sensitive tasks, and may be dissolved upon completion of the goal. Committee members receive regular reports on key performance metrics to inform the prudent governance of the school.

Parental involvement is expressed through the school’s parent organization (Village Action Committee) and Impact | SSE Design Team (**Section 17**), and other startup activities. Parent input is communicated to the Board through, as appropriate, the CEO and Principal. The Advisory Bodies are diverse, represent parent and community perspectives and interests, and ensure that the school is responsive to differing cultural backgrounds and viewpoints within the community.

4. Membership

Board Members represent a range of knowledge and skills. Diverse representation ensures that members have the experience to provide oversight of the school’s finances, operations, and administration and ensure educational and operational success. Board diversity ensures the cultural competence that is needed to improve practice to serve all students and families.

The IPS Board currently includes the following Members. Information Forms and Résumé can be found in **Attachment 14:**

Sara Morris brings expertise in development, nonprofit management, strategic planning, financial oversight, and significant Board experience. As the former CEO of the Alliance for Education in Seattle, she joined the Board because of her commitment to public service and belief in the mission.

Tony Byrd brings significant experience with Boards, fundraising, strategic planning, financial oversight, district partnerships, as well as strong local connections. As the former Everett Deputy Superintendent and current Executive Director of Teach For America, he joined the Board to help provide valuable public school options to students and because he believes that IPS will assist in bolstering all public schools.

Micaela Razo brings expertise in policy, community engagement, finance, political strategy, accounting, and business strategy. As a strong community activist in the Yakima Valley, she joined the Board to help with the expansion of educational opportunities and choices for diverse populations. She will help IPS expand in eastern/central Washington.

Tatiana Epanchin brings expertise in elementary school design, school finance, diversity/equity/inclusion training and leadership coaching. As former Superintendent of Aspire Public

Schools – a high-performing charter management organization in California – she joined the Board to ensure IPS scales with quality.

Daniel Zavala brings expertise in education law with a background as a bilingual special education teacher. After teaching, he earned his law degree at the University of Washington, working with the Washington State Attorney General’s Office in the Education Division. He joined the Board to help IPS with advocacy and policy involvement.

Noah Wepman brings expertise in public education finance, having served as a Senior Program Officer at the Bill & Melinda Gates Foundation, focused on the way K12 systems use the resources of time, people and money to support their instructional priorities. Previously, Noah was D.C. Public Schools’ Chief Financial Officer, serving as principal financial adviser. He joined the Board to expand IPS’ financial capacity.

Todd Meldahl brings expertise in real estate acquisition as a founding partner of KBC Advisors. His expertise surrounds developing complex facility strategies with a cross section of leadership teams. He joined the Board to source facilities in alignment with IPS’s growth plan.

Patrick Methvin, Director of Postsecondary Success in the United States Program at the Bill & Melinda Gates Foundation, oversees work designed to significantly increase the number of Americans achieving a post-high school credential and eliminate attainment disparities by race and income. He served as Board Chair for the highly successful KIPP-WAYS Academy in Atlanta. Patrick joined the Board to support closing the opportunity gap.

The diversity of experience of each board member adds capacity in facilities, finance, community connections, and legal expertise. Each member shares a commitment to diversity, equity, and inclusion.

5. Background Checks

Attachment 15 contains the signed Initial Background Check Certification form.

6. Selection

With respect for the community voice and commitment to the organization’s mission, the Board works to screen and deliberately select individuals with: demonstrated evidence of understanding the responsibilities and commitment required of Board members; a strong philosophical alignment with the mission and vision; and, deep-seated understanding of the needs of Washington students. Equally essential to Board Member selection is a set of specific qualities (i.e., strong personal/team skills, flexibility) and time. Member selection follows an interview process that probes these qualifications, skills, and experiences to ensure s/he possesses the qualifications and demeanor required to be an effective member. This process includes reference checks and ensures inherent conflicts of interest are avoided.

To continually assess the capacity of the Board and identify potential candidates to fill vacancies, a Nominating Committee will be appointed to propose qualified candidates to the full Board. See part 3 for committee structures.

The Board meets monthly, with all regularly-scheduled meetings held at an IPS school. All meetings are

held in accordance with the Open Public Meetings Act (OPMA). IPS retains its own legal counsel when necessary, and purchases and maintains, as necessary, general liability, officers’ and directors’ property, Workers’ Compensation, and unemployment insurance policies.

7. Capacity

Professional training and development enhance the Board’s capacity to govern the school. Needs inform training, and topics include: financial oversight, regulatory compliance, OPMA, effective communication, assessment, DEI training and strategic planning. Focused trainings are incorporated into the regularly scheduled Board meetings, through presentations by an external resource or IPS leadership, and may also include workshops, retreats, seminars, and e-training opportunities. Members may participate in seminars on a topic of special interest. To supplement development, each Member is scheduled to identify and share a publication with the Board that s/he has identified in alignment with current issues of relevance or best practices.

The Board attends an annual in-service retreat. New Board Members are mentored by experienced members. Training is provided twice per year on topics such as IPS’s academic model, school administration, cultural competence, diversity, equity and inclusion, finance, facilities, effective governance, and legal governance and compliance. Below is a sample IPS Board professional development cadence. This plan and corresponding materials will be utilized for onboarding new members in the future.

Date	Topic	Participation
February	IPS Mission, Vision & Academic Model OPMA Training	All
March	Capacity Interview Training	All
April	Effective Charter School Governance & Diversity, Equity & Inclusion Training	All
May	Charter School Finance and Facilities 101	All
June	IPS Faculty Model	All
July	Authorizer & OSPI Reporting Requirements	All

Jen Wickens, CEO, has extensive experience with Board management and has coached aspiring charter school leaders in best practices. She co-leads on the creation of and delivery of Board development with the Board Chair.

8. Transition to Formal Board

The current IPS Board is the formal Board.

9. Existing Nonprofits

This section is not applicable to Impact Public Schools. IPS is a nonprofit organization whose core existence is operating charter schools.

10. Ethics

The Board complies with all Federal, State, and local laws and recognizes that appropriate ethical standards serve to increase its effectiveness and their faculty as educational leaders in the community. The Board reviews any known potential ethical or financial conflict of interest violations promptly and thoroughly, complies with all required statutory obligations, and takes appropriate action to resolve violations. IPS has adopted a Conflict of Interest Policy and a Code of Ethics Policy (**Attachment 16**).

11. Existing Relationships/Conflicts

There are currently no existing relationships that pose a conflict of interest if the proposal is approved. Tony Byrd is the Executive Director of Teach for America (TFA). IPS partners with TFA to source new educator talent. Before approving the TFA contract, IPS sought legal advice to confirm that it isn't a conflict of interest, as the IPS Board doesn't vote on the contract and Mr. Byrd recuses himself from any discussion or action related to TFA. If a future conflict of interest is identified, Mr. Byrd will step down from his board seat.

Section 17: Advisory Bodies

Three advisory bodies will serve as central partners in Impact | SSE's success: Educator Design Team, Student Design Team, and the Founding Impact | SSE Village Action Committee. Design Teams will be selected by the IPS CEO and Principal.

1. **Educator Design Team** includes 15 local and national experts – researchers, school leaders, principals, and charter management organization leadership – to provide valuable feedback on the design and implementation of the IPS education model – the personalized learning models, curriculum, instruction, assessment, intervention, and enrichment.
2. **Student Design Team** includes K-12th grade students who demonstrate interest in co-founding a school and communicate dream school ideas. It provides feedback on school features – projects, calendar, schedule, and enrichment courses.

IPS leadership considers all feedback and assumes full accountability for decision making. Upon the school's opening, the Design Teams will shift ongoing focus to Research and Development with oversight from IPS's Chief Academic Officer.

3. **Village Action Committee** consists of families and local community leaders who accurately represent the school's diverse demographics, and reports to the Principal. It provides guidance on community needs, partnerships, engagement/enrollment activities, and aspects of the academic program. The Committee will meet monthly and its concerns will be raised to the Impact CEO and Board as necessary, through the Impact | SSE Principal. All interested family and community members are welcome to attend. IPS is advertising this opportunity in its community meetings as it seeks to solicit interest and input from diverse membership based on the organization's core value around diversity, equity, and inclusion. The Village Action Committee model evolved from the Founding Advisory Council model used during the Impact | PSE planning year after the incorporation of Impact Public Schools.

Section 18: Grievance/Complaint Process

The IPS team proactively addresses concerns of its stakeholders: students (represented by his/her parent or guardian), faculty, families, or affiliated community members. To nurture communication, faculty maintain interaction with families, and faculty are supported in ongoing one-on-one coaching. Board meetings are open to the public with time for public comment (per Open Public Meetings Act). The public may directly address the Board to discuss school policies, decisions, procedures, and practices. Translation is provided to ensure all voices are heard.

Understanding conflict is part of any development or growth process. A complaint and conflict resolution process is an essential component of a strong communication model. IPS adopted an internal communication model/conflict resolution procedure, designed to:

- Encourage growth and development;
- Sustain a healthy community;
- Perpetuate a climate of collegiality, mutual trust, and respect;
- Resolve differences in a timely, objective, and equitable manner.

The first step is direct communication with the involved parties. Where reasonably possible, the concerned parties are encouraged to address their questions or concerns jointly and resolve conflict at the lowest possible level, including resolution attempts with the immediate supervisor.

Example:

ISSUE	ADDRESSED BY	WHO
Pedagogical	ADDRESSED BY	Teacher
Curriculum, Procedural, Operational, Policy		Principal
Personal/Communication Breakdown		Colleague
Task-related		Immediate Supervisor

In the event an informal resolution is not achieved or is not appropriate, there is a clearly-defined process:

1. If a stakeholder complaint is regarding a faculty member, it will be filed with, and heard by, the Principal (or his/her designee). The process includes: 1) Written description of the grievance (all known and relevant facts with supporting documentation) ≤ ten calendar days after the date via mail, electronic mail or hand; 2) Principal review of materials, investigation of facts; may request an interview of the involved parties; 3) Principal within one week's time, may call for more information; 4) The Principal provides a solution or explanation and non-binding recommendations concerning the disposition of the complaint; 5) The CEO considers the recommendations of the Principal and renders a decision; 6) If the CEO decides wholly or partially

for the aggrieved, any remedial action is to be taken as expeditiously as possible.

2. If the complaint is with the Principal or if the complaint is with a decision made by the Principal, the complainant may file to the CEO. The steps above will be followed.
3. If the complaint is with the CEO or if it is an appeal of a decision made by the CEO, the complainant may file to the Chair of the Board who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.
4. The Board, CEO, or Principal may take appropriate remedial measure to ensure effective resolution.
5. Complaints against an employee by an external party will follow the same steps. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

Translation services are provided as needed throughout the process. All complaints respect confidentiality and non-retaliation.

The IPS complaint procedures are designed to be internally resolved within a timeline of no more than 30 days from the date the complaint was received unless otherwise agreed to by the complainant. Many grievances should be resolved within a shorter timeframe. Since the Board is ultimately responsible for school governance, the complaint process ends at the Board level. However, if a complainant is not satisfied with the Board's response, it may file an appeal to the Washington State Charter School Commission/OSPI. The school is committed to providing prompt, thorough, and accurate information to the Commission in such cases and will abide by any prescribed corrective action it deems necessary.

The Commission shall not intervene in any such internal disputes without the consent of the IPS's Board and shall refer any complaints or reports regarding such disputes to the Board or CEO for resolution pursuant to the school's policies.

This policy cannot guarantee each problem will be resolved to the employee or community member's satisfaction. However, IPS values each stakeholder's ability to express concerns and the need for resolution without fear of adverse consequence to employment or connection to the community.

Section 19: District Partnerships

IPS shares a collective obligation with public schools in Washington to ensure all children are offered a highly-effective education, which must be accomplished through collaboration.

IPS is partnering with School Foundry – an incubator that joins district and charter leaders to design and refine innovative practices. The Principal will engage in monthly meetings with School Foundry district leaders.

IPS reached out to both the Seattle and Renton superintendents, Ms. Denise Juneau and Dr. Damien Pattenau, as well as School Board Members to cultivate partnerships. Ms. Wickens met with Dr. Pattenau on February 27, 2019 to learn more about Renton’s strategic plan, share the vision for Impact | SSE, and discuss collaboration. A follow up meeting is planned in mid-April. Ms. Wickens will tour Rafael Gallardo, Director of Digital Learning for Seattle Public Schools (SPS) and other SPS leaders through Impact | PSE to discuss partnership on Friday, March 1, 2019. Follow up meetings will be scheduled.

Impact | SSE takes its role as an incubator of innovative ideas and practices seriously. Through this charter agreement, IPS agrees to fulfill the role as innovators who share best practices and engage in collaborative relationships throughout the State to identify new models of success. IPS will:

- Engage in parent activities to close the State’s opportunity gap for all public school students;
- Open lines of communication through an open-door policy – foster environment of collaboration;
- Analyze data to understand student demographics and enrollment;
- Share best practices and tools; innovative curricular resources and practices, including web-based LMS (**Sections 2 & 3**);
- Share professional development and after-school enrichment; and
- Collaborate to design instructional scopes and sequences with feeder patterns.

IPS looks forward to actively engaging in long-term partnerships that serve the needs of all students in Washington.

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

Not Applicable. Impact | Salish Sea Elementary will not contract with any Educational Service Providers (ESPs).

Section 21: Staffing Plans, Hiring, Management and Evaluation

1. Employment Relationship

All IPS employees will be at-will employees, and IPS will outline all employee rights in the Employee Handbook and IPS’ posted employment policies. At-will contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual positions and adhering to policies, procedures, and expectations outlined in the Employee Handbook. Impact | SSE will not use employment contracts.

2. Salary & Retention

Salary

New teachers will be compensated according to the IPS teacher compensation scale, which is based on years of experience and masters or national board certification. In alignment with the IPS Core Values of Brave Solidarity and Intention, the compensation scale is transparent to all. The CEO and Principal of Impact | SSE will carefully review new teacher resumes to make an accurate salary offer. They will ensure that offers and subsequent increases (for both salary ranges and benefits) are highly competitive with pay levels for similar positions throughout the region. Teacher salaries are set annually with the IPS Board of Directors and are based on analysis of years of experience, qualifications and current and projected salaries for Highline Public Schools, Seattle Public Schools, Tukwila School District, Federal Way and Renton Public Schools. Average salaries are found in the table below. For specific benefits information, see *Attachment 28 - Budget Narrative*.

Position	Average Salary
Principal	\$115,000
Assistant Principal of Operations	\$84,460
Dean of Student Supports (beginning Year 2)	\$41,200
School Manager	\$42,436
Grade Level Team Lead / Culture Lead	\$69,050
Lead Teachers & Lead Special Education Teacher	\$68,050
Teachers	\$59,750

Teaching Fellows (non-certified intern positions)	\$31,827
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Educators are incentivized to explore future career pathways through progressing along the IPS “Everyone Grows” rubric (**Attachment 21**).

All employees are incentivized to meet annual performance goals, which are rewarded with an annual 2% salary increase and are calculated from a salary based on years of experience and possession of a masters or national board certification. Annually, the Board will be presented with a cost of living adjustment (COLA) proposal for a total average salary increase of approximately 3% per year. Spot Bonuses (donated game tickets, restaurant gift cards, movie tickets, etc.) are provided when IPS employees demonstrate exceptional alignment to the IPS core values. Both incentives are built into the IPS strategy to ensure retention of high-performing talent.

All employees who work at least half-time will receive health and other benefits (such as retirement). As public school employees, IPS faculty are part of the Washington State Retirement System.

Retention Strategy

IPS recognizes that high-quality teachers are one of the defining elements of a successful school. To that end, Impact | SSE, will recruit highly capable teachers, help them develop as professionals to reach their full potential, and provide a clear growth and leadership pipeline to retain them within the organization. Using the attract-develop-manage-retain strategy planning, Impact | SSE aims to achieve an 80% teacher retention rate of high-performing teachers, with a clear growth trajectory. Informed by The New Teacher Project (TNTP) report on teacher retention, IPS will implement the following to support retention of high-performing teachers:⁸⁶

- Hold high expectations for all educators.
- Set clear, public retention targets for high-performing teachers.
- Maintain positive working conditions that build trust and respect, including creating intentional schedules with opportunities for support and collaboration.
- Invest teachers in a meaningful evaluation system.
- Conduct annual satisfaction surveys.

IPS offers teachers a career trajectory that spans a teacher’s entire career from teacher fellow to lead teacher and beyond. This trajectory is not a straight line, but allows for teachers to take a variety of positions during their career, naturally transitioning based on their growth, strengths, and career goals. For those teachers who aspire to serve students outside the classroom, IPS will retain faculty by providing opportunities to transition into administration and technical support roles.

IPS will incentivize teachers to pursue their passions through their career trajectory by conducting a yearly Career Matrix Survey and subsequent individual career conversations based on the data collected.

3. Recruitment

Impact | SSE will proactively target teachers from diverse backgrounds who display a burning passion to

work with students and have proven results. The CEO and Principal will partner to conduct a wide-ranging, culturally-inclusive, nationwide recruitment campaign. The campaign will begin in Fall 2019 and will be conducted in two broad waves. The first wave will focus on priority candidate hiring of teachers, concluding in April 2020; the second wave will incorporate support and non-credentialed faculty, concluding in May 2020.

The campaign will utilize traditional and online methods: positions will be advertised at the top 50 Schools of Education across the country, in state and county job banks, and with highly regarded educational organizations (such as the Knowles Science Teaching Foundation).

IPS has established informal partnerships with Teach For America, University of Washington, Gonzaga University, and Seattle University, and is committed to eventually placing student teachers from these programs in Impact | SSE. To ensure diverse candidates learn about IPS opportunities, IPS will form connections with culturally diverse student groups at targeted educational institutions, and partner with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (e.g. Martinez Foundation). IPS will also broaden its pool of diverse, local talent, through an alternative certification route with a university partner to support Teaching Fellows' growth to become fully certificated teachers.

Impact | SSE will also host a year-long schedule of events (both in person and online) to attract candidates, including hiring webinars and teacher development days.

Such a vigorous campaign will be essential to attract teacher candidates of a high caliber. IPS will define high-bar candidates as teachers in possession of a Bachelor's degree in their field, a Washington teaching credential or out-of-State equivalent, and a Master's degree in education. The last qualification may be waived in the exceptional event that a candidate possesses significant teaching experience or local knowledge that would make them equally effective. Each teacher will be hired specifically to meet both the academic standards of highly-qualified teachers across the country and the exacting personal and professional standards expected at Impact | SSE.

Throughout the recruitment and hiring process, IPS will adhere to a set of key selection criteria and indicators, including:

- Alignment and commitment to the mission, vision, culture, and the targeted student population and community, with emphasis on the value of diversity, equity, and inclusion.
- Highly-qualified status (in accordance with Elementary and Secondary Education Act) and K-5 certification.
- Strong content knowledge and pedagogy skills.
- Experience implementing or desire to learn how to integrate elements of personalization, SEL, and DEI.
- Deep roots in project-based learning and standards-based aligned curriculum design.
- Ability to assume accountability for classroom management and culture with a willingness to adapt management style to meet the needs of the IPS students and animate our values.
- Demonstrated success (performance results) in holding all students accountable for high expectations.

- Ability to use data to develop and implement targeted learning experiences.
- Recognition of the value added when vision, mission and values are shared by the whole community.
- Willingness to collaborate in professional learning communities; desire to learn and grow.
- Capacity and interest in chairing an extracurricular activity and engaging in school-based leadership opportunity.
- Commitment to serving an intentionally diverse school community.

4. Hiring & Termination

Hiring Procedures

The Principal is ultimately responsible for hiring Impact | SSE employees. Input is gathered from stakeholders, including parents, students, and faculty through Simulation Days. The following multi-stage interview process is used to evaluate candidates:

1. Submit résumé and letter of interest.
 - a. Candidates must have a valid Washington State teaching credential or be in a clear process for obtaining one before the school's start date.
2. Complete one-on-one screening interview.
3. Complete extended day of simulations and interviews, with reflection on simulations.
 - a. Simulation Days include faculty and student input scored on the IPS hiring rubric.
4. Complete criminal background check and onboarding requirements.
 - a. No IPS employee will begin work before the Home Office has reviewed a federal background check.

Hiring and termination policies are detailed at length in Impact | SSE's Employee Handbook. Should an employee possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Criminal Background Checks

Board members, employees, and contractors at IPS and Impact | SSE will be required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-43.43.838. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The CFO/COO will monitor the compliance of this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the CEO, Principal, and CFO/COO. All volunteers shall be fingerprinted and receive background clearance prior to working with students. All volunteers not meeting 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 OSPI or the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to being cleared to work at Impact | SSE. In its compliance duties, the CFO/COO or designee will review all new hire packages, including reference/background checks, and fingerprints, and will compare each package to a standard checklist,

which will be developed with human resources policies.

5. Staffing

See **Attachment 19** for a full staffing chart and **Attachment 12** for organizational charts.

Senior Administration and Staff Relationship

The relationship between Impact | SSE’s senior administrative team and the rest of the faculty will be a collaborative one of shared leadership. The school Leadership Team consists of all home office faculty, plus the Principal, Assistant Principal of Operations and Grade Level Team Leads. Grade Level Team Leads, school leadership and any relevant Home Office supports, meet weekly for one hour for a “Planning Team Meeting” to discuss school level challenges and develop solutions. This includes discussing students, looking at data, identifying what students/faculty need, planning student interventions, and creating consistent and meaningful experiences for students and faculty. The Principal is supported by the IPS CEO, with Board oversight (including participation in succession planning).

Impact | SSE’s senior administrative team is responsible for the performance and development of all teachers and faculty. IPS identified the skills necessary for students to be ready for college and created rubrics along which to measure students’ growth at those skills. With the same method, IPS leaders and educators agreed on a continuum of teaching skills and created the “Everyone Grows” rubric (**Attachment 21**) for use by both school leaders and teachers to evaluate classroom performance and growth.

As further explained in **Section 22**, each faculty member will have an Individual Learning Plan (ILP), developed by the faculty member with the input and approval of the Principal. The plan identifies the teacher’s present level of performance in each strand using the rubric, indicates the employee’s annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a strategy for achieving the goals is designed and supported by Impact | SSE and its professional development activities throughout the year. The school’s senior-level administration faculty are responsible for utilizing this performance management structure to ensure support of school faculty.

6. Teacher-Student Ratio & Adult-Student Ratio

Calendar Year	Year of Operation	Number of Students	Number of Teachers	Teacher: Student Ratio	Total Number of Faculty	Adult: Student Ratio
2020-2021	1	168	13	1:14	16	1:10.5
2024-2025	5	504	28	1:18	32	1:15.75

7. School Leader Evaluation

The Impact | SSE Principal will set annual goals with the CEO in August based on his/her self-assessment

and the CEO's assessment of the Principal's current strengths and growth areas on relevant sections of the "Everyone Grows" Rubric (**Attachment 21**), an internal rubric created by IPS, as well as on the New Leaders for New Schools (NLNS) Principal Evaluation Rubric (**Attachment 20**). Areas of student need as identified through the school's data dashboard will also factor into the creation of the annual goals, and strategic plans will be developed for strong execution.

Throughout the year, the Principal and CEO will review student achievement data at the student, class, grade, and school level in order to monitor progress toward school-wide goals. Through weekly coaching conversations, the Principal will set smaller, weekly goals that align to the annual goal, to track progress, discuss necessary supports, highlight proof points, and shift strategy when needed. After each coaching conversation, the CEO and Impact | SSE Principal will complete a walkthrough to collect additional observational data on the quality of instruction and culture in alignment with the Principal's goals.

In January, the CEO and Principal will participate in a longer coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the CEO and Principal will have a summative evaluation conversation during which the "Everyone Grows" and NLNS Principal Evaluation Rubrics are re-scored based on the year's input from coaching and observation.

8. Teacher Evaluation

At IPS, all educators are leaders and treated as such. While principals lead faculty, teachers lead students. The skills required to perform both leadership roles are the same, though the level of execution varies. Thus, the teacher evaluation process parallels the school leader evaluation process described above, as does the evaluation tool. The "Everyone Grows" Rubric is designed to assess both leaders and teachers so that teachers can clearly see the skills required for their career trajectory to either a teacher leader role or an administrator.

Teachers will set annual goals with the Principal in August before each school year based on his/her self-assessment and the Principal's assessment of the teachers' strengths and weaknesses on the "Everyone Grows" Rubric (**Attachment 21**). Areas of student need as identified through diagnostic assessments will also inform the process of setting goals. The Principal and teachers will collaborate to create an Individual Learning Plan (ILP) to support teacher development in goal areas throughout the year.

Throughout the year, the Principal will conduct weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding their goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to achieving the long-term goal. Prior to each coaching conversation, the Principal will conduct a classroom observation (approximately 15 minutes) focused on the teacher's identified area of growth in order to provide specific, actionable feedback in the coaching conversation.

In January, the Principal and each teacher will have an extended coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the Principal and teacher will have a summative evaluation conversation during which the "Everyone Grows" Rubric is re-scored based on the year's input from coaching and observation.

Section 22: Professional Development

Overview

Professional development (PD) is offered to recruit, retain, and develop a high-quality teaching force. Research shows: Teachers today are not satisfied with existing PD formats; and system-driven, compliance-based PD is not working for teachers or kids.⁸⁷ Instead, teachers describe ideal PD as relevant, interactive, delivered by someone who understands their experience, and sustained over time.⁸⁸

At IPS, PD is approached with these ideals in mind. IPS provides a PD program that is driven by the collective and individual needs and preferences of the faculty, and geared toward long-term learning to impact student achievement. IPS teachers play a role in selecting learning experiences that are impactful for them, and designing their own individual learning plans together with their supervisor (see below).

Like IPS students, IPS teachers are empowered, self-directed learners. As a result, teachers help drive the innovative PD program which includes:

- Approximately 40 days per year dedicated to professional development;
- Professional development opportunities embedded in teachers' daily schedules throughout the school year. (See table below for details on both.)

1. Responsible Parties

The Principal, with support from the CEO, creates a professional environment in which all faculty can drive their own development aligned with their professional goals. To facilitate this process, Impact |SSE faculty iteratively follow a self-directed learning cycle similar to the ones students follow:

1. **Reflect** on individual and collective strengths and weaknesses.
2. **Set goals** (annual, trimester, and weekly) to develop their practice and meet their students' needs.
3. **Make a plan** to efficiently meet these goals within a defined timeline.
4. **Execute the plan**, learning in ways that best match their needs and preferences.
5. **Demonstrate learned knowledge and skills** in their daily work, and by sharing them with their colleagues and peers from partner district and charter schools.

Reflections and progress for each cycle over time are recorded in the faculty ILPs. The Principal develops and implements the PD scope and sequence for the year. The Principal and Grade Level Team Leads plan and execute PD sessions with development from Home Office faculty as needed.

2. Core Components

IPS' professional development program includes eight main components, listed below. The core components are parallel to core components for students and will enhance teachers' ability to implement the educational program and drive the school mission forward. In planning for various PD opportunities, the Leadership Team will cross-reference proposed programming with the mission and

goals of the school to make sure they are in alignment. All core components are conducted internally, although faculty have additional opportunities to attend PD conducted by external partners based on need and/or in alignment with interests.

Component of Teacher & faculty PD (Individualized or uniform)	Description	Timing
1. Individual Learning Plans (ILPs)	Teachers develop and complete weekly learning plans. Learning plans include reading books and articles, watching videotapes, attending workshops, and more. Content of each teacher’s learning plan is driven by a combination of interest and demonstrated need. Learning plans will also include content connected to the subject the teacher specializes in (e.g., writer’s workshop, guided reading, guided math). In addition to developing instructional competencies, every ILP includes goals and action items related to diversity, equity, and inclusion. This process mirrors the student-mentor experience, aiding new teachers’ ability to serve as strong mentors as a result of learning the process from a master educator.	Daily, ongoing (e.g. scheduled planning periods)
2. Classroom Observations & One-on-One Coaching Individualized	Each teacher’s direct supervisor observes their classroom 15+ minutes each week, watching for observable criteria connected to the teacher’s goals and ILP. The observation is one point of conversation during the teacher’s weekly one-on-one meeting with their supervisor. Teachers also conduct quarterly observations of peers in their grade level.	Weekly
3. Faculty Core Skills Studio Individualized, with common sessions based on need	In addition to time devoted each day and week for work on ILPs, teachers have an extended devoted Studio block to work on their ILP every other half day. This includes small group learning experiences with regular time devoted to building faculty capacity in the collection, analysis and use of performance data to improve student learning.	Fortnightly

<p>4. Faculty Project Time Individualized, in heterogeneous groups with common interests</p>	<p>Faculty work in small groups to dive deep on areas of shared learning. Occurs every other half day. Example: completing an IPS innovation cycle to iterate an element of the instructional model.</p>	<p>Fortnightly</p>
<p>5. Faculty Brave Solidarity (DEI) Affinity Groups Individualized, in heterogeneous groups with common interests</p>	<p>Throughout the year, faculty participate in Brave Solidarity Affinity Groups. Faculty have a safe space to explore topics of race, identity, and diversity that impact the school community. Affinity Group topics are driven by faculty preference, and groups are led by faculty members.</p>	<p>3-6 times per year</p>
<p>6. Weekly Team Meetings Uniform format across weeks and teams, with individualized elements</p>	<p><i>Leadership Meetings:</i> The entire school faculty meets for two hours once per week. Faculty members share the responsibility of leadership of Impact SSE. They are disciplined in using data to solve problems and continuously improve. Specifically, they analyze student performance data, as well as student survey and focus group data. From the data, they identify problem areas and collectively create action plans, and in the process, they determine a set of metrics by which to judge progress.</p> <p><i>Grade Level Team Meetings:</i> At least one hour each week, teachers in the same grade level meet to identify what students need based on data and mentor input, plan interventions, and create a consistent and meaningful experience for students. Since all members of a grade level interact with the same students, they are in a unique position to collaborate in order to provide needed supports to individual students.</p> <p><i>Content Teams:</i> At least once per month during half days, teachers meet with others who specialize in the same instructional area (reading/writing, or math/science/ social studies).</p>	<p>Weekly</p>

<p>7. Impact Institute Uniform, with individualized elements</p>	<p>Faculty Summer PD occurs for three weeks prior to student arrival. Over these three weeks, time is reserved for home visits, classroom setup, planning, and learning plans. Meanwhile, faculty will come together to complete school-wide PD sessions that will help the school launch with a strong culture and foundation for academic excellence from the outset (Attachment 22).</p>	<p>Annual</p>
<p>8. Faculty Rites of Passage</p>	<p>Each Spring, faculty who are prepared to progress on the teacher career pathway based on ILP progress participate in a Rite of Passage portfolio presentation and defense during Leadership Meeting.</p>	<p>Annual, based on demand</p>

Note that all faculty members have ILPs and participate in Studio, Project Time, Brave Solidarity Affinity Groups, and Impact Institute. These structures support all faculty, not just teachers.

3. Schedule

For a detailed schedule and description of professional development prior to Impact | SSE opening, see **Attachment 22**. This sample schedule depicts what a faculty member would experience during Impact Institute in August.

4. Time Allotments

For the 2020-2021 school year, there will be 15 full Impact Institute days (August) and 41 professional development days (5 full days and 36 half days throughout the school year) for faculty, totaling 56 days and approximately 344 hours annually. See table above, **Attachment 22** and **Attachment 6**.

Section 23: Performance Framework

1. Academic and Organizational Goals

Attachment 23 contains a completed mission-specific academic and organizational goals form.

2. Assessments

After thoughtfully defining exit standards, IPS educators recognized there is no single external measure that appropriately assesses a student's readiness for middle/high school or college. IPS believes statewide assessments are effective, yet incomplete. As part of a robust evaluation system, a combination of metrics and a data-aligned dashboard are used to track student achievement and ensure that students meet/exceed proficiency, growth, and achievement goals as IPS prepares all students to meet their individual potential and for success in college-preparatory middle/high schools.

Teachers are responsible for administering regular assessments to monitor progress toward achieving personal and Smarter Balanced Assessment Consortium (SBAC) goals. To measure progress toward the school's mission and vision, IPS administers a combination of external and internal assessments. The web-based LMS serves as an information source for students, parents, teachers, and leaders. IPS develops an assessment calendar to formatively assess student progress throughout the school year, and as an ongoing process that provides students with useful feedback embedded into their regular learning.

The following assessments are used at IPS to address instructional, evaluative, and predictive needs:

Formative Assessments: Formal and informal formative assessments permit IPS to measure student progress toward individual goals, confirming mastery of skills and concepts throughout the year. Performance on these assessments is used to tailor each student's education experience to meet individual needs. Teachers use the results to develop interventions; rethink instructional strategies based on student understanding; and expose students to samples of SBAC questions to gain familiarity. Formative assessments may include teacher and school-made tests, vendor-created benchmarks, written reflections, quizzes, self-assessments, peer assessments, and interactive class discussion. Each is carefully designed to lead to defined student outcomes.

Summative Assessments: IPS students complete performance assessments through project-based learning. Final products selected for a student's portfolio are summative and represent mastery on indicators within the Deeper Learning Skills rubric. Impact | SSE proctors mandatory state assessments: SBAC in reading and math (grades 3-5); Measurements of Student Progress in science (grade 5); WaKIDS (kindergarten); and ELPA21 (ELL students). The data from these assessments, along with report card grades, are used to determine if long-term learning goals are being achieved and provide a comparative snapshot of student achievement. This collection of assessments aligns with the goal of helping all students meet their full potential and gives teachers actionable data points throughout the year.

3. Student Growth & Proficiency

IPS students take the SBAC to measure student achievement and growth. All students, including K-2nd grade and those not eligible for the SBAC, take the NWEA MAP assessment in math and reading three

times per year. This is an adaptive, nationally norm-referenced assessment, enabling the school to measure progress over time. NWEA provides growth norms for comparison of each student's growth relative to a nationally representative comparison group. The norms provide a context for understanding typical or atypical student growth over a school year or between varying intervals in a school year. It will also be used to predict proficiency on end-of-year state assessments. Data are disaggregated by standard/skill, allowing teachers to identify strengths and areas for improvement in students' learning. All data are used to inform and customize student instruction.

4. Academic Progress

IPS constantly monitors academic progress to develop action plans for individual students, set goals, reinforce practices, and provide rapid interventions. Progress monitoring informs student movement between intervention levels. Assessment tools permit teachers to use achievement data to develop targeted instructional strategies and interventions while ensuring that students are working on level, outcomes are met, and specific needs are identified. Frequency of progress monitoring varies, as does implementation – one-on-one, small groups, or whole class. Consistency in assessment use and administration across all IPS schools allows for a long-term assessment of student academic progress in the education model.

5. Data Collection & Analysis

Impact | SSE utilizes a robust assessment system to constantly measure students' progress along Deeper Learning rubrics. Students take daily assessments and constantly work on projects, both of which allow for continuous data collection on content or skills standard. The results of these assessments and projects are reflected in each student's personalized learning plan and shared through the dashboard. This allows students to monitor their own progress with mentor support and share transparent data with parents, while giving teachers actionable data to inform their instruction and help students achieve their learning goals.

The PD discussed in **Section 22** is based on using data to drive decision making. Teachers learn how to analyze data that is actionable and can inform best practices. Since data is an integral part of driving the success of the school, the Principal works closely throughout the year to deliver a series of scaffolded trainings for teachers on how to access information tools and use data. These trainings range from guided practice training to deep-dive data sessions. All PD related to student performance is focused on best practices for using data to improve instruction and student outcomes, including qualitative and quantitative analysis, disaggregated analysis, and student work analysis. PD is designed to generate data tool self-sufficiency for educators.

Impact faculty meets weekly to analyze student data, set goals, and define action steps. Similar to the mentor/mentee coaching relationship, the Principal serves as the teacher's coach to ensure that data drives coaching conversations.

The CEO reviews data on a weekly basis with the Principal and reports the data at least six times annually to the Board to evaluate the school's academic performance. Data are reported to parents and the surrounding community during the annual IPS State of the Schools.

6. Responsible Parties

The IPS Home Office is responsible for maintaining the data systems used for analyses, as well as the IPS LMS application, which is the primary source for student- and parent-facing data. The Principal is ultimately responsible for collecting, disaggregating, and analyzing the data with and for classroom teachers, leading PD and facilitating weekly coaching sessions to improve student achievement.

Section 24: Facilities

The Impact | Salish Sea Elementary facility will be located in the center of the targeted community in close proximity to a bus line and on a safe path for students that walk or are dropped off.

1-5. Requirements (Basic and Specialty Needs)

IPS is currently working to secure a facility that will provide an ideal learning environment: an effectively designed space to comfortably accommodate flexible instructional groupings and the academic program, as well as house the IPS home office. As provided in the following table, IPS estimates needing approximately 83 square feet per student (minimum of 75). At full size, the facility will be divided into approximately 12 classrooms, 4 administrative office spaces, a faculty room, a large common area (gymnasium, lunchroom and full school assembly space), bathrooms, and common shared space (such as a STEM room of approximately 900 square feet that accommodates 25-to-50 students). The school anticipates needing 35 parking spaces and a student drop-off zone. Administrative space in the building shall eventually include: 3 private offices for the Principal, Assistant Principal and Special Educator; 2 multi-use conference rooms for meetings; 1 large faculty lounge; and 1 teacher planning room with a copy machine and adequate storage space. The building will also contain 2-to-3 small offices for IPS team members and a technology/server room for computer and LMS support. The following table illustrates the specific anticipated needs each year of operation.

	Year 1	Year 2	Year 3	Year 4	Year 5
# of Students	168	252	336	420	504
# of Impact SSE Teaching Faculty	12	16.5	21	24	27
Approximate Square Feet	15,000+	21,000+	25,000+	25,000+	25,000+
Administrative Office Spaces	2+	3+	3+	3+	3+
Teacher Planning Room	1	1	1	1	1
Faculty Lounge	1	1	1	1	1
Classrooms	6	9	12	15	18
Specialty Classrooms	1 large common area/gymnasium/lunchroom 1 STEM Room 2 Conference Rooms				
Restrooms	3	3	4	4	4
Common Area: Large	1	1	1	1	1

gathering space					
Outdoor Space	1	1	1	1	1
Parking Spots	25	30	35	35	35
Other: Small kitchen/food service area Safe drop-off/pick-up Tech/server room	1	1	1	1	1
IPS offices			2-3	2-3	2-3

Further, dedicated electric and network drops for wireless access are essential. To ensure the highest safety of students and faculty, security features will be considered upon identification. In addition, because outdoor space is important, the chosen facility will include ample exterior space for recess, physical education, and to play sports (or other elective activities). There is no need for locker or weight rooms or specific athletic fields at this time. At times of inclement weather, students will need a large indoor space. Kitchen space will support the food program and adequate storage space will be used to maintain clutter-free learning space.

IPS understands that annual facility costs will be roughly \$340-\$460K, based on average rent from existing schools in the region. The budget assumes costs for routine maintenance, janitorial, technology and wiring upgrades, as well as for campus beautification. The 2019-2020 IPS budget allows for architectural/renovation and real estate services needed to secure a facility that is compliant with all state regulations and codes. The facility (including parking spaces and bathrooms) will comply with all codes, acts, and requirements, including Americans with Disabilities Act, fire, health and structural safety.

6. Steps Taken

Washington Charter School Development, Inc. (WCSD), Raza Development Fund, Charter School Growth Fund and Todd Meldahl - IPS Board Member who leads facility acquisition for Amazon - are partnering with IPS in the search, acquisition, financing and development of Impact | SSE. WCSD managed the renovation of Impact’s first school, which opened on time in August of 2018 and is currently housing 178 students. Impact | SSE and its partners will follow that strong track record of success.

The IPS team located a viable facility in Seattle at **620 20th Ave S, Seattle WA 98144**, a few blocks from where the Impact | SSE principal grew up. The building meets all search criteria, includes an existing playground and room to grow, and requires modest renovations. IPS is negotiating final terms with the owner (the Archdiocese) for a long-term lease and expects to be under contract within the next 30 days.

3. MOU or Other Proof of Intent to Secure Facilities

Attachment 24 includes the following documents:

- Timeline for facility process
- Exterior photos of the desired facility
- Statement of assurances to follow commission and legal guidelines for lease of a religious facility
- Letters of support from Raza Development Fund, highlighting facility financing commitment
- Project Management Agreement with WCSD
- LOI that IPS will use to enter into negotiations.
- Examples of South Puget Sound properties for lease at the time of proposal development, demonstrating community capacity

Section 25: Start-up and Ongoing Operations

1. Start-Up Plan

The start-up plan can be found in **Attachment 25**.

2. Transportation

Impact | SSE students will receive transportation services in accordance with RCW [28A.160.150](#) - [28A.160.180](#), including those to mitigate hazards for walkers (RCW 28A.160.030). Based on our desired location and historical data of students attending charter schools, we anticipate that many students will walk, while others will take public transit or be driven. In the case of public transit, IPS will seek collaboration with Sound Transit to provide free/reduced cost passes. The school also intends to provide busing to ensure that a diverse group of families from the southern part of Puget Sound are able to attend. For these purposes, IPS will contract with a private transportation company as it currently does with Harlow's for Impact | PSE. This responsibility includes transportation to and from school, off-campus field trips, and school-sponsored events. The budget assumptions are in line with local transportation quotes (and may be adjusted according to need). The CFO/COO will oversee the contract and relationship with service providers. IPS is sensitive to transportation needs and will work with families to address them. IPS will provide transportation dictated by a student's IEP and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism.

3. Safety and Security

Feeling safe is critical to a positive learning environment. Fully consistent with all federal, state, county, and city health and safety laws, IPS will provide a safe and healthy learning/work environment. All faculty will be trained in safety procedures in the event of an emergency. Further, upon securing a facility, or no later than 90 days prior to operation, the Board will adopt a comprehensive set of health, safety, and risk management plans and procedures. These will be created with guidance from the School Nurse Corps' Washington State School Staff Health Training Guide and the OSPI School Safety Center. Moreover, these policies will be developed in consultation with the school's insurance carriers and Seattle's Police, Fire, and Health Department requirements. The policies will be distributed as appropriate (and may be in handbooks). The facility will be equipped with an alarm system. If necessary, it may be equipped with security cameras and/or a security guard. Entry and exit from the school building will be monitored during the day – particularly upon opening. All doors, with the exception of the main office door, will then be locked. All guests must register at the main office upon entry to the building, and wear a badge with ID verification. Faculty will be equipped with badges. The plan will include a process for implementation and continual refinement with community partners.

Following is a list of some of the most critical safety and security guidelines:

- **Procedures of Background Checks:** Board members, employees, and contractors at IPS and Impact | SSE will be required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-43.43.838. New

employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The CFO/COO will monitor the compliance of this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the CEO, Principal, and CFO/COO. All volunteers shall be fingerprinted and receive background clearance prior to working with students. All volunteers not meeting 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 OSPI or the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to being cleared to work at Impact | SSE. In its compliance duties, the CFO/COO or designee will review all new hire packages, including reference/background checks, and fingerprints, and will compare each package to a standard checklist, which will be developed with human resources policies.

- **Role of Faculty as Mandatory Child Abuse Reporters:** All IPS faculty will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during Summer Institute and in the IPS employee handbook.
- **Immunizations and Mandatory Health Testing:** Impact | SSE will adhere to laws related to legally required immunizations and a health screening for entering students and faculty pursuant to RCW 28A.210 and WAC 246-110. IPS's Board will adopt Seattle Public Schools required procedures for medical records and medication, with the exception of the over-the-counter medications Ibuprofen and Acetaminophen, which the school nurse (or designee) will be able to dispense, as needed, with parent permission.
- **CPR, AED & First Aid Training:** All IPS employees will hold current CPR, First Aid and AED certification.
- **Vision and Hearing:** Impact | SSE shall adhere to RCW 28A.210.020, 030, and 040, and Washington Administrative Code (WAC) 246.760 as applicable to grade levels served.
- **Blood-Borne Pathogens:** IPS shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace. Impact | SSE will establish a written infectious control plan, similar to Seattle Public Schools, designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, faculty and students will follow the latest medical protocol for disinfecting procedures.
- **Drug-Free and Smoke-Free Environment:** Impact | SSE is a drug, alcohol, and smoke-free environment.
- **Comprehensive Harassment Policies and Procedures:** IPS is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. IPS will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment to include all interactions between and among students, employees, and volunteers.
- **Emergency Preparedness:** Impact | SSE shall adhere to an emergency preparedness and crisis plan drafted specifically to the needs of the school site in conjunction with law enforcement and the fire marshal. Emergency response will be part of Impact | SSE's emergency preparedness and

IPS will have a system for internally lockdowns based on the facility. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If IPS assumes a facility that was previously a school, any existing emergency preparedness plan shall be reviewed and updated. All Impact | SSE faculty will be trained on site safety plans. IPS will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills once per quarter and shelter-in-place drills and off-site evacuation drills once per year.

- **Facility Safety:** IPS will comply with WAC 246-366 (and WAC 246-366A, effective July 1, 2015) regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in operable conditions at all times. The school shall conduct the required number of fire drills required in accordance with RCW 28A.320.125(6).

4. Food Service

Impact | SSE is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all students in adherence to state and federal nutritional guidelines. In July 2019, IPS will solicit bids from food service providers and select the highest quality and most affordable provider. That said, IPS hopes to partner with Fresh & Local to deliver food service to Impact | SSE. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout WA, including Impact | PSE.

The School Manager of Impact | SSE will work in partnership with the Assistant Principal of Operations to collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system.

5. Insurance Coverage

See **Attachment 26** for a list of the types and levels of insurance coverage Impact | SSE will secure.

6. All Other Operations

The vast majority of the other significant operational services will be provided by IPS team members. The IPS Leadership Team is experienced in running schools, having supported the opening and operation of six charter schools in the State of Washington (including three Summit Public Schools) and nine charter/district schools prior.

Section 26: Operations Capacity

1. Applicant Team Capacity

Impact | SSE is led by a dynamic Leadership Team that has successfully operated numerous high-performing schools. They are supported by an experienced faculty, Board, and expert partnerships. Each individual brings a strong set of skills, and the collective team has the capacity and commitment to successfully implement the Operations Plan. This team successfully launched Impact | PSE, and each member -- Jen Wickens, Kristen McCaw, Abigail Cedano, Baionne Coleman, and Amy Kiyota (resumes included in **Attachments 9 and 10**) -- will contribute their expertise in staffing, professional development, performance management, operations, and facilities management. The school's expert partners include Washington Charter School Development (WCSD), Abacus Education Partners, System Six Bookkeeping, Paylocity, WSIPC, and Summit Public Schools' Technology Director. The IPS Board has successfully launched one school; maintained significant expertise in staffing, professional development, and performance management; and expanded to include expertise in facilities and financial management.

This team includes a highly capable, experienced school founder and nonprofit executive as CEO – **Jen Davis Wickens** (see **Section 13** for more details). Ms. Wickens is an expert in launching, operating, and sustaining high-performing schools, managing academic programs, Board development, fundraising, operations, and finance.

In addition to Ms. Wickens' background, the robust capacity around staffing, professional development, performance management, general operations, and facilities management are as follows:

Staffing: Ms. Wickens, Ms. Cedano and Ms. McCaw have hired and retained hundreds of high-quality educators throughout their careers, including operations managers, teachers, and school leaders. They share a deep understanding of the type of person who will generate great results for IPS students, and are dedicated to recruiting a continuous, robust pipeline of exceptional talent for the organization. They will provide this support in partnership with Impact | SSE's founding Principal.

IPS Board Member **Tony Byrd**, Executive Director of Teach For America, has extensive experience in building powerful teacher pipelines in Washington, having hired hundreds of educators in his career as Principal and Deputy Superintendent.

Professional Development: Ms. Wickens is a veteran educator who has led Principal and teacher PD for charter management organizations and districts nationally with a true understanding of the development needs of teachers and leaders. Ms. Cedano has led PD for high-performing charter management organizations, including Impact | PSE. Both have been intricately involved in the creation of the IPS academic model on which they train teachers. Together, this experienced team will develop the vision for and coordinate the execution of more than 30 days of annual PD. Weekly on-site Principal coaching will be provided by the CEO.

Performance Management: From Ms. Wickens' and Ms. Cedano's experience leading Summit Public Schools Washington, and Ms. McCaw's experience managing data at high performing charter schools, this team has a broad view of how data should be leveraged to improve student outcomes. They are committed to providing timely and efficient access to data to drive decision-making for every person in

the organization; analyze, synthesize, and train staff on benchmark data; and track information needed to measure school goals. This team will manage the Student Information System, LMS and dashboard to support the school with information collection and dissemination.

IPS Board Member **Tatiana Epanchin**, former Superintendent of Aspire Public Schools, has extensive experience managing schools to close the opportunity gap. She will be a strong strategy partner for site-level performance management.

General Operations: In partnership with Abacus Education Partners, System Six Bookkeeping, and Paylocity, the CFO/COO will lead general operations, including payroll, accounting, and reporting (at the Board, Commission, state and federal levels) throughout the school and organization. **Kristen McCaw** (CFO/COO) has an extensive background in charter school management, new school startup, operations, facilities management, finance, compliance, and data. Ms. McCaw currently manages finance, compliance, and operations for Impact | PSE.

IPS will also continue to contract with the Summit Public Schools' Technology Director to build infrastructure and hire a technology team. Since technology and one-on-one computing is central to Impact | SSE's educational program, the Technology Team will:

- Maintain infrastructure
- Address user issues
- Purchase and set up equipment
- Ensure application development and integration
- Design overall technology strategy

2. Facilities Acquisition and Management

IPS is partnering with WCSD, a nonprofit real estate development organization that has extensive experience in facilities acquisition and management, having built over 45 charter school campuses. They have secured more than \$200M in financing and established relationships with lenders, including Community Development Financial Institutions (CDFIs) and banks. They partner with local architects and contractors (managing build-out) and work with public agencies to streamline approvals. WCSD will report to the CEO. IPS Board Member **Todd Meldahl**, has over 16 years of real estate experience and has handled over 500 transactions, including numerous high value transactions. Together, this team successfully managed the acquisition and improvements for Impact | PSE.

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan

1. Systems, Policies and Processes

The following policies and procedures will be established by the Board of Directors, in conjunction with the CEO and the CFO/COO, to ensure that IPS follows all applicable local, state, and federal regulations regarding the use of public funds. The Board will continue to revisit these policies and procedures on an ongoing basis, but most specifically during the start-up period.

Financial Planning

The CFO/COO will work regularly with the Impact | SSE Principal and IPS CEO to monitor the budget. In monthly meetings, the CFO/COO will train the Principal on financial management, analysis of budget versus actuals, variances, monitoring cash, and providing real-time access to all financial data. This is a very tight and collaborative relationship where the Principal has significant ownership over the school-site budget and also has an expert partner to ensure success.

After budgets are created by the CFO/COO and Principal, they will be reviewed with the Leadership Team at IPS, and the Board Finance Committee. Then each budget will be taken to the full IPS Board at a public Board meeting for approval. Budgets will be revised annually in the fall. In addition to presenting the one-year budget in detail, the CFO/COO also presents a multi-year model for context and planning. In addition to these roles, the table in the Roles and Responsibilities section summarizes the major financial responsibilities in the organization.

Accounting

IPS will follow all accounting procedures mandated by GAAP, FASB, and the State of Washington. Accrual-based accounting will be used with appropriate general ledgers codes, along with account segments capable of reporting on sub-categories such as revenue source, department, and other areas as required.

Purchasing

Faculty will seek the best price and quality of goods and services. Purchase orders will be utilized for all purchases above \$500, sent to the CEO, CFO/COO or Principal for approval, and signed by the person reviewing the expense. Purchases must be approved by the CEO, CFO/COO or Principal, who will review for alignment with the Board-approved budget, necessity, and item/service selection. Expenditures that are inconsistent with the budget or would lead to a variance of greater than \$10,000 will require Board approval. For all purchases or contracts where the total will be greater than \$40,000, a rationale for choosing the vendor must be articulated. Ongoing contracts for purchased services must be approved by the CEO and CFO/COO, and may be signed by either.

For all purchases/contracts where the total will be greater than \$40,000, a rationale for choosing the vendor must be articulated. Impact | SSE will choose what they esteem to be the best deal, taking into consideration both quality and cost. All bids must be submitted in writing and stored with the final contract once the decision has been made. For single-source providers, written documentation of a cost analysis must be provided along with the contract. For non-public fund purchases/contracts above \$40,000, Impact | SSE staff must make a concerted effort to obtain a minimum of three bids and choose

what they decide is the most compelling bid. For all public fund purchases/contracts above \$40,000, Impact | SSE must follow the WA State Competitive Bid Laws as required in RCW 28A.335.190. For Federal grants, the Business Management Service Provider and/or CFO/COO must confirm the vendor is not excluded by the System for Award Management (unable to receive federal funds via vendor payments) when applying purchases to grants.

Invoices will be reviewed and approved according to the procedures outlined below to ensure the items were properly requisitioned and maintained to document payment processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. All payments will be validated by the CEO, CFO/COO, or Principal, and then submitted to the auditing officer (CEO) for certification prior to payment. For approved payments, the CFO/COO will review and sign/approve outgoing checks or ACH payments. The CFO/COO and CEO are both bonded. The list of accounts payable and the record of certifications will be provided to the Board at the next regularly scheduled Board meeting for approval. The IPS Board will meet on the schedule required for approvals; currently this is monthly. The minutes from that Board meeting will include the Board approval language required by the School District Accounting Manual.

An IPS credit card shall be allowed for school purchases and travel. The CEO will be the cardholder. All credit card charges must follow ordinary procurement procedures. Credit card statements will be reviewed for proper documentation of each expense and processed monthly.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling are reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two, or three meals per day, depending on the circumstances of a particular trip. Under no circumstances shall alcohol, personal expenses, or personal entertainment be reimbursed. Employees will be fully reimbursed for travel and lodging expenses on the understanding that: the rate falls under the limit established by the U.S. General Services Administration for the city in which the employee is staying and the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site. For expenses incurred by the CEO, approval of the Board Treasurer is required for reimbursement.

If an employee uses his or her own vehicle for required business travel, reimbursement for mileage will be at current federal reimbursement rates for miles driven beyond those normally traveled to get to/from work. In addition, parking fees and tolls paid are reimbursable if documented with receipts for the expenses. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual and necessary costs incurred. Fines and parking tickets are not reimbursable.

Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

Payroll

The hiring process is directed by the CEO and Impact | SSE Principal and is consistent with the approved annual personnel budget. New employees must complete an application for employment, all necessary paperwork for payroll, and are fingerprinted consistent with state law. Fingerprint and background

clearance must be received before any employee may start work. Employees accrue vacation and sick leave based on the Board-approved personnel policy.

The CFO/COO will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. IPS intends to contract payroll services as a cost-effective method to ensure accuracy in payroll processing and reporting.

IPS values the unique contributions and commitment of each employee. The State of Washington is an at-will employment State so there will be no employee contracts; however, IPS leadership will develop a written handbook with specific guidance around expectations for both employer and employee, especially with regard to fulfilling the school's mission, vision, and values.

Maintaining Strong Internal Controls

The Board Finance Committee will meet regularly to review compliance with established policies and procedures and to recommend improvements. The committee shall review a stratified/random sample of invoices and payments (for instance, all expenditures over \$2,000) and then a random selection of transactions under that materiality threshold. The Finance Committee shall immediately report to the Board any inconsistencies in the application of internal controls, no matter how slight. The Finance Committee will work with the CFO/COO to ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with any and all legal requirements, as well as ethical, open, and transparent presentation of information.

The Board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts. The general checking account shall be the primary account for school needs. Authorized signatories to this account shall be the Board Chair, CFO/COO and CEO. The general checking account shall be reconciled monthly by the Board Treasurer and a school staff member or outsourced accountant who does not have the ability to approve expenses or disburse funds from the account. Authorized signatories to the savings account shall be the Board Chair, CFO/COO, and CEO. Core cash balances and reserves shall be invested in federally insured, fiscally conservative interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The School Manager will open all mail on a daily basis and the CFO/COO will immediately sort and endorse all checks to the appropriate school account, and prepare appropriate deposits as soon as practical, ideally the same day and no more than three working days. When cash is received, it will be counted by at least two employees, both of whom will verify the amount received and sign a cash deposit form indicating the performance of their duties.

2. Roles and Responsibilities

IPS's Home Office Team will manage all of Impact | SSE's finances, internally. The experienced team has successfully managed the finances of Summit Public Schools Washington and various other charter and district schools. Through this experience, the IPS Team has sophisticated systems and policies for effectively managing charter school finances.

The current Finance Team includes:

- CEO
- CFO/COO
- Manager of Operations and Finance
- System Six Strategic Bookkeeping & Analysis
- Paylocity
- Abacus Education Partners
- IPS Board - Finance Committee

The service provided to Impact | SSE will be detailed in the IPS Service Contract, approved annually in a public meeting. In addition to the roles described above, the following table summarizes the major financial responsibilities in the organization. Each of these is also detailed in the text below.

Activity	Principal	CFO/COO	CEO	IPS Board
Budget	Provides input	Leads development	Makes proposal	Finance Committee Reviews/ Board Approves
Audit		Leads process	Provides input	Audit Committee Reviews/ Board Approves
AR/AP/Banking	Approves expenses within budget	Leads process; Approves expenses within budget; Signs checks	Approves expenses within budget; certifies AP for payment	Board Reviews/approves AP; Board Reviews all financial statements; Board Treasurer reviews bank reconciliation
Budget Monitoring	Variiances and forecasts reviewed with CFO/COO	Leads process	Variiances and forecasts reviewed with CFO/COO	Finance Committee Reviews

Payroll		Leads process	Approval of all compensation; Certifies Payroll for payment	Board reviews/approves Payroll; Approval of CEO compensation
Cash Management		Leads process		If any loan is needed, Board approval required
Authorizer Reporting	Provides input	Leads process	Approval	Approval when required

3. Audit Plans

The Board will contract with a qualified outside firm to perform an audit each year on the close of the prior year’s books and in advance of the statutory audit deadline. The audits include: (1) accuracy of the school’s financial statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If IPS receives more than \$500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm is chosen in compliance with state laws and regulations. At the conclusion of the audit, the Board of Directors reviews the audit findings and requests, adopts, and monitors any corrective action, if required.

The selected audit firm prepares the Federal Tax Return Form 990 and sends a copy to the school staff responsible for the audit. The CEO and CFO/COO will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the CFO/COO will notify the audit firm who prepares the final return for filing.

The school will also be subject to audits by the State Auditor’s Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, federal A-133 testing, and risk-based procedures.

4. Financial Transparency

The Board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the Board may amend the budget as expenses and revenue projections change. Prior to Impact | SSE’s first year of operation, IPS and the Board shall start the budget adoption process in January 2020 by creating a list of budget priorities and/or reviewing the current budget priorities balancing input from key stakeholders while focusing on the core mission of the school. This proposed budget will be provided to the Board of Directors at the end of March 2020 and will be based on conservative assumptions for State and Federal Education Revenue. The Board will discuss the budget at an open Board meeting in April 2020. The meeting will be publicized to families and various community

stakeholders well in advance of the public meeting so that interested parties can attend the budget-related Board meeting(s). School leadership will submit a final budget for approval by the Board by the end of May 2020.

As the school is subject to Washington Open Public Meetings Act, all Board discussion around, and the ultimate adoption of, the budget will be completed during public Board meetings. Annual audits and any significant findings will likewise be presented during public Board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available.

The financial documents for Impact | SSE will be available to the Commission and public upon request and meet all of the financial requirements of the contract. Additionally, as regular practice, the Board will:

- Review and approve the budget in a public meeting
- Review quarterly financial reports (including budget versus actuals and balance) in a public meeting
- Review and approve the audit in a public meeting
- Review and approve the 990 in a public meeting

5. Financial Plan Workbook

Attachment 27 includes a complete financial workbook which uses the per-pupil revenue guidance provided by the Commission.

6. Budget Narrative

Attachment 28 includes a detailed and comprehensive line item budget narrative that includes a description of the assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures and the degree to which the school/campus budget will rely on variable income. **Attachment 29** shows evidence of philanthropic funding commitments included in the budget narrative.

7. Fundraising Plan

Attachment 30 includes a comprehensive, viable and long term fundraising plan.

Section 28: Financial Management Capacity

1. Applicant Team Capacity

The applicant team includes a CEO, CFO/COO, Board and partner organizations who have significant experience in financial management, fundraising, and overseeing internal controls with schools or organizations. The robust capacity is as follows:

Financial Management

The CEO and CFO/COO will lead items related to budget planning and management, Board reporting, State reporting, insurance, banking, payroll, bookkeeping, and more, with support from System Six Strategic Bookkeeping & Analysis, Paylocity, and Abacus Education Partners. This experienced team has managed the finances of district and charter schools successfully throughout the State and have sophisticated systems and policies for effectively managing charter school finances. System Six brings decades of experience managing bookkeeping and finance for Washington State organizations, and employs numerous CPAs, public sector and nonprofit accountants, and data scientists. They will provide broad accounting, reporting and compliance supports. Paylocity specializes in high-touch payroll support and human resources, working with charter schools across the country. They have a dedicated team in Washington that is tracking state updates to ensure organizations they work with stay accurate and compliant. They will handle payroll and support human resource reporting. Michael Buerger, Bryan Adams, and Judy DeLeon-Chavez of Abacus Education Partners have been in the charter school industry since the early 2000s, and will provide strategic financial guidance, having supported numerous other charter schools as interim CFOs, with audit preparations, board reporting, budget creation, government grants, and other complex transaction assistance.

In addition, the Board Finance Committee will provide tight governance over all finances.

Fundraising and Development

Fundraising will be led by Jen Wickens (CEO), Kristen McCaw (CFO/COO), and the Board. Ms. Wickens successfully oversaw fundraising when she founded Impact Academy, raising more than \$2,000,000. She oversaw fundraising and development as the Chief Regional Officer for Summit Public Schools, raising more than \$10,000,000 to support startup costs in Washington. Ms. Wickens successfully led fundraising efforts to launch IPS, recruiting two national charter funders to Washington - New Schools Venture Fund and Charter School Growth Fund. At Summit Public Schools, Ms. McCaw led efforts that successfully raised over \$20,000,000. Given this track record of success, the IPS Board is confident in the organization's ability to raise funds.

Accounting and Internal Controls

System Six, Paylocity, and Abacus Education Partners will provide direct support to the CEO and CFO/COO on items related to accounting, audits, budget planning and management, Board reporting, state reporting, insurance, banking, payroll, and bookkeeping.

The Board Finance and Audit Committees will provide tight governance over the accounting and internal controls. The CFO/COO has reviewed the School District Accounting Manual, audit reports, and consulted with Puget Sound Educational Service District, WA Charters, and other schools in the region to inform IPS'

fiscal policies. The procedures for accounting and internal controls are detailed in **Section 27**.

See **Attachment 10** for the individual qualifications for each of these leaders and **Attachment 13** for copies of the contracts with the aforementioned organizations.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators

1. Description of organization’s growth plans

Impact Public Schools’ mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Ultimately, IPS will operate eight schools, four in the Puget Sound region and four in eastern Washington, to make a broader impact on public education across Washington state. IPS believes that by advocating for public policies and operating high-quality charter schools, it will close the opportunity gap and provide all students their right to a high-quality education. IPS is committed to ensuring that each school is opened with the capacity to support the model and execute it with fidelity to best serve the community. Prior to considering expansion, IPS uses the following criteria to determine the viability of expansion:

- **Need:** academic performance of surrounding schools, student demographics, size of student population
- **Community Support:** community and family support for school model, family interest in school choice
- **Location:** availability of potential facilities, proximity to home and/or future regional office support, viability of a quality talent pool
- **Finances:** cost of operation and regional funding factors
- **Political Viability:** local leadership support, historical charter relationships and political landscape
- **Results:** performance of IPS schools already in operation

Impact | Puget Sound Elementary (PSE) opened in Fall 2018 with 178 Kindergarten and 1st grade students and will grow one grade per year until capacity at K-5. IPS will continue with this growth model, opening each school with Kindergarten and 1st grade, adding one grade per year through 5th grade. The table below outlines the organization’s growth plans by year for the Puget Sound region. The timeline of the expansion to Eastern Washington is to be determined based on the successful launch of the IPS model to scale in Puget Sound.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Impact PSE	Impact PSE	Impact PSE Impact SSE	Impact PSE Impact SSE Impact School 3	Impact PSE Impact SSE Impact School 3 Impact School 4

Capacity to Support Growth

The four anticipated schools in Puget Sound will be supported by a Regional Office led by the Senior Director of Schools (Puget Sound) and a Home Office that will provide operational and educational services. The IPS Home Office will have significant capacity to support and execute the growth plan. The IPS Home Office will be comprised of robust teams in the following capacities: Finance, Operations,

Technology, Talent, Data & Information, Growth, Academics, Communication, Development, Human Resources and Community Outreach. Please reference **Attachment 12** for a hierarchical organizational chart of IPS at full capacity. A second regional office will open in Eastern Washington, led by a Senior Director of Schools (Eastern WA) and a Home Office, to support the four schools located outside of Puget Sound. The physical proximity of each regional office allows for direct, daily support of each school and the robust framework of the larger Home Office creates a comprehensive structure for executing the growth model.

The leadership team responsible for the launch of Impact | SSE brings a wealth of experience from high-performing charter operators around the country (see **Section 13** and **Attachment 10**). Given the personal strengths and experience of this team, IPS is confident in its ability to support the expansion of the model to include another school (Impact | SSE) prior to reaching full organizational growth. **Section 25** outlines the Start-Up and Ongoing Operations specific to Impact | SSE.

Evidence of Model Success

One of the key metrics in the growth plan for IPS is whether the model is generating the desired results for students. Impact | PSE is in the midst of finishing mid-year testing for Kindergarten and 1st grade students in reading (NWEA MAP and F&P) and math (NWEA MAP). A full set of mid-year data will be available and presented during the capacity interview this spring. Below are data points derived from preliminary results from mid-year assessments and benchmarks embedded in the educational program.

Academic Data

- Preliminary NWEA MAP scores show the mean mathematics score for Impact | PSE Kindergartners is 155.2, a total of 3.1 points more than the national norm.
- Kindergarten African American students are performing above the national norm for mathematics (152.7 compared to 152.1 national average).
- Preliminary NWEA MAP scores show that the mean reading score for Impact | PSE Kindergartners is 152.7, a total of 0.8 points more than the national norm.
- Kindergarten students who identify as multi-racial are performing 3.7 points above the national norm for reading.
- 1st grade Latino students are performing 0.7 points above the national norm for reading.
- 100% of Impact | PSE students have presented 2-3 complete showcase products as a part of the project-based learning scope and sequence, engaging in the explore-create-showcase PBL arc and contributing to their portfolio.

SEL Data

- 100% of Impact | PSE students have earned 4 of the 5 SEL Compass Badges (80% complete) by mid-year.

Evidence of model success is also firmly rooted in the family and faculty experience at Impact. Below are the results from the mid-year family and faculty surveys at Impact | PSE. These were determined to be

key metrics in gauging if the model was being successfully implemented to create a diverse and inclusive environment that upholds the IPS mission and vision.

Family Satisfaction

- 98% of families would recommend IPS to another family.
- 93% of families feel welcome at Impact | PSE.
- 95% of families agree that IPS Faculty set high expectations for scholars.
- 99% of families think that communication with the school happens in a respectful manner.
- “I really like the inclusive atmosphere that is set to promote learning and growth through carefully planned activities, that enhance student-based learning.” - Impact | PSE Parent

Faculty Satisfaction

- 90% of IPS Faculty agreed that expectations are clear.
- 95% of IPS Faculty agreed that at IPS, Faculty have opportunities to learn and grow.
- 100% of IPS Faculty agreed that someone at work cares about them as a person.
- 95% of IPS Faculty agreed that there is someone at work who encourages his/her development.
- 95% of IPS Faculty agreed that the mission and purpose of IPS makes him/her feel like our work is important.
- 100% of IPS Faculty agreed that the team is committed to doing quality work.
- “My favorite part is the families that I have developed wonderful relationships with and the opportunity to learn about my scholars on a holistic level that includes a strong Diversity, Equity and Inclusion piece. I have truly enjoyed the opportunity to work with our admin team in facilitating my growth in leading.” - Impact | PSE Faculty Member

2. Portfolio Summary Template (Attachment 33)

Attachment 33 contains a school summary for Impact | PSE and corresponding performance measures as requested. Please note, as Impact | PSE has only been in operation for the 2018-2019 school year, there is no end of year or historical data for the previous 3 years. For sections that Impact | PSE is unable to provide, a note has been entered referring to this section of the narrative for further explanation. Impact looks forward to reporting data that shows growth and model success as the IPS school model matures to full capacity.

3. Status Report for Impact | PSE

Impact | Puget Sound Elementary (PSE) was authorized to open in the 2018-2019 school year is currently the only IPS school in operation. Impact | PSE met all Commission pre-opening conditions with 100% accuracy, completion and timeliness prior to opening the school. Currently, Impact | PSE has met all Commission compliance requirements to date and is on track to meet all upcoming requirements for schools in operation.

4. Disclosure of Revocation

No school operated by Impact Public Schools has been closed, non-renewed or experienced a revocation of charter by an authorizer.

CATEGORY 7: FEDERAL CHARTER SCHOOL PROGRAM GRANT APPLICATION

Section 30: Charter School Planning and Implementation Subgrant

Subgrant Goals & Objectives

The Charter School Program Planning Grant will be used to fully develop and furnish an educational program specifically tailored to Impact | SSE. The Impact team believes in developing and utilizing instructional materials that are both decolonized and contextualized to the specific community served. Thus, funds will be used to develop and refine K-2 projects that are aligned to the Common Core State Standards and are contextualized for the Impact | SSE community. These funds will also be used to create and codify curriculum for social emotional learning, math, literacy, project-based learning and the science curriculum.

The CSP goals and objectives are listed below.

- **Goal:** Fully develop and furnish the educational program specifically tailored to Impact | Salish Sea Elementary (Impact | SSE) for grades K-2 by August 2020.
 - **Objective:** By May 1, 2019, develop a detailed project plan for building the fully tailored curriculum.
 - **Objective:** Curate high quality resources to modify for Impact | SSE from January 2019 to August 2019.
 - **Objective:** Explore/test/identify learning management tools to support full curriculum by December 2019.
 - **Objective:** Develop education design team to vet curriculum drafts by September 2019.
 - **Objective:** Test/pilot curriculum with students in the spring/summer of 2020.
 - **Objective:** Fully train Impact |SSE faculty on the completed education program components through three weeks of August 2020 professional development.

The following measures of assessment will indicate success in our endeavor to develop the educational program:

- There are completed K-2 course maps for science, math and literacy.
- There are social emotional learning components contextualized for implementation in the target Impact | SSE community.
- There are 6 to 8 project plans for each grade level for kindergarten through second grades.
- There is a complete set of assessments for each identified subject area in each grade level, for kindergarten through second grades.
- There are rubrics that correspond to the assessments described above for each grade level, kindergarten through second grade.
- There are necessary materials identified, ordered and in use for proper development of the educational program (including texts, resources and reference materials).

Description of How Subgrant Funds will be Used

CSP subgrant funds will be used to support the Principal's salary prior to the opening of the school, in order to build, refine and curate Kindergarten and 1st grade curriculum (projects, math, literacy and science) during the planning year and throughout three weeks of August professional development. The funding will also enable the Principal to: develop a professional development calendar and scope and sequence for the year to support development of teachers' internalization of the model and pedagogical skills; develop thorough agendas for three weeks of August professional development; and, develop teacher observation and coaching protocols and tools. The subgrant will also be used to support a portion of the Assistant Principal of Operations and School Manager's salary prior to the opening of the school and during the first month of school, given that they will spend a significant amount of time planning for the operational aspects of the educational program components (i.e. material identification, ordering and inventory). The subgrant will also cover all Lead Teacher, Teacher and Teaching Fellow, and Special Education Teacher salaries throughout the month of August when they are participating in three weeks of intensive professional development focused on the Impact | SSE instructional model, and a portion of their salaries during September when they are aligning curriculum and supporting development of the educational model.

Additionally, Debra Fuentes, Math Consultant, will lead two 1-day professional development for all founding admin, Lead Teachers, Teachers and Teaching Fellows focused on foundational skills in Cognitively Guided Instruction. Under her guidance, teachers will refine the math scope and sequence for the year and develop/refine interim assessments.

Subgrant funds will be used to purchase assessments including F&P Literacy Assessment Materials and NWEA MAP assessment licenses (NWEA MAP is a national, norm-referenced assessment), as well as full leveled classroom libraries with hundreds of texts, read aloud texts aligned to project themes, among other supplies and materials. The aforementioned expenses are vital components of building the education program for Impact | SSE.

Description of How the Charter School will Continue Operation Once the Federal Grant Has Expired

Impact | SSE will be sustainable on state and federal funding without CSP funding by Year 4. However, before opening, there are startup expenses that arrive before the school is receiving state funding. Additionally, because Impact | SSE will start with only two grades to build culture and grow gradually, there are other expenses that will become sustainable once the school has achieved its full scale (e.g. building costs and certain personnel costs). As the grant expires, the school will meet these milestones of higher student enrollment and receipt of state funding, therefore enabling it to continue operating.

Description of the administrative relationship between the charter school and the charter school's authorizer and the charter school and the CMO

Impact Public Schools (IPS), a non-profit charter management organization, will provide strategic guidance, expertise, and operational support and oversight to Impact | SSE. The team at IPS has significant experience operating charter schools, and will spend substantial time on the Impact | SSE site and with the Impact | SSE team to ensure that the school launches successfully. Impact | SSE looks forward to

partnering with the Washington Charter Schools Commission, which provides oversight to charter schools as its authorizer. To date, IPS has enjoyed a positive and collaborative relationship with the Commission.

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IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 1 (Section 1)

Contents:

- Pending Authorization and School Opening Form (Commission Template)

PENDING AUTHORIZATION AND SCHOOL OPENING

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

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

State	Authorizer	Proposed School Name	Proposal Due Date	Decision Date

Does the applicant have new schools approved but not yet open elsewhere in Washington or the United States? Yes No

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

State	Authorizer	City	School Name	Opening Date



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 2 (Section 2): Evidence of Community Support and Engagement

Contents:

- Community Leader Input and Feedback
- Letters of Support
 - Harvey Drake - Emerald City Bible Fellowship
 - Ian Connell - Charter School Growth Fund
 - Isiah Anderson Jr. - Seattle Parks and Recreation
 - Patrick D'Amelio - Washington State Charter Schools Association
 - Carla Willard - Parent
 - Dawn Mason - Community Member
 - Pastor Mike Thomas - Radiant Church Seattle
 - Chris Korsmo - Charter School Board Member, Parent and Partner
 - Amanda Gardner & Tatiana Epanchin - Catalyst Public Schools
 - Juliet Kandel - Committee for Children
 - Hannah Williams - School Foundry
 - John Scott - Seneca Family of Agencies
 - Marcus Harden - Creating Excellence
 - Sarah Okun - True Measure Collaborative
 - Jeff Petty - Big Picture Learning
 - Tyson E.J. Marsh - Seattle University
 - Marley Spooner - Story2
 - Rick Boyle - St. Luke's School
 - Renato Foz - Willie Austin Foundation
- Petition for the Establishment of Impact | SSE - Parent Signatures of Intent
- Student School Design Letters
- School Design Community Meeting Flyers
- School Design Community Meeting Presentation
- School Design Community Meeting Sign-In
- School Design Community Meeting Photos
- School Design Community Meeting Family Notes and Observations
- PALS (Parent Advocacy Leaders) Partnership Description

Attachment 2: Community Leader Feedback

The following table depicts the highlights from many conversations with local community leaders and their feedback on the IPS model through tours at Impact | PSE. These conversations proved mutually beneficial:

Date	Community Organization/Individual	Input/Feedback Shared
November 2018		
29 Jan 31, 2019	Charter School Growth Fund - Principal, Ian Connell & CEO, Kevin Hall	<p>Input: Impact is one of top five school launches seen nationally; faculty is invested; it is a calm, focused, inviting space; high rigor is evident</p> <p>Feedback: Push more small group instruction to maximize second teacher</p>
29	Green Dot Public Schools WA - Executive Director, Bree Dusseault & Green Dot Design Team (Dec 7)	<p>Input: Strong SEL/Literacy and Math instruction; thoughtful coaching tools</p> <p>Feedback: Structure of Circle is defined, now work to strengthen depth of student/faculty contributions</p>
29	Teach for America WA - Executive Director, Anthony Byrd (multiple visits) and Managing Director of Development, Emma Hanan	<p>Input: SEL is culturally responsive; culture exudes a love of reading and productive struggle to grow</p> <p>Feedback: Layer in peer observations</p>
December 2018		
17	Willie Austin Foundation - Executive Director, Renato Foz & Program Director, Khyree Smith	<p>Input: Shared vision for incorporating SEL into movement classes; importance of strong classroom management</p> <p>Feedback: Incorporating more movement using community partners</p>
January 2019		
7	Rainier Valley Academy Leadership Middle School - Founding Principal, Walter Chen	<p>Input: Making certain every scholar is known</p> <p>Feedback: Continued family collaboration</p>
11	True Measure Collaborative -	Input: Importance of SEL incorporated into

	Director, Sarah Okun	<p>day as a Universal Design Practice; inclusive SPED practices serve each scholar</p> <p>Feedback: Empower teachers to proactively modify curriculum for all scholars</p>
15	City of Seattle - Recreation Program Coordinator for Citywide Performing Arts, Isiah Anderson	<p>Input: Strong classroom management; calm; warm; inviting; high engagement; culture of learning together</p> <p>Feedback: Intention around who we seek to serve</p>
16	Rainier Prep - Principal, Maggie O'Sullivan	<p>Input: Strong ed model; quality learning</p>
18	Seattle University - Associate Professor and Program Director, Dr. Tyson Marsh, and Student Success Coordinator, Jaycee Coleman	<p>Input: Creating pipeline for teachers of color is vital; excited about ed model; scholars highly engaged; high caliber instruction; strong classroom management</p> <p>Feedback: DEI training for faculty; teacher accountability is vital for long-term success; clear goals for ELL scholars</p>
30	Radiant Church - Pastor, Michael Thomas	<p>Input: Strong, relevant, core values and commitments</p> <p>Feedback: Strong social-justice element is important for solidarity and activism; build on strengths of the community</p>
February 2019		
1	Center on Reinventing Public Education - Several Members	<p>Input: Strong & beneficial adult SEL element</p> <p>Feedback: Push to ensure DEI intersects all curriculum areas</p>
2	Emerald City Bible Fellowship - Pastor, Harvey Drake	<p>Feedback: Significant need for choice in marginalized populations</p>
11	University of Washington Women's Center - Assistant Director, Senait Habte	<p>Input: Strong family communication; strong ed model; maintaining family communication and positive incentives</p> <p>Feedback: Continually and actively learn strong cultural practices for all cultures</p>

		represented
20	Seattle Housing Authority - Education Engagement Specialist, Saadia Hamid	Input: Encouraged by focus of scholars; high level of rigor; engaged faculty; never seen before in the states Feedback: Keep the community in as a part of the process every step and with growth
20	YMCA - Executive Director, Susannah Peterson	Input: If this ed model was available years ago, there would be many more adults today way better off; direct alignment with the YMCA; strong SEL; inclusion; positive climate
20	Boys and Girls Club-Sr. Program Director, Naomas Faletogo	Input: Level of joy coupled with challenging rigor is exciting; scholars excited Feedback: Keep culture of scholars front and center
20	Microsoft- Senior Officer, Education, Workforce and Human Services, Microsoft Philanthropies, Amy Liu	Input: Rigor impressive; joy apparent; high expectations for all Feedback: Sustainability of teachers since they are working hard
20	Southeast Seattle Education Association - Executive Director, Erin Okuno	Input: Strong SEL model
20	Afrikatown - Co-Founder, Dawn Mason	Input: Fidelity across classrooms & systems; strong model; teaching academic habits Feedback: Increase opportunities for family/scholar advocacy; hire mirroring population; attend community meetings; be accountable to the community
20	First Place Preschool - Director, Carol Brown	Input: Strong ed model, direct alignment of ed model, SEL focus critical, Feedback: Keep free before/after care; push activism of scholars
21	School Foundry - Founder, Jeff Petty	Input: Very encouraging; very concise/intentional approach to discipline;

		joyful; impressive learning happening
21	Ashe Prep Board Member - Vice Chair, James Valiere	Input: Strong education model; transferable learning Feedback: Continue to hire for diversity
21	Black Star Line Home School - Founder/Director, Marjon	Input: Math problem solving is encouraging Feedback: Culturally relevant assessment measures; look at Maori tribe



February 20, 2019

Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to express my strong support for the Impact Public Schools charter application for their second K-5 school – Impact | Salish Sea Elementary- in Seattle/Renton. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, and a strong community advocate, administrator and founding Impact | Puget Sound Elementary parent Baionne Coleman. Both leaders have deep community partnerships, a strong commitment to closing the opportunity gap, and an excellent track record.

As the Senior Pastor at Emerald City Bible Fellowship on Rainier Avenue in south Seattle, I am also deeply committed to educational equity. I first met Mrs. Wickens when she launched Summit Public Schools as their Chief Regional Officer. Under Mrs. Wickens' leadership, Summit Public Schools has become a wonderful asset to the central and south Seattle community. The students are achieving excellent academic results and the school has strong parent demand.

Given this team's track record in partnering with the community to support excellent public charter schools, I can assure you that Impact Public Schools will be a success. The Impact team has already led extensive outreach across the Puget Sound region to ensure that families and community members are aware of the fantastic new option that IPS presents. Under Mrs. Wickens' and Mrs. Coleman's leadership, IPS has engaged numerous faith-based organizations and leaders, feeder schools, and families in gathering feedback on their program.

Based on the work that I have seen Impact doing in the Puget Sound region to-date, I am confident that Mrs. Wickens', Mrs. Coleman and their team will engage diverse families who are representative of the south Seattle/Renton communities for Impact | Salish Sea Elementary

Thank you for bringing another high quality option to our community.

Sincerely,

Harvey Drake
Senior Pastor
Emerald City Bible Fellowship

February 20, 2019

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

It is my pleasure to express my unwavering support for Impact Public Schools' application for their second charter school, Impact | Salish Sea Elementary. As a Principal at Charter School Growth Fund, our goal is to identify and fund high-quality charter schools that are successfully leading the way in closing the opportunity gap. I have witnessed the incredible development and launch of Impact Public Schools' first school, Impact | Puget Sound Elementary, and I can write with confidence that they are at the forefront of closing the achievement gap in Washington State.

CEO and co-founder, Jen Wickens, and her team have demonstrated a full commitment to bringing their vision to life of preparing students to become equity-driven, innovative leaders of the future. The team has created a culture of great learning and joy and, even at this early stage, exhibit promise of leading their network to being one of the nation's best. Kevin Hall, CEO at Charter School Growth Fund, reflected on a recent visit to Impact | PSE and aptly described the academic and cultural climate as "thoughtfully planned, truly diverse and full of joy." He urged others involved in the charter funding sector to observe the model in action, saying "If you need a shot in the arm about the 'why' we are doing this work, it's worth a visit."

I have no doubt that the same words will be used to describe a second school launched by Impact Public Schools. It is clear that there is thoughtfulness and care that goes into every decision made by each administrator and faculty member. The South Puget Sound community would truly benefit from another school like this, which is why CSGF is enthusiastically partnering with Impact by providing funding for Impact | Salish Sea Elementary's launch.

Given the high levels of joy, rigor and student achievement I have witnessed at Impact | Puget Sound Elementary, I urge the Commission to approve Impact Public Schools' application for a second school. I look forward to continuing to witness the benefits that Impact Public Schools brings to the South Puget Sound region, Washington state and the national charter community.

Sincerely,

Ian Connell

Ian Connell
Principal
Charter School Growth Fund



February 14, 2019

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

It is with great honor that I submit this letter to you which allows me to express how impressed I am with my tour and shared information about Impact Public School.

I had the pleasure of touring the Impact facility with Baionne Coleman, and the experience left me excited for a return visit with other educators. As a 29-year employee of SPR, I have spent 90% of that time attempting to create the exact program culture of learning that I witnessed during my tour. Baionne and the team of educators at Impact have clearly discovered the "It Factor" in Early Education.

Impact's implementation of their scholar to scholar accountability is by far the foundation of their successful education model. A model in my opinion that will work just as effectively with higher education schools. The self-discipline, self-confidence, and self-motivation that is instilled within the scholars is something that they'll carry with them far beyond their school years.

The education model that Impact has created should not only be duplicated but shared to educators all over the world.

Sincerely,

Isiah Anderson Jr.
Recreation Program Coordinator
Seattle Parks and Recreation



Washington State Charter Schools Association

210 S Hudson St, Suite 324 | Seattle, WA 98134

206.832.8505 | info@wacharters.org

February 11, 2019

Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to support the growth of a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community-based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

On behalf of WA Charters, I am writing to express my strong support for Impact Public Schools' application for its second K-5 charter elementary: IPS | Salish Sea Elementary. The successful launch of the network's first school, IPS | Puget Sound Elementary in Fall 2018, has resulted in significant parent demand for more high-quality elementary school options in the region. As Puget Sound Elementary prepares to welcome 144 new families for its second year, more families remain on the waitlist.

According to data made available by the Road Map Project, significant opportunity and achievement gaps are already present in existing elementary schools across South Puget Sound, with low income students, English language learners, and racial minorities entering middle school behind their peers. Authorizing Impact Public Schools' second school will help address these gaps.

For the South Puget Sound community, the authorization of a second IPS school means another truly innovative public elementary school for its community's youngest members and their families – a model that offers rigorous, yet personalized instruction capable of meeting the needs of a diverse population. As the waitlists at IPS | Puget Sound Elementary show, South Puget Sound families are demanding more high-quality public elementary schools. To meet this demand, and to ensure that all families know their options, the IPS network is taking a proactive and inclusive approach to family and community engagement and parent participation.

All students who matriculate from Impact Public Schools will have strong core skills in reading, writing, and mathematics, and they will demonstrate mastery of the Common Core standards through fifth grade. Utilizing a modified version of the 21st Century Leadership Framework, Impact Public Schools will ensure that students are prepared for middle school by developing students' non-cognitive skills, habits, and mindsets, such as growth mindset and hunger for learning. In terms of its faculty and staff, IPS is attracting local and national talent, leaders and teachers who are committed to the network's mission to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. WA Charters believes strongly that South Puget Sound families deserve the option to send their children to a school that offers this kind of transformative education.

WA Charters has upmost confidence in the capacity of founder and CEO Jen Davis Wickens to continue growing a high-quality network focused on equity, innovation, and community partnership, and we believe that Impact is ready to open its second school. As Chief Regional Officer for Summit Public Schools, Ms. Wickens oversaw the successful launch of two high-quality charter public schools in Seattle and Tacoma and laid the groundwork for the launch of a third campus in West Seattle. At both Summit and IPS, she has formed many successful partnerships with community-based organizations and traditional school districts that effectively serve the entire charter public school sector. I am confident that IPS will continue to develop critical partnerships with traditional school districts and community-based organizations to share best practices, and that students

matriculating from IPS will want to matriculate into programs that have similar characteristics, like Summit Public Schools and Green Dot Public Schools.

To demonstrate our commitment to communities across the state, WA Charters has created a competitive grant program to support the startup of new “standalone” charter public schools. Since its inception in 2014, this program has granted planning and implementation funds for nine different standalone startup charter public school models, including Impact’s.

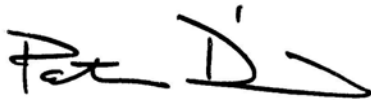
To date, WA Charters’ Planning and Implementation Grants have totaled \$5.4 million and will have created 3,800 high-quality charter school seats once these schools reach full enrollment. Each standalone charter public school that is authorized to operate in Washington state is eligible to apply for this funding. Historically, each authorized standalone school has received an award of at least \$600,000.

While grant funds cannot be guaranteed prior to approval, Impact Public Schools | Salish Sea Elementary, if authorized, will benefit from intensive academic, organizational, and financial support from WA Charters over the course of their startup year in order to prepare for a successful school opening. WA Charters is committed to continuing to work with IPS’ leadership throughout the start-up phase and beyond.

Not only will IPS | Salish Sea positively impact South Puget Sound students, families, and communities, it will critically support the continued growth and quality of Washington’s charter public school sector. Given the experience and success of the Impact Public Schools team, the demand from families for another high-quality and truly innovative public school option that will be responsive to the needs of South Seattle, I urge the Commission to authorize Impact | Salish Sea Elementary.

Thank you for your time and consideration.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Patrick D'Amelio". The signature is stylized with a large, sweeping initial "P" and a long, horizontal stroke at the end.

Patrick D'Amelio
CEO, WA Charters

FROM THE DESK OF

CARLA I. ROGENMUSER WILLARD

February 14, 2019

Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application for their second school, Impact | Salish Sea Elementary. I am a parent of two multiracial sons with learning challenges. One attended SOAR Academy for two years and one is enrolled in Impact's first school, Puget Sound Elementary. Living in Tacoma, I can testify to the deep need for more high-quality elementary school options across the South Puget Sound region, not only for families like ours but for others underserved in traditional schools.

I learned about Ms. Wickens' background with Summit Public Schools during the 2017 WA Charters Conference. After meeting Ms. Coleman and Ms. Page at School Foundry's equity panel event, I excitedly passed on progress reports about Impact's launch to other families as the leadership team researched and refined their concept. Openly sharing their journey and inviting public input went a long way towards building community trust and interest.

It is rare to see a model so thoughtfully account for all aspects of a school; from operations and academics to social-emotional learning, arts integration, family engagement, and school culture. Impact's team has developed a framework of staff education and community partnership that is well-balanced and flexible. It is responsive to the needs of different communities and maintains a high level of instructional quality and a joyful approach to learning.

Everyone at Impact has been wonderfully supportive of our son right from enrollment. We work together to determine his educational and emotional needs. His mentors give him space while consistently holding high expectations. He has blossomed beyond belief socially and academically. It is amazing!

I believe that Impact Public Schools is and will continue to provide what South Sound families and students need: access to an excellent, equitable education in schools where every student is seen and every family's voice is heard.

Sincerely,



Carla I. Rogenmuser Willard

2/13/2019

Washington Charter Commission
Re: Baionne Coleman

Electronically transmitted

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,,

It is easy and a pleasure to write this letter in support of Impact Salish Sea Elementary, Principal Baionne Coleman, and the Impact Public Schools team. The Impact Public Schools team has stepped up to the challenges of bringing high-quality elementary models into existence by way of public charter schools in the greater Seattle area. The team is committed to the mission of assuring an education choice of excellence for all children and parents, with a high emphasis on marginalized populations who rarely get a choice.

Mrs. Coleman was raised by an educator who had high expectations, it was ingrained in her every student can learn and has value, this has been seen in her educational career year after year in how she deals with students, families, and the community. There are no barriers in her development of an education experience for teachers or students. Students are not failed because they bring any or a combination of elements to a classroom; poor, non-white, quick learner and slow learners, special needs or exemplary gifts and talents that have been used as reasons for school failure.

I have known Baionne since her birth, she brings to education development what was learned as a student attending the best private and public K-12 Schools. She has a natural talent for planning and the ability to stay focused on a set goal. She has a love of children and learned the diversity they bring to classrooms from her large family of biological, adopted and foster siblings. Each having their own strong personality and education. She continues to balance these relationships as an adult and brings this ability to her professional and personal interactions with colleagues, community members, and parents. She is able to connect with parents across the diversity that makes up Washington's public school student population. It is a resiliency that allowed

her to be a full-time employee, full-time student, mother, and wife while completing her graduate degrees and certificates. This is a model that is applauded and is needed.

I have reconnected with Mrs. Coleman as a member of the First Place Board of Governance. She helped guide First Place through a difficult transition from a K-5 Charter School to A City of Seattle Public Preschool School with a tier 4 Early Achievers rating and one of Seattle's premier Pre Kindergarten sites.

This knowledge of early learning, primary and elementary education has been applied to Impact Puget Sound in Tukwila, and that experience will assure a top rate Public Charter School in the greater Seattle area which has a population of children who continue to fall well below State and National standards for achievement. Having someone who is from the communities from which the school will draw is an asset. She is known and trusted widely among the diversity that makes up the Central District Community all the way to the South Seattle community and beyond, with both communities being drawn to a choice school.

Basing education on a platform of community, parent and professional collaboration is a winning formula, that all charter schools have promised the legislature, educators, parents, and taxpayers. The IPS team brings all of this to their work to promote and expand charter public school education. Baionne and the rest of the IPS team are specialists in addressing the education needs of families who are among those who have not known excellence in the traditional public school offerings. Jen Wickens did her pre-work by having Baionne Coleman co-found IPS and co-lead at Impact Puget Sound to create a high fidelity and high-quality education model across school I and II. This type of foresight ensures a high-quality education model can meet the intended outcomes due to vested interest and responsibility on behalf of the Principal.

Jen Wickens, CEO, has brought other high-quality charters to WA in the form of high schools. She knows the systems, how to create education models, and how to seek out the best educators to support a school's success. I believe more elementary models such as IPS, and other public elementary charters such as Ashe Prep are exactly what will close the opportunity gap more quickly in WA state; by starting with the youngest students. Too many non-white communities have been prey to school failure, it is time to change this and give the communities the high-quality education they deserve.

When schools are built with the community and for the community, with leaders who mirror the population, they are far more likely to succeed because the community is holding the school accountable. Impact Schools are built with the community, and Baionne is from the communities, she will be held accountable by the community, and she herself also has expectations for what it looks like to serve her community.

The best of a person cannot always be trusted to a letter of support. If any would like to discuss further the best of what Baionne and the IPS team brings to education, I can expand on this in a conversation or follow up communication.

Respectfully,

Dawn Mason, M.Ed



[mailing address]
3815 S. Othello Street, #100-324
Seattle, WA 98118

[worship location]
Albert Talley High School
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Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter
Schools Commission
P.O. Box 40996
Olympia, WA 98504-0996

To Chair Williams & Members of the Commission,

Greetings! My name is Rev. Michael Thomas, MDiv. I am writing you to share my whole-hearted support of Impact Schools, Salish Sea Elementary as well as the leader of this institution, Baionne Coleman. I have the privilege of not only knowing of her and her ability through Impact Schools, but I also serve as her pastor. From what she has done already through Impact Schools and how she continues to add incalculable value to our community, we anticipate Salish Sea Elementary being an amazing asset to Washington's educational opportunities when it launches in 2020.

I have had the opportunity to see first hand the incredible difference Impact schools have in educating a diverse student body and the dynamic leadership ability and genuine passion of Baionne to serve tomorrow's leaders! Even within our church community - a community that is thriving in diversity and being multi-generational, Baionne is a key leader and we continue to benefit from her leadership. Her leadership ability & presence continues to impact how we serve the community and empower our children.

As a matter of fact, being able to witness the culture of Impact Schools and the passionate leadership of Baionne, my wife and I, along with several other families within our community, both have and are in the process of putting our children within Impact Schools.

As a parent, we value and hold in great regard the reality that schools not only provide our children with an education, but also, educators and administrators are actual partners with us in raising vibrant, effective, and confident leaders. This alone makes those who are entrusted to do this work held to high standards. In my opinion, Salish Sea Elementary and Baionne Coleman are trusted examples that makes this partnership extremely promising!

Please feel free to contact me for any questions or follow up.

In this Together,

Michael Thomas

Pastor Mike Thomas | pmt@radiantseattle.org | 773.551.0816

February 28, 2019

Members of the Commission

Washington State Charter School Commission

P.O. Box 40996

Olympia, WA 98504-0996

Dear Charter School Commissioners,

I am writing you in strong support of the application for Impact Public Schools second K-5 school to open in Seattle/Renton. The leadership team, its model and approach along with their experience, makes them a fantastic candidate for school replication – and ultimately, student success. Impact Public Schools is led by an experienced, local educator and leader, Jen Davis Wickens, and a strong community advocate, Baionne Coleman. Both leaders have a relentless commitment to closing the opportunity gap and have a proven track record that shows it can be done.

Having recently visited Impact in Tukwila, I left blown away by the quality of instruction, the 1:1 interactions and the excellent overall organization of the school. Though it was a “normal” school day, it was obvious that the community is deeply embedded and committed to the school – as was the commitment of its staff. I came away wishing every child could have the kind of trusting, loving and respectful interactions with the adults in their school buildings that the kids at Impact have. As a parent my deepest wish for my own son is to feel connected to something bigger than him – a community of trusted adults who believe in his capacity and help develop him to his fullest. This was my observation at Impact. And it’s my take away of the schools previously founded by Ms. Wickens. Students feel safe, supported, and most important, agency over their learning and their lives.

As a long-time education advocate who fought to bring charter school opportunities to Washington state, Ms. Wickens’ schools are the very thing I had in mind. Learning systems deeply rooted in evidence and practice, compassionate and highly skilled educators, parents and communities engaged in their children’s learning and school. This team’s dedication to parent engagement – involvement and community building – has been an essential foundation to their students’ success. A model for not only how to do the work, but why you do it.

I hope that after all due consideration of this team’s application, Impact’s second school is approved so that kids and families in another community have the opportunity for an excellent, high quality educational choice.

Respectfully,

Chris Korsmo

WA Charter School Board Member

Former Executive Director, League of Education Voters

Summit Atlas Parent



Washington State Charter Schools Commission
PO Box 40996
Olympia, WA 98504

RE: Letter of Support for the Application of Impact Public Schools: Salish Sea

Dear Commissioners,

The opportunity gap for students of color and for those living in poverty is one which sadly persists in the state of Washington. It is for this reason that we support the application submitted to you by Impact Public Schools to open its second campus, Salish Sea Elementary.

CEO Jen Wickens has assembled a diverse and qualified team to run the Impact home office and flagship school. In its founding year, this exceptional leader has created a robust, joyful, and rigorous environment for all students. Ms. Davis has cultivated a leader and staff that are committed to the vision and mission of the school with 100% fidelity. Understanding the nuance of replication, she has begun training a competent leader for the Salish Sea campus so that the high caliber model experienced by Impact: Puget Sound students can be accessible to more young people in the greater Seattle area.

It is inspiring to see a school so quickly live up to its mission to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. What is more inspiring is to see this in action at all levels: that of student, teacher, and senior leadership. Furthermore, staying true to its mission, Impact Public Schools has already made a broader impact on public education across the state to close the opportunity gap by sharing resources, lessons learned, and thought partnership to earlier stage organizations such as ours. Catalyst Public Schools strives to support our diverse scholars to live full lives and to succeed in college, career, and life. The work that Impact Public Schools, the state's first homegrown charter network, is pioneering is, in large part, what makes our efforts on behalf of young people in another region possible.

Should you have any questions about our support of Impact Public Schools, please do not hesitate to reach out to me at tatiana@catalystpublicschools.org or to my co-founder, Amanda Gardner, at amanda@catalystpublicschools.org. Thank you in advance for your consideration of this application and for keeping young people at the center of your decision making.

Sincerely,

A handwritten signature in black ink that reads "Amanda Gardner". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Amanda Gardner
Co-Founder, Catalyst Public Schools

A handwritten signature in blue ink that reads "Tatiana Epanchin-Troyan". The signature is stylized and cursive, with a large loop at the bottom.

Tatiana Epanchin-Troyan
Co-Founder, Catalyst Public Schools

February 15, 2019

To Whom It May Concern,

Initiative and follow through are the first words that come to mind when I think of Baionne Coleman's professional strengths. It is my pleasure to write this letter in support of Ms. Coleman and her efforts at Impact Public Schools as a school leader, a leader in school-based social emotional learning (SEL) and as an exceptional professional. I have known Ms. Coleman since September 2013 when she participated in the Second Step Leadership Institute at Committee for Children (CfC). At that time she was leading the SEL efforts at St. Luke School, among many other duties in her role there. Ms. Coleman is a skilled leader and I have every faith in her ability to open and sustain the Impact Public Schools / Salish Sea Elementary School.

To provide context, Committee for Children is a 40 year non-profit organization based in Seattle. A global thought leader in SEL, our programs, which blend research and rigor with intuitive design, reach more than 14 million children each year in over 70 countries worldwide.

After participating in the 2013 Leadership Institute, Ms. Coleman continued to build a partnership between our organization and St. Luke School which eventually led to St. Luke becoming a demonstration and pilot site for CfC that continues today. She has served as a voice for SEL, co-presenting with us at national conferences and joining us for SEL advocacy events. Ms. Coleman developed implementation support tools for her St. Luke principal that sparked ideas for schoolwide resources we've since published that are used in schools across the United States.

Throughout our years of partnership with Ms. Coleman at St. Luke, and subsequently with Impact Public Schools, she has impressed our whole team as someone who is thorough, a timely communicator, very organized, a lifelong learner and, maybe most impressively, takes advantage of every opportunity to learn about and tap into any resources that would benefit her students. While she is incredibly resourceful, she is equally discerning, careful to focus on partnership opportunities that are in line with her schools' goals and strategic plans.

When she started her position as school leader at Impact Public Schools, Ms. Coleman immediately took a leadership role spearheading SEL as a research-based strategy that is known to improve academic outcomes as well as SEL skills. (Durlak, et al, 2011) She has since collaborated with other administrators to create a professional development structure that supports adult SEL, which is in line with current research. We must first build adult SEL competencies as the foundation for a positive school climate. "It's critically important that schoolwide SEL implementation intentionally nurtures a work environment in which staff feel supported, empowered, able to collaborate effectively and build relational trust, and also able to develop their social and emotional skills." (CASEL Guide to Schoolwide SEL, 2019)

SEL is an important foundation for academic success in any K-12 educational setting, including those serving marginalized populations. By making SEL a focus, Ms. Coleman and Impact Public Schools are addressing some of the most foundational needs of their community's children, creating a safe supportive learning environment and freeing students' hearts and minds to focus on learning.

CfC wishes every success to Ms. Coleman and the students and families of Impact Public Schools, including Salish Sea Elementary.

Sincerely,



Juliet G. Kandel
Implementation and Training Manager



cfchildren.org
P: 800-646-4449
F: 206-438-6765

2815 Second Avenue
Suite 400
Seattle, WA 98121

Grow Kinder™

February 11, 2019

Ms. Cindi Williams, Chair
& Members of the Washington State Charter School
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

This letter is in support of Baionne Coleman for principal of Impact Elementary | Salish Sea. I met Baionne in 2017 through School Foundry, an equity-focused school leadership and design network, where I witnessed and supported her and her colleagues through the development year of the Impact model as well as in her own process of growing in her leadership. Throughout this experience, I have had the opportunity to become familiar with how Baionne genuinely approaches the work - her intentions and process - with love and genuine care for young people. Her connection to children is natural and infectious and when she speaks to them it is with dignity and love in her voice. She is a magnetic, authentic leader of adults who is clear, creative, engaged, organized and kind. She truly models what learning looks like by demonstrating vulnerability and empathy and seeking out support when she needs it.

Baionne constantly applies an equity lens to everything she does and in all aspects of leading a school. She demonstrates this in many ways including bravely calling out inequity and racial bias even when it is uncomfortable and helping her team examine and reflect on key school aspects by asking the question: "how does this (curriculum, teaching practice, decision, communication strategy etc...) support our commitment to equity, diversity and inclusion?" She doesn't hesitate to dive into the messy work of navigating ambiguity and conflict and also possess the intuition to thoughtfully and strategically navigate it. When I have seen Baionne get asked tough questions - questions she may not know the answer to and those that require her to answer with brutal honesty - she does so with grace, thoughtfulness and a passion fueled by love of kids and ensuring the focus on the mission of leading an equity-driven school. Baionne understands what it means to know and honor the community from which the students and families come from and the community where the school resides. She does this by consistently meeting and talking with families and community members (even frequenting nearby immigrant-owned small businesses), knowing and showing respect for their cultural preferences and norms, listening with kindness and openness, and welcoming them into the school like she would welcome them into her own home.

Baionne and the entire Impact team have prioritized the hiring and retaining high-quality teachers who are masters of building trusting relationships with students and a tightly-knit community where all students have a sense of belonging. I have seen them encourage and design for curiosity, exploration, and highly engaging problem-solving activities that promote creativity and complex thinking. As I have listened to her reflect on her experiences of hiring and coaching teachers, her unwavering commitment to all students having a high-quality learning environment where they feel safe, empowered, seen, challenged and experience academic and social and emotional growth is clear. This is the best thing about Impact: their commitment to creating a model of safe learning spaces where kids are supported in their social and emotional development. Impact understands that students need to be curious and creative and learn in real hands-on ways. They treat students like they are rock star scholars as they infuse the school environment and content with so much joy. They support families with how to best support their learner at home and ensure all families have access to what they need in order to do so.

As a facilitator of professional learning for teachers and school leaders around restorative justice, I am particularly excited about the work they are doing around social and emotional learning. We need more examples - both regionally and nationally - of what restorative practices look like in elementary schools. And from what I've seen of Impact's model, they are leading the way. Opening Impact | Salish Sea will give not only those students and families a strong, high-quality school community, it will also provide the public education sector with much needed research, innovation in restorative practices. As a parent and educator in South Seattle, I recognize a desperate need for school options that allow for this kind of innovation and collective learning.

I believe our first priority as a state is to improve the quality of public education - to support schools and school leaders in disrupting the status quo that is producing inequitable experiences and outcomes for students. If a charter school system is to exist, then it must do so in service of the betterment of our state's public education system where each charter is operating in a way that ultimately elevates the quality of all public schools. This is possible when we approve charter schools, like Impact | Salish Sea, that are committed to bold, equity-driven innovation led by dynamic school leaders such as Baionne Coleman.

Sincerely,

A handwritten signature in black ink, appearing to read 'Hannah Williams', written in a cursive style.

Hannah Williams

*School Design & Leadership Coach/Facilitator
School Foundry (Big Picture Learning)
National Center For Restorative Justice*

February 7, 2019

RE: Letter of Support for Baionne Coleman

To Whom It May Concern:

Greetings, I am enthusiastically writing a letter of support for Impact Salish Sea Elementary and Mrs. Baionne Coleman as the principal. I've had the privilege of working with the Impact Team for over a year. My current professional role is director of diversity, equity, and inclusion for WA state with Seneca Family of Agencies. My leadership role includes partnering with King county and Pierce county charter and public schools, providing support, training, and consultation focused on diversity, equity, and inclusion values and dynamics.

I've provided several trainings with Impact Public Schools: Puget Sound Elementary, where Baionne is a school leader and an integral part of the school leadership team. I've experienced Baionne as a leader who is both compassionate and highly skilled in integrating issues of DEI into curriculum, disciplinary practices, and school climate and culture. She courageously speaks truth to possible systemic blind spots related to issues of race, class, age, and community engagement. Impact Public Schools is an organization that encourages her authenticity and diverse perspective.

Baionne models and embodies what authentic cultural humility looks like, consistently asking curious questions, engaging in challenging conversations, and asking for support when needed. She seems to understand that leadership and education are interdependent with her doing her own work and professional development related to issues of equity and inclusion. In essence, she is a life-long learner who values and invites community input, young people's voices, and her colleague's wisdom, especially related to building a more beloved school community. Impact Public Schools is intentionally creating a sense of belonging for leaders of color which transfers to the same sense of belonging for students and families; this is integral in having schools that collaborate with communities as Impact Public Schools is doing.

In my experience, Impact Public Schools authentic embodiment of this leadership and culturally humble values inspires and motivates all that they engage with. Impact Public School: Salish Sea is an excellent candidate for leading a community school and is truly committed to supporting communities in education, DEI, community engagement, and excellence. Communities deserve an intentional education experience that highlights the strengths of communities rather than its deficits as Impact Public Schools is currently doing..

Feel free to contact me with any questions or concerns.

Sincerely,

John Scott, PhD(c)
Director of Diversity, Equity and Inclusion for WA State
Seneca Family of Agencies
(510) 388-9029

Marcus Harden
607 SW Grady Way
Suite #325
Renton, WA 98057
Marcus@aceacademywa.org

February 10, 2019

Letter of Support
Impact | Salish Sea Elementary
Letter of Support Baionne Coleman

To Whom It May Concern:

“Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning.” These wise words by Maya Angelou embody the spirit of the vision and mission of Impact Public Schools and the leadership of Baionne Coleman. Making an impact in communities to succeed in college and in their communities as at the core of who Baionne is.

I have had the privilege of knowing and serving with Baionne for nearly 20 years. Baionne has always been a leader of strong values and principles, that emanate from her long before she has to speak a word. Authenticity, vision, honor, respect, joy, and love are all adjectives that would describe Baionne as not just an instructional leader, yet as a servant leader who operates within the community.

The community in Seattle that Impact aims to serve is rich in natural resources yet could greatly benefit from the option of choice. As with many cities in the Puget Sound region with massive gentrification has come a wave of schools that still do not serve the most vulnerable and in need. Impact Public Schools in this community will create a choice for families who’s voices typically aren’t heard and serve as a partner for best practices for the surrounding schools. Choice and voice is what parents, community and family desperately need as even the “successful” schools are not with great intention serving low income and students of color in the way that Impact has proven to do.

Her commitment to being a voice for the voiceless, her tireless service to children and families who otherwise would find themselves part of the historical marginalization in our educational system and her commitment to faculty and community partners, is inspiring. As an instructional leader, she is a true instructional coach, working side by side with teachers through open dialogue and modeling to deepen their practice in service of children.

Baionne’s presence is the human voice that infuses deeper meaning and truly makes an impact. As an administrator and school leader myself, she is a peer I value and would not hesitate to do

the three litmus test for, (1) working with her, (2) working for her and (3) sending my children to be under her stewardship. Seattle, Washington State, and the Charter region will be better for Impact Public Schools under Baionne's leadership and I recommend her and support them with no hesitation.

Thank you for your time and please contact me if any more information is needed.

Respectfully,

Marcus L. Harden
Co-Founder Academy for Creating Excellence

WA State Charter School Commission
PO Box 40996
Olympia, WA 98504

March 1, 2019

To Whom It May Concern:

It is with great enthusiasm that I submit this letter of support for Baionne Coleman, Resident School Leader at Impact Public Schools. I have had the privilege of working with Baionne in her role as School Leader and Special Education Lead at Impact | Puget Sound Elementary since their opening in August 2018. I can state without hesitation that Baionne is one of the most committed, innovative, and intentional school leaders with whom I've worked in my 15 years in public schools.

Baionne leads by example. The model for interacting with scholars set by the Impact | PSE leadership team is one of respect, care, and consideration. Baionne greets all scholars by name, and checks in with them to see how they are doing and what they need in order to be successful in their school day. I have observed Baionne supporting one student with challenging behavioral needs; she remains calm and caring at all times as she sets and affirms expectations, provides redirection, and praises the student when he complies and returns to expected behavior. Baionne and the Impact | PSE team show their students daily that they are cared for and valued – this is palpable throughout the school building. Impact Public Schools' vision and core values are on display in every classroom every day.

Baionne and the Impact | PSE leadership team apply the same principles of care to supporting their teaching faculty. IPS stands out in the charter sector in its utilization of co-teaching, a nationally recognized teaching model with implications for student success, in all classrooms. Collaboration is a school-wide norm. Teachers are supported in their professional development through regular staff meetings, trainings, observations, and coaching. Administration teams from other charter schools have conducted learning walks at Impact | PSE, and their take-aways from these visits are informing their own paths to improvement. The charter sector will benefit greatly from the implementation of the innovative Impact model at future sites throughout Washington State.

Another critical component of Baionne's work at Impact | PSE is the leadership of the special education program. Baionne is committed to faithful implementation of best practices as informed by state and federal compliance requirements for the provision of special education. Her decision-making processes hold scholars' educational benefit and outcomes at the height of consideration. She leverages her strong knowledge of special education requirements, as well as all available tools and resources, to write thorough, compliant IEPs, ensuring that the process is collaborative and reflects the voices of all stakeholders. Baionne maintains strong relationships with the families of scholars with and without disabilities, and she ensures their participation in all aspects of educational planning. She diligently creates Critical Paths to norm

special education procedures, in accordance with the IPS standard of systematizing best practices.

I cannot stress highly enough my faith in and support of Baionne Coleman as a school leader and innovator. She is an invaluable asset to the Washington State Charter Sector. Please do not hesitate to contact me with any questions about Baionne.

Sarah Okun, M.Ed
Director – True Measure Collaborative
Washington State Charter Schools Association
sarah@wacharters.org
703.300.6351



SCHOOLS, INNOVATION, INFLUENCE

January 31, 2019

Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter Schools Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to encourage your support of Salish Sea Elementary, part of Impact Public Schools, and their school leader Baionne Coleman. The founding team of Impact's first school, Puget Sound Elementary, participated in School Foundry's initial cohort last year, and we anticipate working closely with Ms. Coleman next year as she prepares to open Salish Sea Elementary in the fall of 2020.

I recently visited Puget Sound Elementary, and I don't know that I've ever seen a more systematized and thoughtful approach to managing the relationships that comprise school culture, and doing so with what I would call a rigorous attention to equity. The objective of all this seems to be a culture of academic rigor and vitality that's infused with play, individual expression, and joy. I observed this happening in each classroom, i.e. not randomly but supported by integrated systems of teacher practice and administrative oversight. I believe much of our opportunity gap is fueled by teachers and other staff undermining the school affinity and school agency of students of color, starting early and accumulating over time through subtle and not subtle messages around behavior, potential, and belonging. Based on my visit, I don't see how these could occur at Impact | PSE, and I'm still sort of marveling at the implications of that.

Impact has done something remarkable in drawing on the *best* practices of three notable charter networks and working to remove aspects of those schools or practices that are culturally questionable or harmful. Seeing the systems in place, and knowing the commitment and skill of Impact's founding leaders (including their board), as well as Ms. Coleman, I believe Salish Sea Elementary will be a national exemplar in elementary public education. This is a critical need for South King County, and I look forward to being one of the people who urges and steers school and system leaders to visit and learn from these schools.

School Foundry draws on Big Picture Learning's twenty-five-plus years of principal leadership development as well as mentorship from leaders of other exemplary schools, networks, and equity initiatives. We partner with leaders and schools who demonstrate a strong commitment to equity and student-centered learning. We chose to work with Impact in our first year because of Jen Wickens's leadership and her team's potential to influence Washington's educational systems to better serve students. In addition to ongoing design coaching and leadership support, School Foundry plans to support Ms. Coleman on additional site visits to model schools outside Washington, as well as through ongoing critical friendship with other Foundry fellows and leaders developing similar designs elsewhere.

Co-Founders

Dennis Littky, Ph.D.
Elliot Washor, Ed.D.

Executive Directors

Andrew Frishman
Carlos Moreno

Board Chair

Saul Kaplan

Board Members

Lorne Adrain
Dale Dougherty
Marc Ecko
Isaac Ewell
Gwen Fountain
Tim Galles
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Francie Heller
Peter Karoff
Rabbi Irwin Kula
Peter McWalters
Eva Mejia
Andrew Nkongho
Carol Nulman
Ramona Pierson
Daniel Pink
Bruce Webb
Ronald A. Wolk

Big Picture Learning
325 Public Street
Providence, RI 02905
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[@bigpiclearning](https://twitter.com/bigpiclearning)

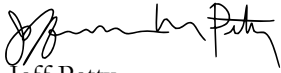
Big Picture Netherlands
KPC Groep
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Australia
www.bigpicture.org.au
[@bigpic_educaust](https://twitter.com/bigpic_educaust)

I have observed Ms. Coleman earn the trust of families embittered by negative school experiences, and most all of the mentor leaders we've interacted with over the past year – some of whom lead networks of innovative schools – have spoken to Ms. Coleman's strengths in developing an academically vibrant school culture and a learning organization among staff. She is one of the most compelling school leaders I've encountered in recent years.

We could not be more excited and hopeful to partner with Baionne Coleman and the Impact Public Schools team in developing Salish Sea Elementary. I would be glad to respond to any questions about School Foundry and Impact's involvement. Thank you for your support of their exceptional work!

Best Regards,

A handwritten signature in black ink, appearing to read "Jeff Petty". The signature is fluid and cursive, with a prominent initial "J" and a long, sweeping underline.

Jeff Petty

Regional Director

jeff@psconsortium.org | 206.595.6133



February 1, 2019

Mr. Steve Sundquist, Chairperson
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Charter School Commission:

I am pleased to write this letter of support and recommendation for Baionne Coleman in her Impact | Salish Sea Elementary charter application. I have known Baionne for two years, and had the opportunity to serve as her academic advisor in my capacity as the program director for the Educational Administration program in Seattle University's College of Education. Over the past ten years, I have taught and trained hundreds of educational leaders to make a positive difference in schools and the lives of youth across the United States, and internationally. Largely due to deep commitment to community and justice, Baionne is one of the top educational leaders I have had the privilege to work with. In what follows, I will speak to these qualities, and others, that have positioned her as a rising star in Western Washington, and contributed to her success as an educational leader and innovator.

Centering justice, our program is focused on creating critical dialogue across educational contexts (public, private, independent) towards the end of naming and addressing persisting systemic and structural inequities. Placing community at the center of the work of educators, our program emphasizes the criticality of finding and acknowledging solutions to these persisting inequities with, and in community. This work is not easy within an educational landscape that tends to reward complicity in maintaining the status quo, as opposed to innovation towards the end of educational equity and justice for minoritized communities. Further, it is increasingly difficult, and rare to find innovative educators that are willing to step into new leadership positions and commit to challenging inequitable practices through hard work and innovation, with, and in community. While at Seattle University (SU), Baionne not only became a thought-leader within her cohort, but also served as a model of what equity and justice-centered leadership might look like in practice. During her first quarter at SU, she became co-founding school leader at Impact Public Schools | Puget Sound Elementary, and began work towards building a more equitable and just educational model (and identity as a leader), from the ground up. Though just a year has passed since her completion of the program, Puget Sound Elementary has successfully launched and she has grown into her identity as a leader committed to community, equity, and justice. I have closely followed Baionne's journey and witnessed her success, which I attribute to these characteristics.

I was recently invited for a site visit at Puget Sound Elementary, which opened its doors in the Fall of '18. During my visit, I had the opportunity to observe Baionne, as well as her accomplishments in building an educational model rooted in a strong and innovative social and emotional learning (SEL) model that is woven throughout the school culture and community. During my visit, I observed multiple classrooms where the model was consistently in use, and with fluency, by the students and staff. Throughout the course of my visit I became increasingly impressed with Baionne and the staffs' ability to implement this model so seamlessly into the daily routine of the school in the short period of time since its opening, as this clearly requires that all community members are on board. This was confirmed in my conversations with staff. In concluding my visit and observation of Baionne, it was evident that Baionne's success lies in her ability to know her context, engage with the experiences and lived realities of the youth and communities she serves, reflect on how to best act to address the needs of those communities, while continuously evaluating progress in order to improve, for community. As with her training, and endeavor

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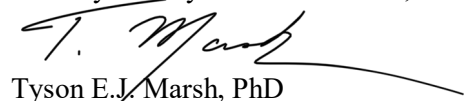
with Puget Sound Elementary, I am confident that Baionne will be a success in her leadership and vision for Salish Sea Elementary, for these reasons. Having attended a community design session for Salish Sea Elementary, Baionne not only has a firm grasp of the educational needs of the communities she is working in, and with, but has an in-depth understanding of the struggle they face in finding equitable and just educational opportunities, as she is a product of the community, and has successfully navigated this struggle. Given Baionne's position in the community, failure is simply not an option, as the community is behind her, and invested in her success, which does not happen often for educational leaders. Her work, particularly around social and emotional learning, reflects these needs and experiences, though her commitment to equity and justice push her to continuously innovate and tailor her approach to fit the unique context and immediate needs of community, as no two communities are the same. This is where Baionne's innovation best serves her.

While building Puget Sound Elementary, Baionne's interest in SEL propelled her to examine a variety of educational programs through in-depth, interdisciplinary research, and studying the implementation of models across the country. Synthesizing this work, Baionne has demonstrated her ability to take informed risks towards the end of ensuring that the educational models she builds are informed by, and designed for, the nuances and needs of the communities she is designing them for. Her willingness to take informed risks is admirable, as it reflects her confidence and ability to understand and actually listen to community needs, while creating educational programs that take on a culturally sustaining approach while maintaining high expectations. Due to her hard work, Baionne's willingness to take informed risks for the purpose of bridging opportunity gaps set her apart as an emerging leader, and will inevitably contribute to her vision and ultimate success with Salish Sea Elementary. While relatively new to leadership, given her early success with Puget Sound Elementary, I am confident that Salish Sea Elementary will flourish under her leadership and innovative approach to design.

With nearly twenty years of experience in P-20 education focusing on social and economic justice, it is easy to become pessimistic regarding the ability of educational institutions to respond to persisting inequities and opportunity gaps, particularly in relation to minoritized communities. Working with emerging leaders like Baionne reignites my optimism that these gaps can be addressed if leaders harness the *community cultural wealth* (Yosso, 2005) that exists in the communities they serve. Baionne is not only equipped to harness this wealth, she is a product of it, and has a deep understanding of its strength and potential. However, leaders like Baionne are in short supply, so we must support them, and hold them up in their journey, so they can pave the way for others. Amongst the top students and emerging leaders that I have had the privilege to work with and learn from, Baionne's commitment and orientation to community, equity, and justice are unmatched. When coupled with her innovative approach to leadership, there is a strong possibility that her work, particularly her SEL model, could significantly inform the way that we serve minoritized communities in K-12 schools throughout the state.

To conclude, and in support of Baionne Coleman, as well as her documented success as a co-founding school leader of Puget Sound Elementary, I urge you to approve the Salish Sea Elementary charter application, as it will be deeply rooted in and reflective of the needs of a community it serves.

Thank you for your consideration,



Tyson E.J. Marsh, PhD
Associate Professor and Program Director
Seattle University

EDUCATIONAL ADMINISTRATION





February 11, 2019

RE: Impact | Salish Sea Elementary

To the Washington State Charter Commission:

I am writing in regards to the opening of Impact Salish Sea Elementary, Baionne Coleman and her passion for educating the youth of Washington State. I have known Baionne personally for over 25 years and our professional paths first crossed in 2007 when Baionne was working for Rainier Scholars and I was a 1st year teacher at Northwest School.

I have watched Baionne continually develop her leadership skills. With each new position she has undertaken, she has taken on responsibilities above and beyond the scope of her job title and every institution has benefitted as a result of her doing so. I have never seen someone with so much will and determination to make things better for others. Baionne puts one hundred percent of herself into all that she does, and only works with those that do the same; which is why I believe in IPS.

Baionne knows how to pull the best out of others because she leads by example. She has helped me become a better leader. She is never too busy to answer questions I have or to let me use her as a sounding board to get my ideas organized. She asks me questions that get me to think about things from a new perspective. This is how she is with her teachers and staff as well. She isn't just going to tell you, she is going to teach you. Baionne takes the time to create a true learning experience.

As a former Seattle Public School employee, I have witnessed firsthand the inequities that exist in the public education sector. Too many leaders come in and have no idea how to connect with the community it serves because they are not from the community. I saw children who were primed for the school to prison pipeline, unfairly disciplined time and time again. I heard calls to families that made them believe their children were "problems". We need more schools that make the positive incentive calls, that have leaders and teachers who are from the community, and will hold themselves and the adults around them accountable.

I know that Seattle needs Baionne and the IPS team to lead another school. Baionne and the team she works with understand the importance of closing the opportunity gap that is driving the achievement gap in this country. Not only does she recognize that this needs to be addressed in the formative years of education, she ensures that her teachers are working towards this goal. Seattle is in need of high-quality innovative choice schools for the marginalized populations. The teachers and staff need to learn from her and the students deserve someone who thinks about them 360. No student will ever be a data point at Impact Salish Sea Elementary.

Very best regards,

A handwritten signature in black ink, appearing to read 'MS' or similar initials, written over a light blue horizontal line.

Marley Spooner

Direct of Business Development

marley.spooner@story2.com

646-460-3872



February 10, 2019

To Whom It May Concern:

Baionne Coleman was employed at St. Luke School, Shoreline, from September 2008 until September 2017. She was employed as an administrator, which in the context of our school was a traditional role served by an Assistant Principal, her title was Student Life Director, Extension Director (extended day program), and Pre-school Co-Director. Baionne showed great understanding and developed an even greater vision of St. Luke School in her many roles. She also served as the school's Safe Environment Trainer and Coordinator to train employees of schools and the archdiocese, as well as families making them eligible to participate in school events and employment. In her role leading on Social-Emotional implementation, she trained, planned, and coordinated the Second Step Program as well. She is an exceptional leader and educator. The quality of her instruction is consistently high.

As Principal, I have been privileged to work with and supervise Baionne as an administrator. She always handled all situations with compassion, clarity, and consistency when working with families to either create a plan to foster good choices or support for students dealing with difficult situations. During the three years working alongside Baionne, as Principal at St. Luke School, I have enjoyed the accomplishments achieved by the students under her guidance. There is a true sense of pride and accomplishment by anyone that has had Baionne work with them. Families consistently praised her for her excellent communications and follow-through. She is a true professional. When asked to help out on a school event, or special classroom event, she greeted the task with enthusiasm. I have was and still am continually impressed with the quality of work she taught and modeled for our students.

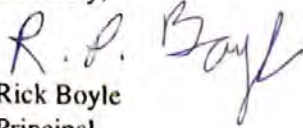
Baionne was generous with her time and talent in supporting the staff. She is always eager to learn, willing to listen, assertive and has a keen interest in children, the educational process, and principles of learning. Committee for Children requested Baionne to lobby state legislators to speak about how effective social-emotional learning is, they requested her for consulting purposes on too many occasions to count. Due to this type of competence and commitment to her work, Baionne continually created meaningful relationships with outside agencies to the benefit of our school climate. She is an exceptional person who brings a balanced perspective to her position as a leader in any educational institution including the work she is doing as co-founder/school leader at Impact Public Schools. Baionne brings a sense of humor and professionalism to those she comes in contact with. She is well respected and appreciated by all she deals with.

Baionne has a profound sense of servant leadership, she does not believe in positions of power but instead believes in using positions offered to her as a way to leverage service to her communities. She has a keen understanding of the inequities presented in the educational realm and will do everything in her power to

eradicate the systems that cause injustice within the education system. Families send their children to private and independent schools to escape many of those injustices, by Baionne being in a public school system will allow her to do amazing work for students and families who cannot afford private and independent schooling; creating choice where there was previously none. The communities she serves are in dire need of a high-quality education system with a leader of color who has the passion, expertise, and life long pursuit of learning, such as Baionne at the helm.

St. Luke School is richer because of her contributions as a valuable leader and educator, and every community she works in will be richer for the same reasons. Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads "R. P. Boyle". The signature is written in a cursive style with a large, stylized "B".

Rick Boyle

Principal

St. Luke School

boyler@stlukeshoreline.org

(o) 206-542-1133, (c) 206-793-1872



2/6/19

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

My name is Renato Foz and I'm the Executive Director of the Willie Austin Foundation. Our Foundation is a 501c3 nonprofit organization, dedicated to serving the Greater Seattle Community by providing free fitness-based mentorship programming primarily for disadvantaged low-income families and their children. Our ongoing mission is to make health and fitness something accessible to everyone. In order to do this, we focus primarily on implementation in the underserved communities in Seattle, our city's racial or religious minority groups and those in lower socioeconomic classes. There are various needs that we as an organization are addressing with our current and future programs. One of them is finding like-minded and mission driven partners around the city of Seattle and King County.

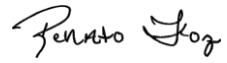
I am writing this letter on behalf of one of our esteemed program site partners at IMPACT/Salish Sea Elementary: Baionne Coleman. Mrs. Coleman has been an exemplary member of the greater Seattle Community for many years. It's been an honor to see the systems and organization that Mrs. Coleman and the IMPACT team has helped put into place at IMPACT/Puget Sound Elementary. In just the short amount of time since their inaugural school year started in September 2018, their team has been a huge part of instilling a positive, progressive and restorative school culture within IMPACT.

Myself and our team have visited more schools than we can count around the Seattle area, we have seen excuses made for adults. Low expectations for adults and students, and a lot of blaming towards families and communities. Walking to a IMPACT school flipped all of this on its head for us. The school leaders are accountable to the community, the teachers are accountable to their students, which they refer to as scholars. As a partner, we have received intentional training as to the culture and expectations of the school. This speaks to the high expectations they have for anyone who works with their families and students. We need more schools like IMPACT in the communities to serve the families and children who need it most.

Mrs. Coleman's leadership and organization skills are the rare and necessary combination of being compassionate yet purpose driven. It was very impressive to see the systems put in place at IMPACT for an inaugural school year that so many K and 1st graders have already bought into, as well as an entire faculty of teachers and school administrators. It's a privilege and an honor to partner with Baionne Coleman and IMPACT schools, I couldn't think of a better leader to help run a school and be a beacon of light for our children. I cannot think of a stronger education school that is worthy of being opened in a community to serve families.

Please contact me if you need any more information or have questions.

Warm regards,

A handwritten signature in black ink that reads "Renato Foz". The signature is written in a cursive style with a large, stylized 'R' and 'F'.

Renato Foz
Executive Director
The Austin Foundation
3250 Airport Way S. #533
Seattle, WA 98134
(206) 902-7227
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www.youthandfitness.org

Tax ID # 91-1753516



PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT | Salish Sea Elementary
PETICIÓN PARA ESTABLECER IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE

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Name Nombre	Signature Firma	Address Dirección	ZIP Code Código postal	Email Address Dirección de correo electrónico o Número de teléfono	Total number of children Número total de niños	Number of children currently in grade pre-school – 2 nd grade Número de niños actualmente en el grado 7 o más bajo	Fecha
Stephanie C. Kodis-Fisher		2619 Jones Ave NE	Renton 98056	skodisf@ gmail.com	1	1	
Huoy Chen		3155 S. Oregon St	98108	huoylimchen@gmail.com	2	1	1/7/18
AISHA HUPPER		11453 SE 185 th PL	98055	astreet23@gmail.com	3	0	1/17/19
Tyson Marsh		11230 Cornell Ave	98178	publcpedagogy@gmail.com	1	0	1/17/19
Matt Buss		5108 NE 42ND ST	98105	matt@burnsteadrcs.com	2	0	2/10/2019
Haram Mohamed		13708 41 st Aves	98168	haram-mohamed@gmail.com	1		2/14/2019



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Wolofensac		4004 181st S	98188	belhermelmarberz@yahoo.com	2		
Ayelu Woldeys		9635 6 th Circle SW	98106	ayeludagms16@gmail.com	1	KG	
Gladis Valdez		2410 SW Myrtle	98106	gladisvaldez@gmail.com	1	KG	
Hawi Bez		5721 S, 152 nd	98188	Hawibez@yahoo.com	4	1	
Sarah Bez		2811 S 148 Street	98168	etarembo@yahoo.com	4	2	
ADAM BUTE		6001 8 th Aves	98168	adbutec@yahoo.com	1	1	12-2019



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Ryan Kelly		11546 Pim Avenue NE Apt 111 Seattle WA	98128	r.kelly1614@icloud.com	1	1	
Hillary Rielly		1352 SW 175th St. Normandy Park WA	98146	hillaryrielly@gmail.com	2	2	
Tony Corves		2400 SW Myrtle St Seattle WA	98106	Tony_Corves@hotma.com	1	1	
Senait Boyan MESERET		3250 SW 16868 31st Ave Seattle WA 98148	98188	MESERET-Shum @hotmail.com	1		
Betnet Feseha		17223 32nd Ave S Apt A # 11	98188	Betnetfeseha2 @Gmail.com	1	1	



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Jessica Baumer			98332	Baumerja@gmail.com	1	0	
Anura Pacheco			98107	apacheco@impactps.org	1	1	2-20-19
Indira Nagy			98148				
Cate Anderson			98168	Indira@smc.com	1	1	2-20-19
Sara Brells			98118	s.m.brells@gmail.com	0	0	
Amy Baldwin			98168	COVTVRESTUDIO@gmail.com	1	1	

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Hani Abdulkadir	<i>[Signature]</i>	3900 Webster dr #X1307	98032		1	2	
SEYFE Woldor	<i>[Signature]</i>	17223 32nd Ave	98188	seyfek1@yahoo.com	1		
Chris Loux	<i>[Signature]</i>	5 APT # A-2 8830 NE 157th St	98034	clouxlu@gmail.com	0		
Michael Augustine	<i>[Signature]</i>	762 30 th Ave.	98122	michael.augustine9@gmail.com	0	0	
Claire Leary	<i>[Signature]</i>	5501 26 th Ave W	98199	cleary@impactps.org	0	0	



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Joanna Dyckhoff	<i>[Signature]</i>	8016 S. 117th S	98178	JW0@BAMBOO REATS.COM	2	1	
Isaac Dyckhoff	<i>[Signature]</i>	"	"	"	2	1	
Will Rounsavell	<i>[Signature]</i>	1352 SW 175th St	98166	wrounsavell@gmail	2	2	
Senoit Briggs	<i>[Signature]</i>	3250 SW 175th St	98188		1		
Angélique Ha	<i>[Signature]</i>	21452 30th Ave S.	98198	aha00005@seattlecentral.edu	2		
TOKI MARQUE	<i>[Signature]</i>	14615 40th Ave S	98108	tjs2j_08@yahoo.com	2	1	



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Samantha S. Mat...		855 3 rd Ave. S.	98118	Samantha.ssm9@gmail.com	2	1	
Amy Liu		115 NW 75 th St	98117	amylingoblu@gmail.com	2	1	2/20/19
Justine Vilorio		3595 S. 188 th	98188	jviloria@seattleymca	1		2/20/19
Nicole Lowe		1214 D. Pl. SE	98002	nicolowe23@gmail.com	0	0	2/20/19
Najma Hashi		12208 th 28 th Av. S.	98168	Najmazashi@gmail.com	3	1	2/20/19
Angela Martinez		1 Seattlewa			4	1	2/20/19



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Devon Lafantais	<i>[Signature]</i>	12239 7 th Ave	98178	lafantais@gmail.com	2	1	
Dulce macias	<i>[Signature]</i>	12410 23 th Burien	98168	Dulcemigdi@hotmail.com	3	2	2-20-19
Pablo Emigdio	<i>[Signature]</i>	12410 98 th Burien	98168	emigdiopablo@gmail.com	3	2	2-20-19
Melanie Daricelli	<i>[Signature]</i>	4723 S. 164 th	98188	mdaricelli@gmail.com	3	1	2-20-19
Laurie Jenkins	<i>[Signature]</i>	4219 S. 116 th St	98168	passport2b@yahoo.com	1	1	2-20-19
Sabra Gusa	<i>[Signature]</i>			Sabra_gusa@hotmail.com	0	0	



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Reed Jones		4023 S. 161 st St.	98188	ljones1007@gmail.com	2	2	
MARK BATSON		35806 1 st AVE S.	98003	markdbatson@gmail.com	2	1	
Carlos Soto		5600 S. Roxbury St	98118	CarlosFromSeattle@gmail.com	1	1	
Emily McLeod		23423 2 nd Ave S.	98198	emily.mcleod79@gmail.com	2	2	
Khwan McLeod		23423 2 nd Ave S.	98198	AMCLEOD78@hotmail.com	2	2	
Makeba Licorish		12029 7 th Ave S.	98178	m.licorish@gmail.com	2	1	



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Hawi Bezu	<i>[Signature]</i>	5721 5 th 152 nd Ave S	98188	Hawi.bezu@yahoo.com	3	1	
Losidi Caldera	<i>[Signature]</i>	14434 41 st Ave S	98168		4	2	
Alex	<i>[Signature]</i>		98188		6		
Samantha	<i>[Signature]</i>	8653 35 th Ave S	98118		2	1	
Danny Morley	<i>[Signature]</i>	2211 S. Starbuck R	98103		3	1	
SARAH GORMAN	<i>[Signature]</i>	18103 4 th Ave	98188	Sarahedman@hotmail.com	1	1	

Seatac



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Anh Tran		15434 38th Ter S A 207 Tukwila WA	98188	atran019@yahoo.com	2	1	
Raul Shackleford		24316 22nd WA Pk 5 Pen Moore	98198	PSHcke@gmail.com	2	2	
SEYFE WOLDA		17223 32nd Ave S Seattle	98188	seyfek1@yahoo.com	3	1	
Julia Keiter		2818 S 177th St Seattle WA 98188	98188	juliakeiter1@gmail.com	2	1	
Diana Dela Torre		15824 415 AVE SW TD. BURTON WA	98166	nana-dtorre@yahoo.com	1	1	
Gabi Winter		16434 12th Ave SW Burien WA	98166	gabi.winter@gmail.com	3	3	

entered 1.15.9 TPO



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Justin Burns		4643 5170th St	98188	littleladyjustin@valle.com	2	2	
Eric Willard		3315 S. Duane	98409	ericandcarla@com.com	2	1	
Senecit Abraham		17233 32nd Ave S	98188	Shishir@76el.com	4	1	
Nana Madden		4835 S. 100th St	98188	nmadden09@gmail.com	2	1	
Yohannes K.		4345 156th St	98148	Yohannes-kidone@hibreal.com	2	1	
Staci Castro		6216 S 238th St	98032	staci.castro@hibreal.com	4	1	

entered 1.15.19 TPO



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ELIZABETH GAUDET	<i>Egudet</i>	13404 10th Ave S	98168	eliza.gaudet@gmail.com	3	1	
Megan Lector	<i>Megan Lector</i>	7035 S. 133 rd St. A300	98178	meglector@yahoo.com	1	1	
Mihret Adera	<i>mihret</i>	3115 S. 135 th St Tukwila WA	98168	mihretyona@yahoo.com	3	1	
Baionne Coleman	<i>Baionne Coleman</i>	928 SW Augustus Seattle	98106	baionne@gmail.com	4	1	
JAYCEE COLEMAN	<i>JC</i>	"	"	JAYCEE.COLEMAN@gmail.com	4	1	
Abigail Cedano	<i>Abigail Cedano</i>	2649 35 th AVE W Seattle, WA	98199	johnsoaj@gmail.com	0	0	

98199

entered 1.15.19 TPO



PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT | Salish Sea Elementary
PETICIÓN PARA ESTABLECER IMPACT PUBLIC SCHOOL & IMPACT: SEATTLE

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at **Impact | Salish Sea Elementary**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the **Washington State Charter School Commission** to grant approval of the charter pursuant to RCW 28A.710. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the Board.

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Name Nombre	Signature Firma	Address Dirección	ZIP Code Código postal	Email Address Dirección de correo electrónico o Número de teléfono	Total number of children Número total de niños	Number of children currently in grade pre-school – 2 nd grade Número de niños actualmente en el grado 7 o más bajo	Fecha
Mariano Lopez-Cano		4816 S. Raymond St.					
Devin Bennett		2446 Dexter Ave N #2 Seattle, WA	98109	devbenn23@gmail.com			
Carl Brown		172 20th Ave Seattle WA	98122	cbrown@freschobas.org			
Rebecca Mitrovich		123 Broadway #502 Seattle WA	98122	rmitrovich1@gmail.com			
Susannah Peterson		3595 188th Street SEATAC, WA	98188	speterson@seattleymca.org			
Jenna Colombi		3427 Garden Ave Renton WA	98050	jmc22479@gmail.com		2	



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ANNIE FALETTOU		1800 8th AVE SW	98106	a.faletto@positiveplace.org			
NAOMAS FALETTOU		1800 8th AVE SW	98106	nfaletto@positiveplace.org			
Eileen Schuetz		14125 Lander St	98144	eschuetz@positiveplace.org			
YUEH CHUN CHANG		19439 1 st AVE S BID	98148	ycc@SPRINKLEWORKSTUDIOS.COM			
Khyree Smith		547 S Sullivan St	98108	khyree@publicschools foundation.org	1	1	
Shamir Howard				shamir@seattlecharter.org			



PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT | Salish Sea Elementary
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Brooke Williams		851 4th Ave No. APT 101 KENT, WA 98032	98032	saintbrukelyne@gmail.com	0	0	1/7/19
mpt com ed		13445 MLK Jr Way	98178	Besym wday	0	0	2/12/19
Faithun Bekari		6060 5th Ave SW Seattle, WA 98106	98106	Faithunbekari@hotmail.com	1	1	2/14/2019
Carissa Page		2030 8th Ave SW Seattle, WA 98104	98121	carissapage@hotmail.com	0	0	2/14/19
Son Pham		POB 24 Bellevue WA	98009	reginald@je@janiklingwa.com	0	0	2/14/19
Alec Villagomez		15455 4th Ave SW Burien, WA	98146		0	0	15 Feb 2019



PETITION FOR THE ESTABLISHMENT OF IMPACT PUBLIC SCHOOL & IMPACT | Salish Sea Elementary
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Amy Kuyota		1615 Belmont Ave. #401	98122	AMY-KUYOTA@GMAIL.COM	0	0	
Renee Davis		13339 Military	98168	Renee124@comcast.net	2	1	
Elizabeth Kelly		10402 SE 174th St	98055	liz.meine@gmail.com	2	1	
Mark Weinberg		18441 Alkett Dr	48430	mjweinberg@yahoo.com	3	0	
Christine Oxenberg		14109 43rd Ave S. #12 Tukwila	98168	c.anne0789@gmail	3	1	
Georgette A. Cherie		17229 32nd Ave S	98188		2	1	

Seatac

12-4-18

Dear Ms. Page,

I think it would

be a good idea to
have grass at recess.

Grass is nater and

I love nater.

Thank you for reading my

Letter to you.

Love Celeste.

12-4-8

Dear Ms. Page

I have an idea
to improve Impact
I think we should
have a job so we
can learn summer
els thank you
for reading my
letter.

Love Carlo

12-4-18

Date MS Page

I have a idea to make

our school even better we

can have a library because

kid can go get books Thank you

for reading my letters

Your friend

Tsinat

tsinat

tsinat



12-4-18

Dear Ms. Pape ♥

I have an idea to improve Impact. I think we should have a flea market.

This would improve Impact because we can have a clean classroom. Thank you for reading letter and considering my idea!
Love Kismet Johansson Kidding!



12-11-18

To Ms. Page.

Can we have a Cafeteria
we dont have a big mess in our
Class Room and can we have a
soccer feild So we dont Play in
the Other activit's.

From Adnan PS Thank
You for Reading My Letter
and Considering my Letter.

12-4-18

Dear Ms. Page,

I have an idea to improve impact. I think we should have a music room. This would improve impact because we can become musicians. Thank you for reading and considering my idea. Your friend, Zia.

Collaborate with us to open a new high quality elementary option in your community!



**FREE
PUBLIC
SCHOOL**

Open to
• **ALL** •
students

**Strong
community**
rooted in high
expectations
& joy

Every child
is known, loved
and guided by an
**individual learning
plan & an adult
mentor**

JOIN US FOR A COMMUNITY DESIGN MEETING:

January 7th, 2019 • 6:30PM - 7:30PM

Renton Library
100 Mill Ave South, Renton WA 98057

February 5th, 2019 • 6:00PM - 7:30PM

Emerald City Bible Fellowship Church
7728 Rainier Ave South, Seattle WA 98118

**Impact | Salish Sea Elementary
Scheduled to Open**

in
Fall 2020!

www.impactps.org

**OR
CONTACT:**

Impact Public Schools
Baionne Coleman
206-712-7640
bcoleman@impactps.org

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**Strong
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**Every child
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**JOIN US FOR A
COMMUNITY DESIGN
MEETING:**

**Impact | Salish Sea Elementary
Scheduled to Open
in
Fall 2020!**

February 25th, 2019 • 6:30PM -7:30PM

Emerald City Bible Fellowship Church
7728 Rainier Ave South, Seattle WA 98118

www.impactps.org

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Baionne Coleman
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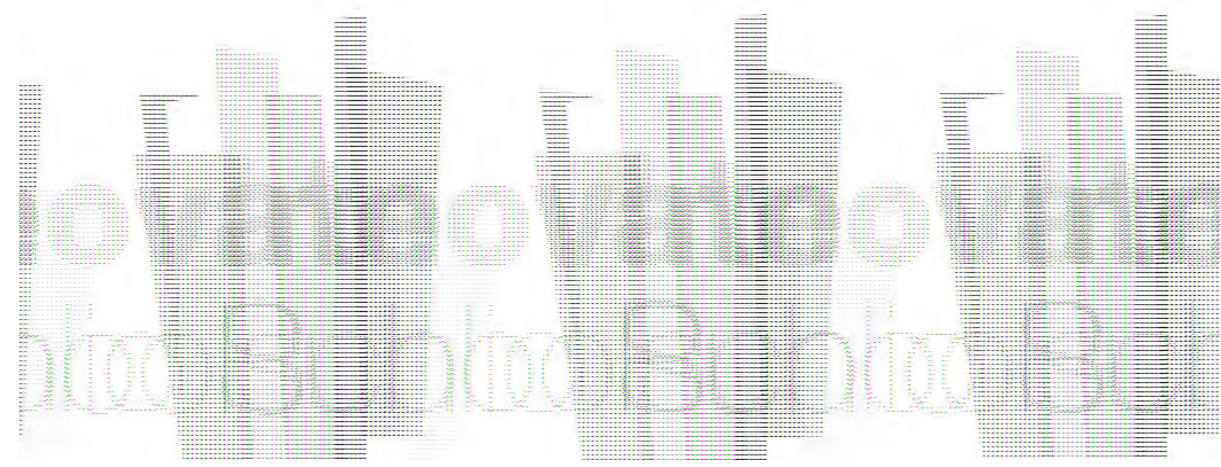
IMPACT

PUBLIC SCHOOLS

Community Design Meeting



Impact | Salish Sea Elementary



**BUSINESS
INSIDER**



An Experienced Team

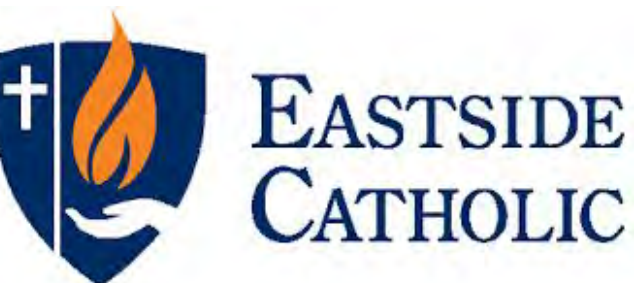
Impact Academy is ranked one of the **top Bay Area schools for underserved students** in the Innovate Public Schools study



Summit Sierra was ranked **one of 14 most innovative schools in the world** by Business Insider



School II Principal: Baionne Coleman





WA is an innovative state with unacceptable student results

WA is proud to rank...

2nd in the concentration of STEM/high tech jobs.

Yet ashamed to rank...

49th in student preparedness for these roles.

41st in graduation rates.

50th in closing the opportunity gap for low-income students.



The charter sector & IPS are the catalysts for change.

Washington's charter public schools are:

- Part of a range of solutions in the public school system.
- Run by non-profit, non-religious organizations.
- Free and do not charge tuition.
- Open to all students regardless of race, income, disability status, or past performance.
- Publicly funded based on student enrollment, like all public schools.
- Afforded more flexibility to personalize instruction and innovate, in exchange for greater financial and academic accountability.

OUR SCHOOLS



WA charter schools are getting excellent results

80 percent of students at **Destiny Middle School** entered reading below grade level. On average, students grew approximately three grade levels in reading in one year.

Summit Sierra's founding ninth grade students outperformed the national average by 20 percent in reading and more than doubled the national average in math, per the MAP assessment.

80 percent of **Rainier Prep's** students qualified for free and reduced-price school meals; at the same time, *more than* 80 percent of sixth graders met or exceeded the grade-level achievement standard on the English Language Arts (ELA) assessment. Rainier Prep had similar results in math.

Impact | Puget Sound Elementary

179
Students

52% Black
19% White
14% Latino
8% Mixed
7% Asian

10
Languages
Spoken at
Home,
39% ELL

55% Highline
17% Tukwila
8% Renton
7% Seattle
6% Kent
5% Federal Way
2% Tacoma

64%
Free and
Reduced
Lunch

Our Vision

The background features a large, faint graphic consisting of several concentric circles in shades of yellow, orange, and teal, with a light pink star in the center. A small orange horizontal line is positioned below the title.

One day, every single Washington state student will have the choice to attend a high quality public school that prepares them with the skills, habits, and mindsets to succeed in a four-year college and positively contribute to our community.

One day, we will eliminate the growing opportunity gap in our state.

One day, Washington will boast a public education system that is connected, just, and vibrant.

A decorative footer bar at the bottom of the page is composed of five colored rectangular segments: yellow, teal, dark blue, light teal, and orange.



IPS Beliefs

At IPS, our values lead to shared beliefs that guide every action we take

Values	Belief Statements
Bold Ambitions	We believe self-driven students and adults who develop the skills, habits and mindsets will impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
Brave Solidarity	We believe diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
Team WA	We believe all of Washington is our team. We believe are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
Everyone Grows	We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
Play Big	We believe in playing big. We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
Intention	In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.



Student Facing School-Wide Commitments

To bring our core values to life and make sure they are “sticky”, we have value words and commitments that are student facing. In the first week of school each class will use the below commitments to develop their own commitment statements to their community. These words hang in every classroom and are part of everyday language at Impact.

Impact Commitments	
Be Safe	I commit to keeping myself and others safe
Be Inclusive	I commit to leaving no community member behind
	I commit to seeking and respecting diversity of perspective
Be Kind	I commit to speaking to the person, not about the person
	I commit to speaking from my heart, but using my head
Be Engaged	I commit to working the compass
	I commit to always doing my best work
Be Accountable	I commit to walking my talk
	I commit to being truthful with myself and others
Be Brave	I commit to showing up with courage.
	I commit to standing up for what is right.



Mission #1

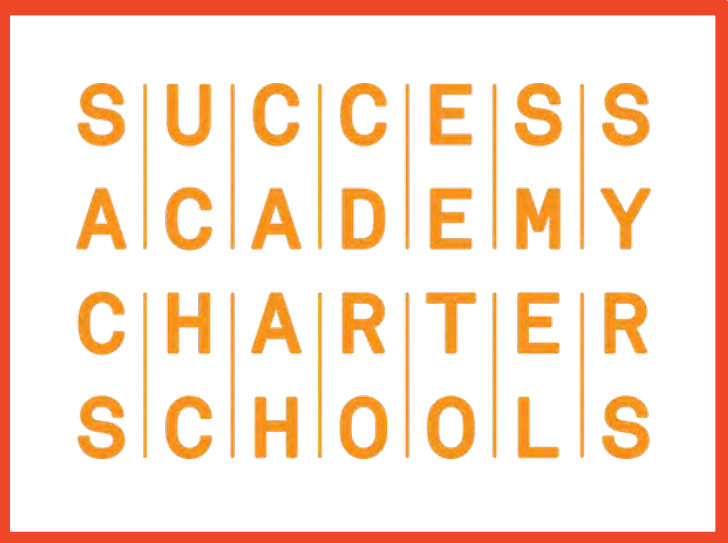
We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

Mission #2

We make a broader impact on public education across Washington state by advocating for public policies that close the opportunity gap and provide all students their right to a high-quality education.



Inspired & Informed by the Country's Top Performing Schools



Design Principles

Relationships

Secure attachments within
a tight-knit community
of learners

Agency

Personalized pathways
for each individual

Empowerment

Deep, authentic
learning experiences and
passion exploration



“Turn and Talk” Tips



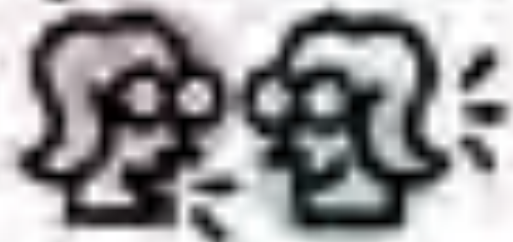
LOOK at your partner.

LISTEN to your partner.



Be ready to **SPEAK** when it's your turn.

Speak so that only your partner can hear you.



TURN and face the front, when you and your partner are finished sharing.



WAIT quietly.



Turn & Talk

How do our core values, mission, & vision align to your familial and community values & mission?

Family Survey Results - Family Quotes

- **“The staff. Everyone knows my son, and everyone is always so kind and welcoming. It’s clear that they truly care about the kids and their work ♥”**
- **“I love the fact that the teachers and administrators are always very caring about their students. They know them on a personal level and respond promptly to any questions or requests from parents.”**
- **“I really appreciate the attention to detail when it comes to academics, and the emphasis on being empathetic and community-oriented as part of the curriculum.”**
- **“I really like the inclusive atmosphere that is set to promote learning and growth through carefully planned activities, that enhance student based-learning.”**
- **“I love that the teachers and staff are so excited to be there and see each child every single day.”**
- **“My child's happiness! She didn't start at the beginning of the school year and her attitude towards School changed overnight She loves school!”**

Family Survey Highlights

- **98% of families would recommend IPS to another family.**
- **93% of families feel welcome at I|PSE.**
- **95% of families agree that IPS Faculty set high expectations for scholars.**
- **99% of families think that communication with the school happens in a respectful manner.**
- **97% of families agree that their child feels safe at school.**
- **96% of families think their scholar's academic performance has improved since attending I|PSE.**

Turn & Talk

What feedback from our current families resonates with you and why?

“Turn and Talk” Tips

 **LOOK** at your partner.

 **LISTEN** to your partner.

Be ready to **SPEAK** when it's your turn.

Speak so that only your partner can hear you. 

 **TURN** and face the front, when you and your partner are finished sharing.

WAIT quietly. 

Ultimate Learning Outcomes



Core Skills

CCSS in literacy and math, and content in social studies and science



Deeper Learning Skills

Next Generation Science Standards, Nat'l Arts Standards, CCSS

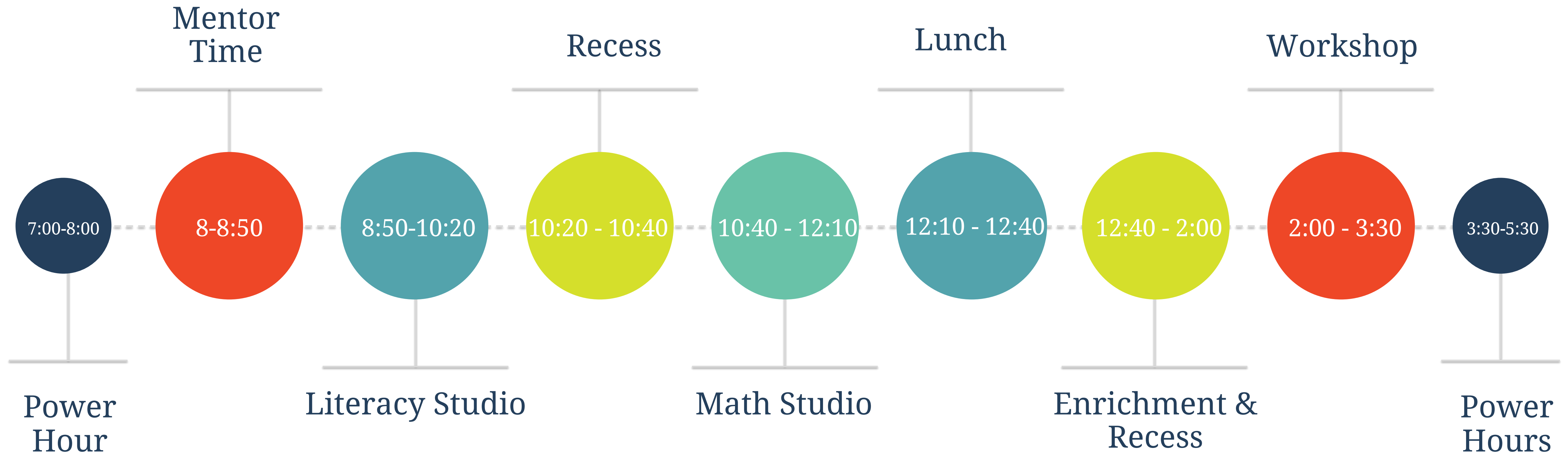


Compass Habits

Social Emotional Learning (SEL) Skills, and Diversity, Equity & Inclusion (DEI) Skills

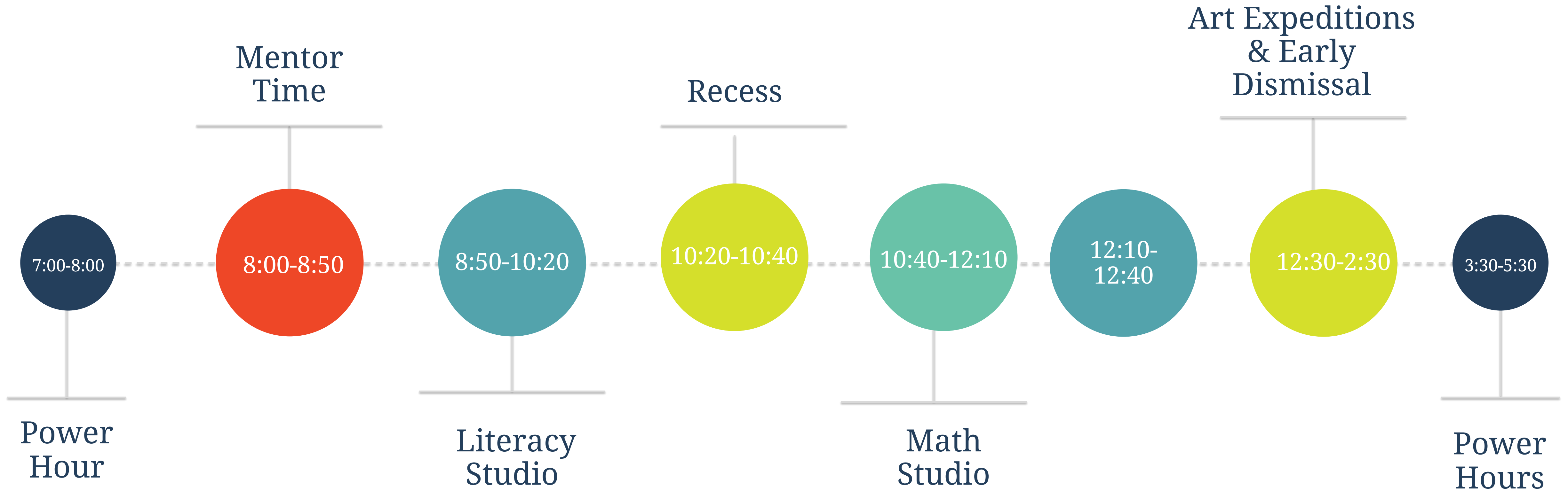
Day in the Life: Mon, Tues, Thur, Fri

Proven best practices woven thoughtfully together to create a new, world-class model.



Day in the Life: Wednesday

In weekly expeditions, students build agency while exploring the arts, engineering & language with community partners.





INTRO TO I|PS SEL & CIRCLES





THE RIPPLE EFFECT





IPS COMPASS

Comprised of 5 Badges:

1. True North
2. Sharp Mind
3. Noble Purpose
4. Big Heart
5. Aligned Actions





True North

Presence: I am able to stay in the here and now.

Balance: I can keep myself at ease, even in times of challenges or stress.

Sharp Mind

Curiosity: I approach life as an explorer, constantly asking questions and learning new things.

Growth Mindset: I believe I can grow my own intelligence.



Big Heart

Gratitude: I notice the good in life and say thank you through my words and actions.

Empathy: I care about the feelings and perspectives of others.



Noble Purpose

Identity: I know and am proud of who I am

Dream: I can articulate my greatest hopes for the future



Aligned Action

Drive: Through hard work and self-discipline, I will achieve my big goals.

Teamwork: I put the needs of the team above my own, and I look for ways to use my strengths to support others.



Impact | PSE COMPASS ROUTINE

Weekly

- ❑ Second Step Lesson - 33 minutes (Monday)
- ❑ SEL Read Aloud (Tuesday)
- ❑ Badge Work - 33 minutes (W, Th)

Friday

- ❑ Circle - 35 minutes

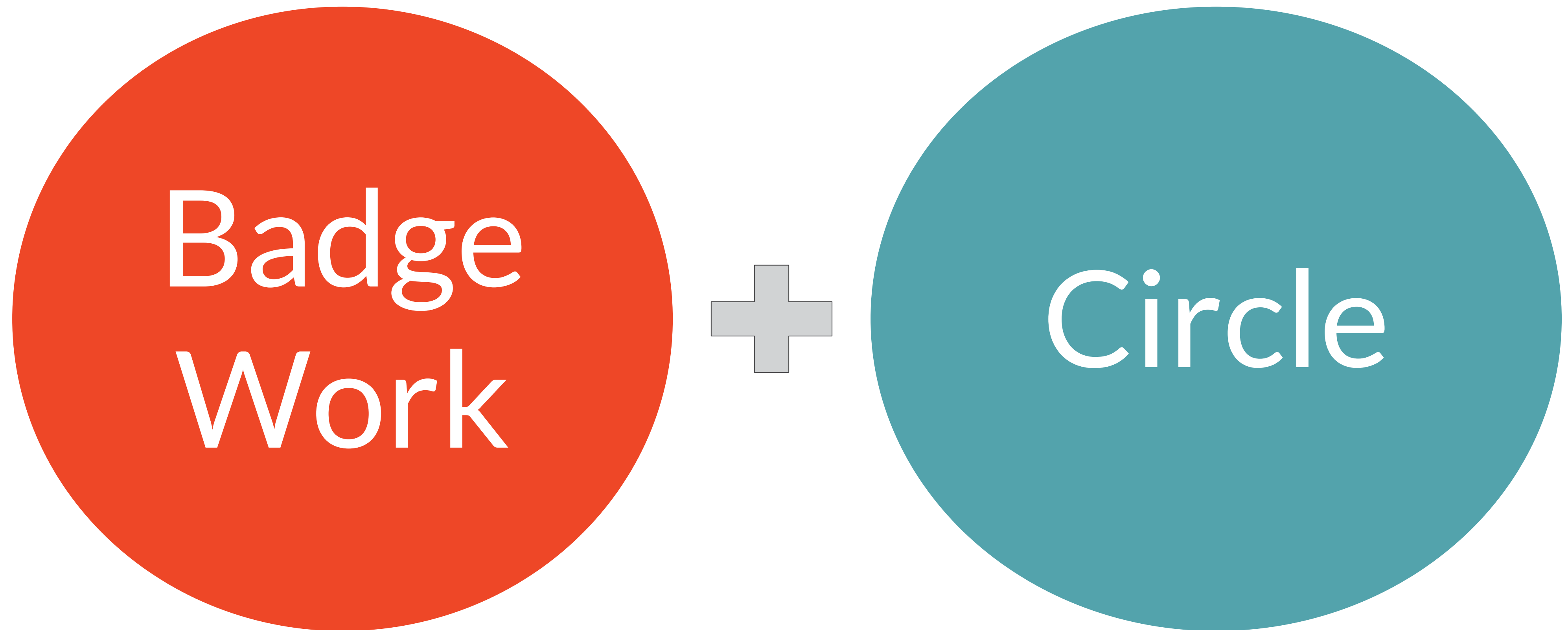
Daily

- ❑ Cross-Curriculum Overlap



Impact | PSE COMPASS

Comprised of two important components:



Faculty Circles





Measuring Long Term Success (3 Years)

1	BADGE WORK	✓	<ul style="list-style-type: none">● Measure 1: Self direction● Measure 2: Self awareness● Measure 3: Self regulation
2	IMPACT OF CIRCLE	✓	<ul style="list-style-type: none">● Measure 4: Connection● Measure 6: Sense of belonging● Measure 6: Social awareness
3	OVERALL IMPACT	✓	<ul style="list-style-type: none">● Measure 7: Organizational Health● Measure 8: Academic Results

Literacy Studio

Literacy studio is a time where students are learning to love reading, to learn the skills needed to be great readers and to share this love in their classrooms.

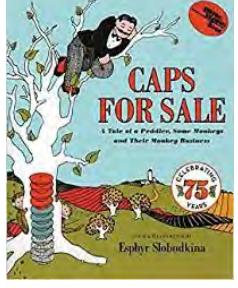
Components of Literacy Studio

- Phonics
- School year launch units - Emergent Storybook and Falling in Love with Reading
- Small, “just right” groups
- Blended learning
- Read Alouds

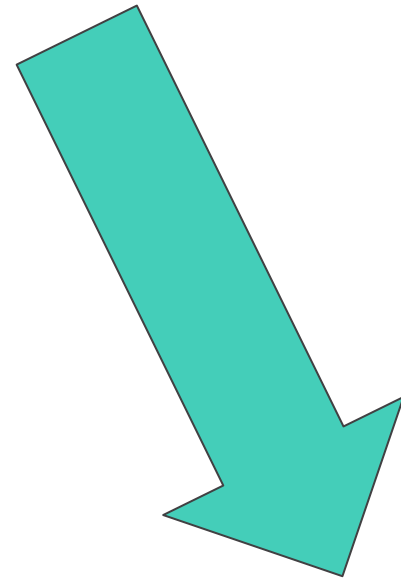


Literacy Studio: K-1

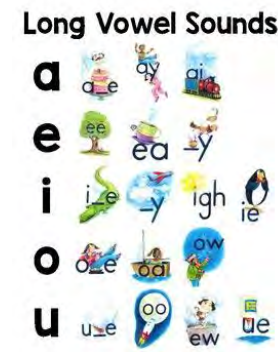
Read Aloud



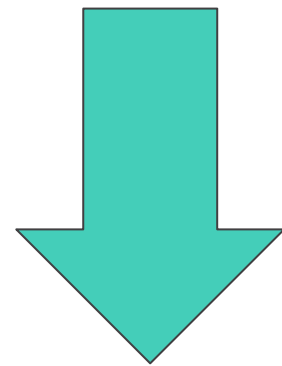
Deep comprehension and fluency of rigorous texts. Read aloud also develops critical vocabulary.



SFA Phonics



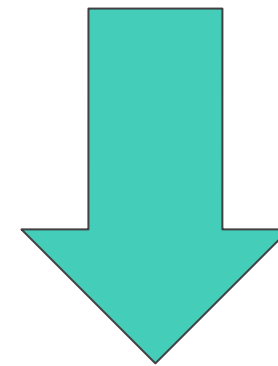
Building blocks of decoding words in small leveled groups.



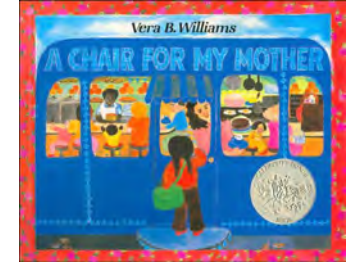
Lexia



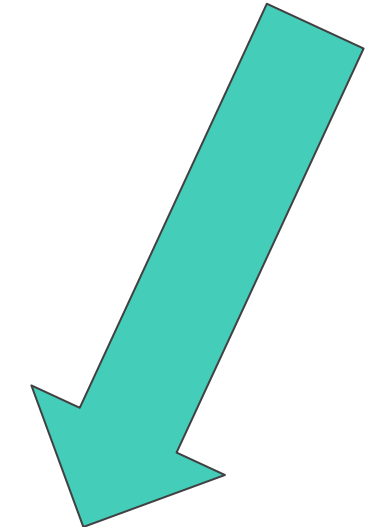
Extra student specific practices with phonics, vocabulary, fluency and comprehension.



Emergent StoryBook



Concepts of Print and Storytelling for pre-readers.



Guided Reading

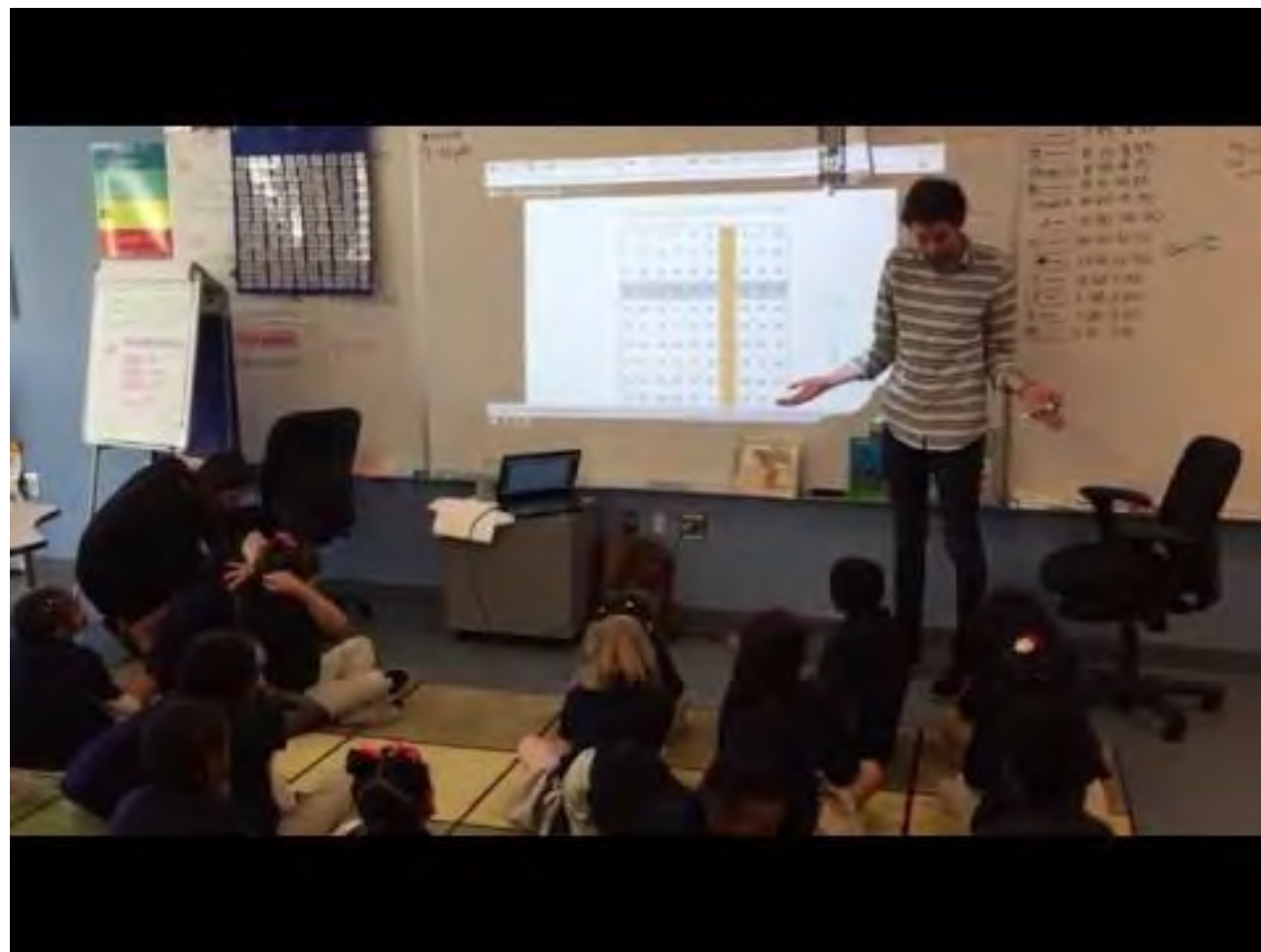
Impact students receive daily, personalized guided reading in groups of 6 students or less. This small group experience is the opportunity for students to bring all of their skills together to practice fluent reading 1 level above their current level. The teacher is the coach, guiding students to ensure they are using their skills to become amazing readers. Doing guided reading great is the key lever for student success in early grades at IPS.

Math Studio

In math studio, we focus on core math skills as well as develop critical thinking skills and flexible thinking about numbers.

Components of Math Studio

- Core Skills
- Problem Solving
- ST Math



Enrichments

Each day students participate in one of three enrichment classes. Enrichment classes emphasize hands on learning, creativity, and health as we believe these are important pieces to an excellent education.

Enrichment Classes

- Science Lab
- Movement
- Makerspace



Workshop

We believe students should grapple with authentic questions and work collaboratively to solve them. This happens in workshop.

Workshop Criteria

- Emphasizes deeper learning skills
- Real
- Connected
- Empowerment and Activism
- Design Process



Art Expeditions

We believe students should dive deep into the arts and experience different forms of art. This year, we are focused on visual and performing arts that are connected to workshop.



IPS Project Criteria

Deeper Learning

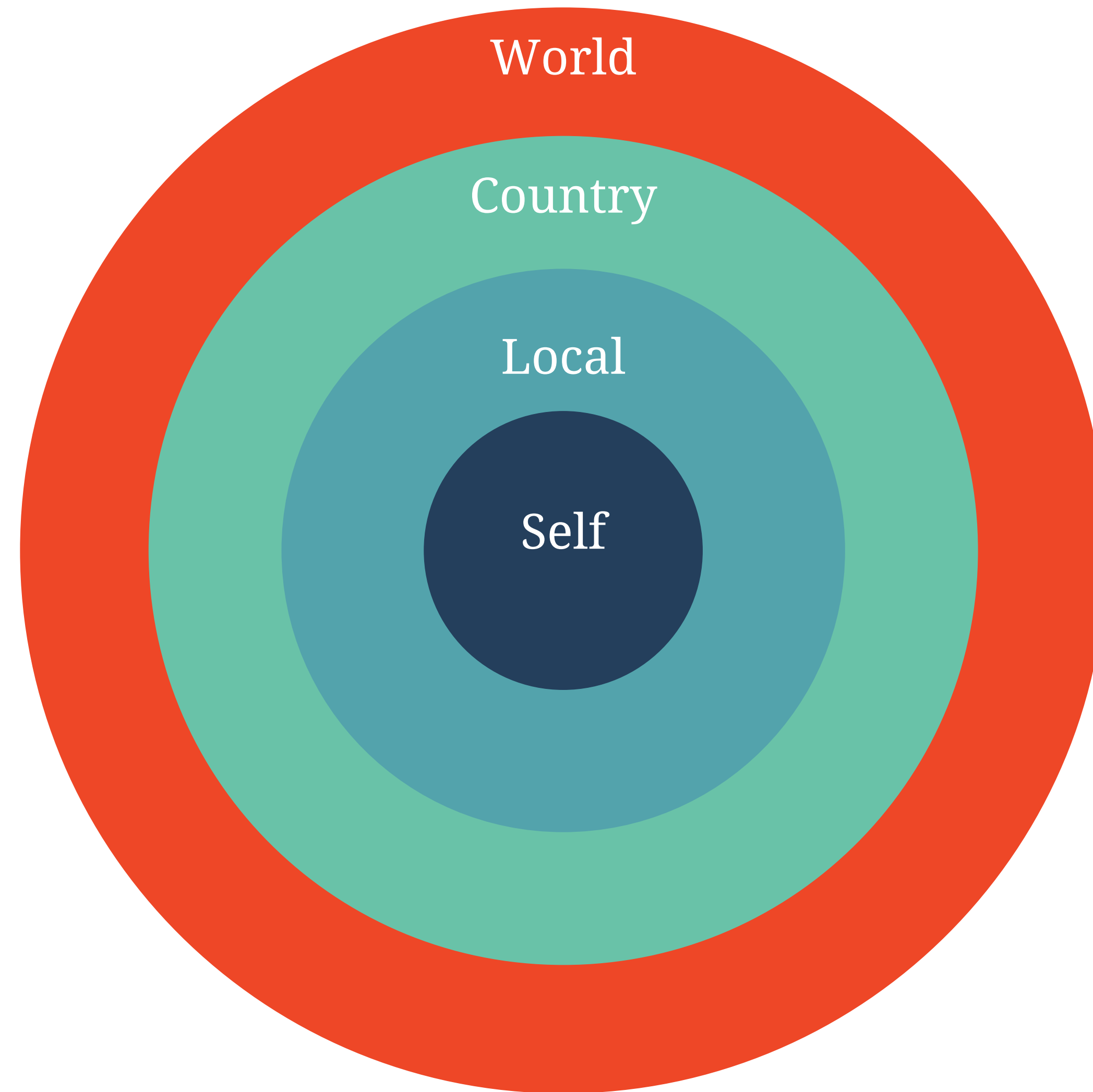
Real...

Connected

Empowerment & Activism

Design Process

Rigorous projects focused on Social Studies, Science & Writing, culminate in SBAC aligned benchmark assessments



5 Reasons to Exhibit Student Work

1. Increase Student Engagement
2. Increase Student Learning of Significant Content
3. Promote a Shared Instructional Vision Among Faculty
4. Develop Parent Ownership of Instructional Vision
5. Experience the Joy of Teaching and Learning

Others?

What's a Rite of Passage?

Grade Level Requirements	K	1	2
Workshop	Informational + Reflection (SEL/Academic)	Narrative + Reflection (SEL/Academic)	Persuasive + Reflection (SEL/Academic)
Math Studio	Growth goal reflection + demo of key concept	Growth goal reflection + demo of key concept	Growth goal reflection + demo of key concept
Lit Studio	Growth goal reflection + favorite book "share"	Growth goal reflection + favorite book "share"	Growth goal reflection + favorite book "share"
Art/Engineering	Student choice + Reflection	Student choice + Reflection	Student choice + Reflection
Phasework	Student choice	Student choice	Student choice

Do you feel our scholars will be engaged with our current academic model?
Why or why not?

Village Action Committee

We believe every member of our community is a leader, including our parents/guardians. We believe we are strongest when we work together toward our shared mission. Our Village Action Committee meets monthly and supports the school with the following action groups:

- Faculty Appreciation
- Impact Family Community Building
- Teaching and Learning
- Parent Volunteer Rallying & Organization
- External Spokespeople
- Community Outreach & Student Enrollment



What does strong family to school collaboration look like? What systems, structures, or values help us get there?

Break Out Session

- Travel around the room and answer the questions on the chart paper.
- We will split out into four groups based on passion for the question and share out in circle groups (be ready to arrange your chairs)



How can you help?

- Sign the charter petition TONIGHT
- Take an extra copy of the charter petition with you, get it signed by friends/family and return to Baionne by February 15th.
- Write a letter of support
- Attend and speak at The Community Forum in April



Thank you for coming





Mentor Time

Our SEL model is a human development model that is grounded in the foundational elements of what it takes to build a trusting community. Every morning begins with Mentor Time.

Components of Mentor Time

- Community Building
- Social Emotional Learning
- Circle Time

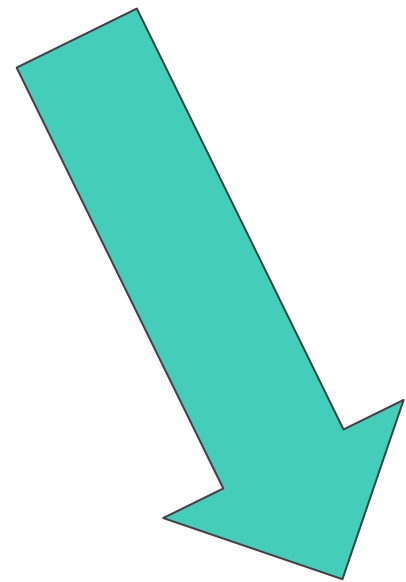


Literacy Studio 2-5

Read Aloud

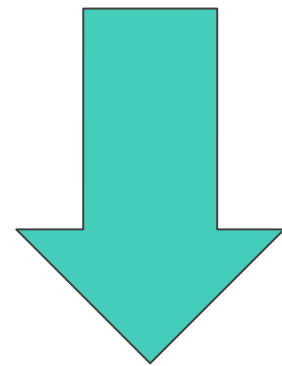


Deep comprehension and fluency of rigorous texts. Read aloud also develops critical vocabulary.

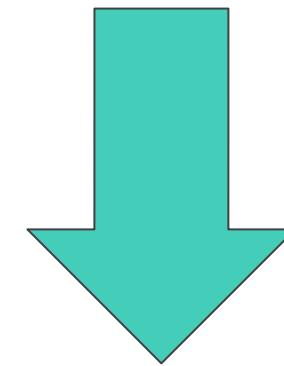


Close Reading

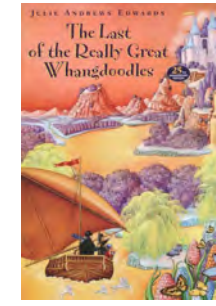
A daily practice that supports deep comprehension and understanding author's purpose and craft and responding to literature in writing.



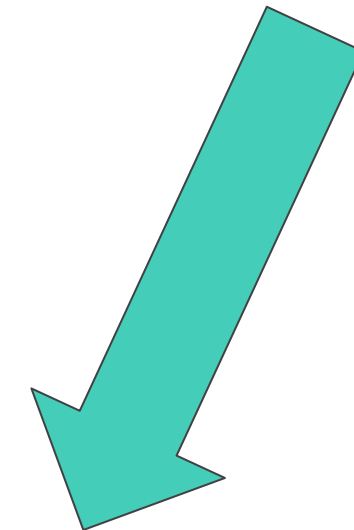
Personalized Tech Component



Independent Reading



Practicing great reading for extended periods of time!



Guided Reading + Book Clubs

Impact students receive daily, personalized guided reading in groups of 6 students or less. This small group experience is the opportunity for students to bring all of their skills together to practice fluent reading 1 level above their current level. The teacher is the coach, guiding students to ensure they are using their skills to become amazing readers. Advanced readers instead engage in rigorous book clubs focused on discussion.



IMPACT

PUBLIC SCHOOLS

February 25, 2019- Community Design Session II: Emerald City Bible Fellowship

	Parent Name	Student Name	Student's Current Grade	E-mail	Phone Number	Have you enrolled?	Do you want to Volunteer ?
27.	Saadra Hunt			shamid@seattle.or	206-446-746		
28.	Abdullahi Abdi			abdi@seattleu.edu	206-854-2394		
29.	DAVID EMOON			dse.seattle@gmail.com	206 250 8687		
30.	Diane Williams			dianew206@hotmail.com	206 422 1175		
31.	Brenda McGuire			bmcguire@seattleschools.org	(206) 778-7112		
32.	Brenetta Ward			brenetta.ward@comcast.net	206.2354932		
33.	Jaycee Coleman			jaycee.coleman@gmail.com	206-372-6818		
34.	Brian Philips				206-721-0304		
35.	Kadin Coleman			kadincdeman@gmail.com	206-762258		
36.	Isaiah Ticeson			macfashionhouse@gmail.com	same as mom		
37.	Dawn Mason			dawnseattle@gmail.com	206-280-6992		Maybe
38.							
39.							
40.							

Attachment 2: School Design Community Meeting Photos



School Design Session Notes:

Below are scanned copies of the notes generated from the school design session by prospective parents, community members and partners.

Barriers

- Language
- Money / Finances
- Food - hungry scholars
- Centralized resource of information
- Low expectations for a lot of scholars
- Family life difficult

Barriers

- Deficit views
- Not knowing/access to systems
- Wrap around services
 - housing
 - employment
 - child care
 - parent education
- Teachers mirroring population

Family/School Collaboration

- Trust
- Open communication
- Validation
- Student is the star
 - ↳ Scholars First
 - ↳ strong system supports this
- Accountability of Adults

Family Feedback Resonates

- Reaching families
- Connection w/ scholars
- Consistently high rates of positive feedback
- Families feel safe & taken care of also w/ scholars

Alignment of Values

- Community builds the school
- Being very intentional about how we educate our children
- Sense of self/belonging



PARENT ADVOCACY LEADERS (PALs) COHORT PROGRAM

WA Charters offers a leadership and civic engagement cohort program for individuals who currently have a child enrolled in a Washington state charter public school. Parent Advocate Leaders (PALs) is an on-going program designed to cultivate and strengthen leadership capacity in parent leaders to exercise their power to address systemic inequities in Washington's public education and address barriers to learning that exist outside of the classroom.

RESPONSIBILITIES OF A PAL

- Attend monthly meetings with local parents and community partners to identify and address needs and challenges of community
- Collaborate with PALs cohort strategies to increase public awareness of charter public schools and issues impacting public education in Washington
- Identify and recruit parent leaders to participate in school and sector-based engagement opportunities
- Provide content for WA Charters blog and other social media outlets in collaboration with WA Charters
- Support and lead parent-led advocacy events and trainings
- Liaise information of issues and strategies between WA Charters and school parent community
- Provide feedback to school staff and WA Charters staff members on the program as well as identify areas to seek program improvement

CHARACTERISTICS OF A PAL

- Desire to improve school culture, student success and public education in WA state
- Commitment to social justice and inclusive engagement strategies
- Ability to commit 10-25 hours a month for the various activities and efforts
- Willingness to facilitate group meetings and outreach to other parents
- Willingness to value, listen to, and contribute diverse perspectives

WHAT WE OFFER PALs

- A chance to transform Washington education
- Monthly stipends
- Opportunities to meet and discuss issues with state legislators, local elected officials, and other key stakeholders
- Resources, trainings, and the platform to advocate for you, your family, and your community

If you are a parent interested in joining, have questions about the PALs program, or you are an organization interested in supporting our PALs program, please contact Franki McDaniel at francesca@wacharters.org or 206-658-4347.



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 3 (Section 4): Course Scope & Sequence

Contents:

- Sample K-1 Social Studies & Science Project-Based Learning Scope & Sequence

Attachment 3: Course Scope and Sequence

Sample K-1 Social Studies & Science Project-Based Learning Scope & Sequence

The mission of Impact Public Schools is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. To fulfill this mission, equipping students with core skills is not enough. Instead, in order to empower students as problem solvers, innovators and changemakers, IPS invites students to apply their skills in authentic contexts -- taking charge of their learning path to deeply explore ideas that impassion them.

Propelled by the power of story, IPS students dive deep into content and apply skills and knowledge through 6-8 story-based projects per year.

Desired Outcomes:

- Students master Next Generation Science Standards (NGSS) and Washington social studies Grade Level Expectations (GLEs) through project-based learning.
- Students master Deeper Learning skills (framework integrating process skills and mindsets from CCSS, NGSS, and GLEs) through project-based learning.
- Students develop DEI and SEL skills through cooperating with peers to complete projects.

Project-Based Learning (PBL) Design Principles:

- Rigorous learning objectives that give students the opportunity to apply, receive feedback, and develop skills.
- Interdisciplinary: integrates science and social studies, with application of math and ELA skills.
- Accessible and challenging for all students.
- Presentation to authentic audience.

How Each Project Works at IPS:

Each project lasts 6-8 weeks and has three stages: explore, create, and showcase.

Explore Approximately 2 weeks	Create Approximately 3 weeks	Showcase Approximately 1 week
Students master knowledge of a topic through a curated set of experiences including read alouds, independent texts, shared reading, individual playlists, interviews, field trips, primary sources, and more. At the end of the exploration stage, each student chooses a subtopic to dive deep on and makes a declaration of their intended project, from a bank of	Students more deeply explore a subtopic of the area of study, applying skills and knowledge through creation of the product outlined in their declaration.	Students share their completed project with peers in their house (K-1, 2-3, 4-5), with family and community through an evening Celebration of Learning, and through additional community-based audiences as appropriate depending on project.

choices aligned with standards-based learning outcomes.		
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The Power of Story: Project Arcs

Cognitive scientist Daniel Willingham suggests, “The human mind seems exquisitely tuned to understand and remember stories--so much so that psychologists sometimes refer to stories as ‘psychologically privileged.’”¹ Willingham suggests that teachers leverage story structure and four principles of story -- causality, conflict, complications, and character -- to yield cognitive advantages for students. Chip and Dan Heath, authors of *Made to Stick*, add that story is one of the strongest devices to helping ideas stick because they “have the amazing dual power to simulate and to inspire.”² IPS aims to leverage the power of story by housing rich projects in science and social studies within the context of story-based arcs: year-long topical arcs, and unit-long arcs. Each arc explores characters, conflict, causality and complications connected to the topic, and connects topics to the stories of students’ own lives. The year-long arcs for each grade band also build in emphasis on a particular principle of story, resulting in deep mastery of narrative structures by the time students graduate IPS in fifth grade.

- **K-1: Character**
- **2-3: Conflict**
- **4-5: Causality & Complications**

Each year, projects follow a year-long theme called a “project arc” that is connected to a broad topic or idea (eg “stories” or “justice”). Each year-long arc is divided into 6-8 individual project arcs that are connected to a topic or idea that fits within the yearlong theme. Arcs are designed by IPS faculty by unbundling science and social studies standards into common topics and themes. IPS faculty create the menu of project products by identifying intersections between process skills (from CCSS, NGSS and GLEs) and authentic problems or audiences.

PBL Scope & Sequence for K-1

Science and social studies standards are integrated to create 6-8 interdisciplinary projects per year, covering all K-1 NGSS and social studies GLEs by the end of first grade. Projects in K-1 classrooms occur on a 2-year cycle, with some standards covered in Year A, and the remainder covered in Year B. Years A and B explore the same year-long arc theme. For the purposes of providing a comprehensive scope & sequence sample, this attachment includes both Years A and B to illuminate the full alignment with state standards and the curriculum.

¹ Willingham, D. T. (2010). *Why don't students like school? a cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey Bass.

² Heath, C., & Heath, D. (2010). *Made to stick: Why some ideas survive and others die*. New York: Random House.

The scope and sequence for K-1 project arcs at IPS is below. A breakdown of standards covered in Year A and Year B of each project arc follows.

Yearlong Arc: "World of Stories"					
Arc 1:	Arc 2:	Arc 3:	Arc 4:	Arc 5:	Arc 6:
<i>The Power of Story</i>	<i>My Story in the World</i>	<i>Other Creatures in Our World</i>	<i>When Stories Collide</i>	<i>Story Above</i>	<i>Story Between</i>
History Exploration of personal and family history through timelines.	Geography & Geology Exploration of our place in the world through study of mapping and plate tectonics.	Biology Exploration of organisms and biodiversity.	Sociology & Environmental Science Exploration of natural hazards, human impact on the environment, and environmental impact on humans.	Astronomy Exploration of the sun, moon and stars.	Physics Exploration of force and motion, and chemical reactions.

Arc 1: The Power of Story
Exploration of personal and family history through timelines.
Year A: Retell personal history. <ul style="list-style-type: none"> GLE 4.1.1: Understands and creates timelines to show personal events in a sequential manner. GLE 5.4.1: Retells and explains personal history.
Year B: Retell family history. <ul style="list-style-type: none"> GLE 4.1.1: Understands and creates timelines to show personal events in a sequential manner. GLE 4.4.1: Understands how knowledge of family history can be used to make current choices.

Arc 2: My Story in the World
Exploration of our place in the world through study of mapping and plate tectonics.
Year A: Mapping the World <ul style="list-style-type: none"> GLE 3.1.1: Understands and uses maps and globes to identify major bodies of water and continental land masses. NGSS ESS2.C: Understands that water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
Year B: Mapping Communities <ul style="list-style-type: none"> GLE 3.1.1: Understands and uses maps and globes to identify major bodies of water and continental land masses. GLE 3.1.2: Understands the physical characteristics of places in the community.

Arc 3: Other Creatures in Our World

Exploration of organisms and biodiversity.

Year A: Organism Structure, Growth, and Development

- NGSS LS1.A: Organism structure and function.
- NGSS LS1.B: Growth and development of organisms.
- NGSS LS1.C: Organization for matter and energy flow in organisms.

Year B: Organism Traits & Biodiversity

- NGSS LS3.A: Inheritance of traits.
- NGSS LS3.B: Variation of traits.
- NGSS LS4.D: Biodiversity and humans.

Arc 4: When Stories Collide

Exploration of natural hazards, human impact on the environment, and environmental impact on humans.

Year A: Natural Hazards & Environmental Impact on Humans

- NGSS ESS3.A: Natural resources.
- NGSS ESS3.B: Natural hazards.
- GLE 3.2.1: Understands that people in communities affect the environment as they meet their needs and wants.
- GLE 3.2.3: Understands why families make decisions to move.

Year B: Human Impact on Environment

- NGSS ESS3.C: Human impacts on Earth systems.
- NGSS 3.2.1: Understands that people in communities affect the environment as they meet their needs and wants.

Arc 5: Story Above

Exploration of the sun, moon and stars.

Year A: Sun, Moon & Stars

- NGSS ESS1.A: The universe and its stars.
- NGSS ESS1.B: Earth and the solar system.

Year B: Sunlight

- NGSS PS3.D: Energy in chemical processes and everyday life.

Arc 6: Story Between

Exploration of force and motion, and chemical reactions.

Year A: Force and Motion - Pushes and Pulls

- NGSS PS3.C: Relationship between energy and forces.
- NGSS PS2.A: Pushes and pulls can have different strengths and directions.
- NGSS PS2.B: Types of interactions (touch, collision, change in motion).

Year B: Chemical Reactions - Heating and Cooling

- NGSS PS1.B: Heating or cooling a substance may cause changes that can be observed.



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 4 (Section 4): Curriculum Development Plan

Contents:

- Curriculum Development Plan

Attachment 4: Curriculum Development Plan

The curriculum proposed for use by Impact | Salish Sea Elementary was curated, piloted, refined and thoughtfully stored for replication by Impact | Puget Sound Elementary. This curriculum will be used and further refined by the Impact | Salish Sea Elementary faculty. Curriculum and assessments will be shared across Impact schools to allow for centralized support and shared professional development opportunities.



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 5 (Section 5): Exit Standards

Contents:

- Exit Standards for Graduation Students or Students Completing the last grade in the school

Attachment 5: Exit Standards for Graduating Students

Impact | Salish Sea Elementary prepares all students for advanced and college preparatory middle school classes. In addition, Impact | SSE prepares students to impact communities as innovative equity-driven leaders through cultivating the values of Bold Ambitions, DEI, Team WA, Everyone Grows, Play Big, and Intention. IPS exit standards reflect this preparation. By the end of fifth grade at Impact | SSE, students will be able to meet or exceed all state grade level expectations and achieve the following:

Curricular Area or Skill	Assessment	Mastery
Reading	Fountas and Pinnell Benchmark Assessment	Independent reading level of Level V or above ¹
Writing	TCRWP Units of Study On-Demand Writing Assessment	Rating of “3” or above overall on fifth grade rubric (aligned to fifth grade CCSS standards) ²
Math	i-Ready Diagnostic	90% mastery of fifth grade standards or above
Science	Deeper Learning Rubric (collaboratively developed by teachers and students based on NextGen Science Standards)	80%+ mastery on content quizzes during “exploration” phase of projects 90%+ mastery of exit competencies on Deeper Learning Rubric
Social Studies	Independent study rubric (collaboratively developed by teachers and students based on OSPI social studies standards)	80%+ mastery on content quizzes during “exploration” phase of projects 90%+ mastery of exit competencies on Deeper Learning Rubric
Mission: impact communities as equity-driven, innovative leaders	Progress reports completed with mentor Capstone Rite of Passage highlighting a school value of the student’s choosing	Identify and implement solution to 1 or more community problem(s). Completion of capstone Rite of Passage

¹ Heinemann, O. (n.d.). The F&P text level gradient. *Fountas and Pinnell Literacy*. Retrieved February, 2017, from <http://www.heinemann.com/fountasandPinnell/pdfs/WhitePaperTextGrad.pdf>

² Common Core State Standards Initiative. (n.d.). English language arts standards, writing, grade 5. Retrieved February, 2017, from <http://www.corestandards.org/ELA-Literacy/W/5/>



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 6 (Section 7): School Calendar and Schedule

Contents:

- Proposed Calendar for Year 1 of Operation
- Kindergarten and 1st Grade Daily and Weekly Schedule

Attachment 6: School Calendar and Weekly Schedule

Proposed Calendar for Year 1 of Operation

Page 2 of this attachment contains Impact | Salish Sea Elementary's proposed calendar for year one of operation. A color-coded key can be found on page 3. Below is a summary of the core components of the calendar:

- **Total Instructional Days:** 182
- **Inclement Weather Days:** 5
- **Professional Development Days for Faculty:** 56 (15 Impact Institute days, 5 full school days and 36 half days)
- **Total Holidays and Breaks:** 28

There are also key components of the IPS model that are accommodated in the annual and/or weekly calendars and are aligned with the academic scope and sequence:

- **Expeditions:** Weekly, art-based enrichment opportunities aligned with the PBL scope and sequence to allow for expeditionary learning and artistic application of skills and knowledge.
- **Impact Institute:** A four-day orientation for students and families prior to the start of the school year.
- **Showcases:** Culminating project presentations occurring 6-8 times per year at the conclusion of a PBL sequence. Families are invited and encouraged to attend these student-led events.
- **Rites of Passage:** Annual opportunity for students to share their complete portfolio (comprised of showcase work) and celebrate promotion to the next grade at the end of each academic year.

Impact | Salish Sea Elementary 2020-2021 School Calendar Draft

July 2020						
S	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	

August 2020						
S	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					

September 2020						
S	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			

School days in month 6/6 -- PD 1/1

School days in month 21/27 -- PD 5/6

October 2020						
S	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

November 2020						
S	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					

December 2020						
S	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		

School days in month 17/44 -- PD 4/10

School days in month 16/60 -- PD 3/13

School days in month 14/74 -- PD 3/16

January 2021						
S	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						

February 2021						
S	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						

March 2021						
S	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			

School days in month 18/92 -- PD 5/21

School days in month 17/109 -- PD 4/25

School days in month 23/132 -- PD 5/30

April 2021						
S	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	

May 2021						
S	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					

June 2021						
S	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			

School days in month 17/149 -- PD 3/33

School days in month 19/168 -- PD 5/38

School days in month 14/182 -- PD 3/41



Schools Begins & Ends

School closed: Holidays & Breaks

Home Visits & WaKids Assessment

Early Dismissal for Students - Parent Teacher Conferences

Impact Faculty Professional Development



No Students - Professional Development for Teachers

Report Cards Sent Home

Early Dismissal for Students - PD for teachers

Inclement Weather Make-up Days

K and 1st Daily & Weekly Schedule

In the table below, a daily and weekly schedule clearly articulates the structure of the school day and week, including the number of minutes per instructional and non-instructional blocks. The schedule was intentionally created with IPS’s unique design elements in mind (i.e. dedicated mentor time).

Section 7 provides the daily and weekly calculations of instructional hours. The annual calendar above plans for 182 school days (with 5 additional days reserved in the event of inclement weather make-ups)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:42	Power Hour	Power Hour	Power Hour	Power Hour	Power Hour
7:42-7:45	Transition	Transition	Transition	Transition	Transition
7:45-8:12	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:12-8:15	Transition	Transition	Transition	Transition	Transition
8:15-8:50	Mentor Time: Explicit SEL	Mentor Time: Read Aloud	Mentor Time: Affinity Group	Mentor Time: Badge Work	Mentor Time: Circle (1x/mo whole school)
8:50-8:52	Transition	Transition	Transition	Transition	Transition
8:52-10:20	Literacy Studio	Literacy Studio	Literacy Studio	Literacy Studio	Literacy Studio
10:20-10:35	Recess	Recess	Recess	Recess	Recess
10:35-10:37	Transition	Transition	Transition	Transition	Transition
10:37-10:48	Calm Time & Snack	Calm Time & Snack	Calm Time & Snack	Calm Time & Snack	Calm Time & Snack

10:48-10:50	Transition	Transition	Transition	Transition	Transition
10:50-12:10	Math Studio	Math Studio	Math Studio	Math Studio	Math Studio
12:10-12:12	Transition	Transition	Transition	Transition	Transition
12:12-12:42	Lunch	Lunch	Lunch	Lunch	Lunch
12:42-12:44	Transition	Transition	Transition	Transition	Transition
12:44-1:08	Recess	Recess	Recess 12:40-12:55	Recess	Recess
1:08-1:10	Transition	Transition	Transition 12:55-12:57	Transition	Transition
1:10-2:00	Enrichment	Enrichment	Art Expeditions 12:57-2:22	Enrichment	Enrichment
2:00-2:02	Transition	Transition	Transition 2:22-2:24	Transition	Transition
2:02-3:22	Workshop	Workshop	Pack Up & Early Dismissal 2:24-2:30 Transition	Workshop	Workshop
3:22-3:24	Transition	Transition		Transition	Transition
3:24-3:30	Pack Up & Dismissal	Pack Up & Dismissal	Power Hour 2:30-5:30	Pack Up & Dismissal	Pack Up & Dismissal
3:30-5:30	Power Hour	Power Hour		Power Hour	Power Hour



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 7 (Section 11): Enrollment Policy

Contents:

- Impact Public Schools' Student Enrollment Policy

Attachment 7: IPS Student Enrollment Policy

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

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

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

Admission Criteria

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

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

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

Lottery and Enrollment Preferences

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

the Commission to legally grant a weighted enrollment preference to children of full-time employees of IPS, as well as to at-risk students.

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

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

Tentative dates for the application and enrollment period for Impact | SSE are as follows:

- **October 2019***: Impact | SSE applications are made available
- **January 2020**: Impact | SSE applications are due
- **February 2020**: Impact | SSE lottery is held, notifications of acceptance and/or waitlist status are available
- **March - July 2020**: Enrollment period begins for accepted students through the lottery
- **March 2020 - Ongoing**: Waitlist students are enrolled as needed, based on enrollment matriculation for accepted students

* Community engagement and recruitment begins in July 2019.

Conditions of Enrollment

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

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

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

Re-enrollment, Withdrawals and Transfers

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

Student Recruitment Plan

Area Schools

Impact | Salish Sea Elementary seeks to recruit most heavily from the areas surrounding the following preschools and elementary schools, which best represent the south Seattle/Renton area:

Preschools:

- La Escuelita, Seed of Life, Learning Garden Montessori, Bilingual Buddies, Neighborhood House-New Holly, Denise Louie Education Center, The Giving Tree Learning Center, and Tiny Tots Development Center, Tiny Trees Preschool, First Place Preschool, La Petit Village Preschool, Little Sprouts Chinese Bilingual Daycare, Kidus Montessori, Bright Horizons Preschool, Cascade Vista Childcare Center, Petrovitsky KinderCare, Family Circle Learning Center, Highlands Preschool, Meadowcrest Learning Center, Cedar River Montessori, Joyful Hearts Preschool, Arise-N-Shine Preschool

Elementary Schools:

- Benson Hill Elementary, Maplewood Heights Elementary, Bryn Mawr Elementary, Lowell Elementary, Cascade Elementary, Highlands Elementary, Stevens Elementary, Honey Dew Elementary, Lakeridge Elementary, Leschi Elementary, Sartori Elementary, Talbot Hill Elementary, Madrona Elementary, Sierra Heights Elementary, Tiffany Park Elementary, Bailey Gatzert Elementary, Renton Park Elementary, Thurgood Marshall Elementary, Graham Hill Elementary, South Shore Elementary, Emerson Elementary, Graham Hill Elementary, Martin Luther King Jr. Elementary, Campbell Hill Elementary and Hawthorne Elementary

Community Communication and Notification (July 2019 – August 2020)

(All communication will be done in English, Spanish, Amharic and Somali whenever possible. Other languages will be added, as needed.)

1. IPS will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. IPS will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for K-5 grade students enrolled in the target schools and districts, IPS will mail postcards to each residence. The postcard will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. IPS will have a table set up at all major community events, fairs, farmers markets, celebrations, parades to spread the word about Impact | Salish Sea Elementary.

PROPRIETARY/CONFIDENTIAL INFORMATION¹

¹ This recruitment plan was curated by faculty at Impact Public Schools. The associated personnel costs, along with the proprietary nature of the content, has led us to mark this as confidential to protect this internal resource.

5. IPS will present twice in each low-income housing community in Seattle, and Renton including: NewHolly, Rainier Vista, Greentree Apartments, Lake Washington Apartments, and KingWay Apartments, Yesler Terrace, and Bryant Manor.
6. IPS will work with the faith based community to present to full congregations.
7. IPS will post fliers announcing recruitment events at various public facilities frequented by school aged students and families and set up tables at the entry to share more information (Southeast Seattle Education Coalition, Rainier Valley Food Bank, Southwest Youth and Family Services, Atlantic Street Center, Renton Skyway Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.), with a particular emphasis on organizations that serve high levels of “at-risk” youth.
8. If allowed, IPS will place announcements in the parent newsletters or communication vehicles at all pre-school and elementary schools that will feed into Impact | Salish Sea Elementary. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
9. IPS will have monthly canvassing dates where the Impact | Salish Sea Elementary team and community members will go door-to-door in target communities to share information and the application process one family at a time.
10. IPS will run a digital media marketing campaign with one-click access to the Impact | Salish Sea Elementary charter application.
11. IPS will maintain a website that includes detailed information and updates on the school, recruitment, application process and deadline.

Recruitment Events (October 2019 – April 2020)

1. IPS will host at least four Recruitment Open Houses during the school year before Impact | Salish Sea Elementary opens. The schedule and location of the events in preparation for the 2020 opening is as follows*:

Month	Date (exact TBD)	Location
October	Saturday	Locations based on availability
November	Weeknight	
December	Weeknight	
January	Weeknight	
February	Saturday	
March	Weeknight	
April	Weeknight	

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to provide feedback on defined aspects of the Impact | Salish Sea Elementary program and ask questions in a large group setting or on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish and other languages, as needed.

2. Beginning in January 2020 and concluding in April, IPS will host a weekly small group question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the session, participants will be given the written materials and application provided at the Open House. In subsequent years, they will have an opportunity to observe our classes in session and ask individual questions.
3. During the fall of 2019, the school will host at least one educator information session. IPS will invite the administrators, counselors and K-5 grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
4. The school will request to be one of the schools included in any annual pre-school fairs in the targeted area.
5. IPS will request to participate in the Seattle Public Schools and Renton Public Schools annual school information night, if applicable.
6. IPS will request the opportunity to present or be a part of any other elementary information opportunities or events hosted by the target schools or districts.
7. Beginning in the spring of 2020, IPS will host school tours for prospective families, so families can see observe progress made on the facility.

*Beginning in the 2020-2021 school year these Recruitment Open Houses will be held at the school. In the year prior, when the permanent facility is not yet available, the site of these events will be based on availability.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 8 (Section 12): Discipline Policy

Contents:

- Impact Public Schools' Proposed Discipline Policy

Procedure - Classroom Management, Discipline and Corrective Action

Definitions

- **“Behavioral violation”** means a student’s behavior that violates Impact Public Schools (IPS) discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Corrective action”** means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270.
- **“Discipline” and “other forms of discipline”** mean all forms of corrective action used in response to behavioral violations other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. .
- **“Discretionary discipline”** means any disciplinary action taken in response to student misconduct that violates the rules, policies, or procedures adopted by the board of directors, other than the misconduct listed in one or more of the categories in this procedure set forth below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.” Discretionary discipline cannot include long-term suspension or expulsion.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student’s current school placement by the CEO or designee. An emergency expulsion requires the CEO or designee to have good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial



disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If IPS converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.

- **“Expulsion”** means a denial of attendance for a period of time up to but no longer than length of an academic term (as defined by the board of directors) from the time the student is removed from his/her current school placement by the CEO or designee. An expulsion may not be for an indefinite period of time and may not be imposed as a form of discretionary discipline. An expulsion may be extended beyond the length of an academic term if: 1) the school principal petitions the CEO for an extension; and 2) the CEO authorizes the extension pursuant to the superintendent of public instruction’s rules adopted for this purpose (see Petition for Extension of Length of Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented, or controlled by IPS.
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Parent”** means a biological, adoptive, or foster parent, or a guardian generally authorized to act as parent or specifically authorized to make education decisions. The definition of parent does not include the state, if the student is a ward of the state. When more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student or if a judicial decree or order identifies a specific person or persons. See WAC 392-172A-01125.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the CEO is open to the public for business. A school business day concludes or terminates upon the closure of the CEO’s office for the calendar day.
- **“School day”** means a calendar day, except school holidays, on which enrolled students are afforded the opportunity to be engaged in educational activity planned, supervised, and conducted by or under the supervision of certificated staff, and on which day all or any portion of enrolled students participate in such educational activity.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the IPS.
 - **Short-term suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.



Long-term suspension means a suspension that exceeds ten (10) consecutive school days. A long-term suspension may not exceed the length of an academic term, as defined by the school board, cannot be imposed beyond the school year in which the alleged misbehavior occurs, and may not be imposed except for the offenses listed below in the section entitled 'Suspension, Expulsions, and Discretionary Discipline.

CEO authority

The CEO will have the authority to discipline, suspend, or expel students. The CEO will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions, or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Notification of suspensions of students eligible for special education services

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that IPS can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior

Principals in each school will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of IPS that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct IPS requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.



IPS will also, in consultation with staff, students, student's families, and the community, periodically review and update the IPS's rules, policies, and procedures related to student discipline.

Fundamental rights

When administering discipline under this chapter, IPS must not:

- (1) Unlawfully discriminate against a student 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;
- (2) Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- (3) Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- (4) Unlawfully interfere in a student's pursuit of an education while in the custody of IPS; or
- (5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by IPS without due process of law.

Rights and responsibilities of certificated staff

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and behavioral expectations at least once each year. Building rules will be consistent with IPS rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party, in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Assign a student after school detention for up to 10 minutes with due consideration for bus transportation.

Teachers have the right to exclude any student from the teacher's classroom, instructional area, or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of WAC 392-400-335 and the section below (see **Classroom Exclusions**).

Certificated staff will have the responsibility to:



- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible, regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds, or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.

Principals will have the responsibility to:

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year, to develop and/or review rules of conduct to be employed in the school, and corrective actions that may be employed in the event of rule infractions.

Restrictions on Corrective Action

Educational Services

IPS will not suspend the provision of educational services as a disciplinary action, nor will schools suspend the provision of educational services to a student in response to behavioral violations.

Schools will provide the student the opportunity to receive educational services during a suspension, expulsion, or emergency expulsion. The educational services must enable the student to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within IPS; and
- Complete subject, grade-level, and graduation requirements.

Such services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

When providing a student the opportunity to receive educational services under this section, the school must consider:



- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with WAC 392-121-107.

Unexcused absences and tardiness

Students will not be suspended or expelled from school for absences or tardiness.



Denial or Delay of a Nutritionally-Adequate Meal Prohibited

Students will not be subjected to correction action in a manner that would result in the denial or delay of a nutritionally-adequate meal to a student.

Language Assistance

IPS will ensure that notices and communications required in connection with any corrective action are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Corporal Punishment

IPS staff may not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

- The use of reasonable physical force by a school administrator, teacher, school personnel, or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;
- Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips, or vocational educational projects.

Restraint and Isolation

IPS staff may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

Alternative forms of corrective action

The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. IPS administrators may consider alternative forms of corrective action, including programs intended to lessen the time of exclusion from class attendance, which have been approved by the board and/or CEO.

Except in cases involving exceptional misconduct, IPS administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

Student disciplinary boards



The board recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The board may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents or any combination thereof. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board's recommendation.

Student discipline

IPS will administer student discipline to maintain a safe and supportive school environment that is conducive to student learning.

The methods employed in administering the rules of student conduct involve professional judgment. Such judgment should:

- Provide due process and ensure fairness and equity in administration;
- Implement the policy and procedure in a culturally responsive manner;
- Responds to the needs and strengths of students ;
- Facilitate collaboration between school personnel, students, and families ;
- Provide a safe and supportive learning environment for all students

No form of discipline will be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may assign students detention during after school hours for not more than 30 minutes on any given day.

Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.



Students assigned detention for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Grievance and appeal process for student discipline

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal for resolving the grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference, the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the CEO or designee.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, have the right to present a written or oral grievance to the board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for considering the grievance. The board will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure, unless the principal, CEO, or board elects to postpone such action.

Alternatively, the board may delegate its authority to hear and decide discipline and short-term suspension grievance appeals to an organization disciplinary appeal council established pursuant to WAC 392-400-310(1).

Classroom Exclusions

A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. IPS may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of IPS' discipline policy. The teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing threat of material and substantial disruption of the educational process.



In administering other forms of discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom, instructional area, or activity area. When a student is excluded from the student's classroom, instructional area, or activity area for longer than the balance of the school day, IPS will provide the student and the student's family notice and due process for a suspension, expulsion, or emergency expulsion, as appropriate. A student may not be removed from school during a classroom exclusion unless IPS provides such notice and due process for a suspension, expulsion, or emergency expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

A student may be removed immediately from a class or subject by a teacher or other authorized personnel without first attempting other forms of corrective action provided that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of substantial disruption of the educational process.

Classroom Exclusion: Notice

Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school or the organization must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

When the teacher or other authorized school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) the teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) the principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.



Suspensions, Expulsions, and Discretionary Discipline

Suspensions (including long-term suspensions) and expulsions may be imposed for any of the following student behaviors:

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. Any of the following offenses listed in RCW 13.04.155, including:
 1. any violent offense as defined in RCW 9.94A.030, including
 - a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - b. manslaughter;
 - c. indecent liberties committed by forcible compulsion;
 - d. kidnapping;
 - e. arson;
 - f. assault in the second degree;
 - g. assault of a child in the second degree;
 - h. robbery;
 - i. drive-by shooting; and
 - j. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
 2. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 3. inhaling toxic fumes in violation of chapter 9.47A RCW;



4. any controlled substance violation of chapter 69.50 RCW;
 5. any liquor violation of RCW 66.44.270;
 6. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 7. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 8. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 9. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 10. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
3. Two or more violations of the following within a three-year period
 1. criminal gang intimidation in violation of RCW 9A.46.120;
 2. gang activity on school grounds in violation of RCW 28A.600.455;
 3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 4. defacing or injuring school property in violation of RCW 28A.635.060; and
 4. Any student behavior that adversely affects the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable, school administrators should first consider alternative sanctions.

For student behaviors—including specific offenses contained in Policy 3240 and procedure 3240P—that do not fall within one or more of the categories listed above, schools may only impose discretionary discipline as defined in this procedure.



Schools may not impose long-term suspension or expulsion as a form of discretionary discipline, but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

Short-term suspension

Conditions and limitations

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.

Continuation of educational services

IPS will not suspend the provision of educational services during a period of short-term suspension and will provide the student the opportunity to receive such services. Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a short-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section) the principal will notify relevant special education staff so that IPS can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

In-school suspension

Students who are denied attendance at school are denied the opportunity to learn. IPS has therefore created an in-school suspension program which



temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are expected to comply with the expectations of staff. The CEO will establish guidelines for the operation of the in-school suspension program.

Suggested guidelines for in-school suspension are as follows:

- A student who is assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will obtain written authorization from the parent or guardian. The student's or parents' or guardians' authorization will include the number of days the student will be assigned to in-school suspension.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior agreement as discussed below.
- Any behavioral violation may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis. The student will be encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.
- Specific rules and building procedures will be developed by the building principal.

Exceptional misconduct

A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, IPS may impose a short-term suspension without first attempting alternative forms of corrective action. The CEO, following consultation with a representative ad hoc citizens' committee, will recommend for board adoption, the nature and extent of the corrective actions that may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An



administrator may grant an exception when warranted by extenuating circumstances.

Prior notice and conference

Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:

- An oral or written notice of the charges;
- An oral or written explanation of the evidence in support of the allegation(s); AND
- An oral or written explanation of the short-term suspension that IPS may impose.

IPS will provide the student with an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that IPS may reduce the student's suspension as a result of such conference.

Grievance and appeal process for short-term suspension

Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal or designee for resolving the grievance. At such conference, the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the CEO.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. Such a meeting is not subject to the Open Public Meetings Act, and need to be noticed or open to the public.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue



notwithstanding implementation of the grievance procedure, unless the principal, CEO, or board elects to postpone such action.

Readmission

IPS will allow any student who has been short-term suspended to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all short-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the short-term suspension.

Emergency expulsion

Limitations

An emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

The CEO or a designee may immediately expel and remove a student from school prior to a hearing without other forms of corrective action if the CEO or designee has good and sufficient reason to believe that the student's presence poses:

- An immediate and continuing danger to students or school staff; OR
- An immediate and continuing threat of substantial disruption of the educational process.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If IPS converts an emergency expulsion to another form of corrective action, IPS will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Notice of hearing

IPS will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four hours of expulsion (IPS must document delivery of the notice by obtaining the signature of the student's parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR



- Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

IPS's written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in a language the student and/or a parent/guardian can understand, if other than English;
- Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process.
- Set forth the date on which the emergency expulsion began and when it will end;
- Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
- Set forth the facts that:
 - A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND
 - If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, IPS should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The family may request the hearing in writing or orally, but must make or provide the request to the IPS employee specified in the notice or their office. If IPS does not receive a hearing request within the required period, IPS may deem the right to hearing waived and IPS may impose the emergency expulsion for up to ten (10) school days from the date of the expulsion from school.

Prehearing and hearing

If IPS receives a request for hearing within three (3) school business days after receipt of notice, IPS will immediately schedule and give notice of a hearing to



commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if an IPS witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct;
- A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of



substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND

- A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and IPS will provide notice of such decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, IPS must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see **Appeals of long-term suspension and expulsion**, below.

Long-term suspension

Conditions and limitations

Schools may not impose a long-term suspension unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be long-term suspended for violation of IPS rules provided that the long-term suspension does not exceed the length of an academic term as defined by the school board. A long-term suspension may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be long-term suspended during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be long-term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.



The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that IPS can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional misconduct

A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of corrective action. The CEO, following consultation with a representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of hearing

Prior to imposing a long-term suspension, IPS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the IPS rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (*insert designated staff member*) or their office on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, IPS should provide a schedule of school business days with the notice.



The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to IPS employee specified in the notice or their office. If a request for hearing is not received within the required period, IPS may deem the right to hearing waived and the long-term suspension may be imposed.

Pre-hearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, IPS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if an IPS witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting administrative hearings.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.



The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and IPS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the school board or IPS disciplinary appeal council by filing a written or oral notice of appeal at the office of the CEO or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to IPS, the long-term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see **Appeal Process for Long-Term Suspension or Expulsion**, below).

Readmission

Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the expulsion.

Expulsion

Conditions and limitations

Schools may not expel a student unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be expelled for a violation of school rules, provided that the expulsion does not exceed the length of an



academic term as defined by the school board. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

IPS will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not exceed the length of the academic term unless:

- The school petitions the CEO for an extension; AND
- The CEO authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose (see **Petition for extension of expulsion** below).

Once a student is expelled in compliance with IPS policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement. The CEO may modify the expulsion of a student on a case-by-case basis.

Firearm Exception

In accordance with RCW 28A.600.420, IPS must expel a student for no less than one year if IPS has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The CEO may modify the expulsion on a case-by-case basis.

IPS may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.



These provisions do not apply to:

- Any student while engaged in military education authorized by IPS in which rifles are used;
- Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by IPS; or
- Any student while participating in a rifle competition authorized by IPSt.

Notice of hearing

Prior to the expulsion of a student, IPS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and IPS rule(s) alleged to have been violated;
- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (*insert designated staff member*) or their office on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

Prehearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, IPS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if IPS witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at



the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, IPS will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and IPS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.



The student and parent/guardian will have the right to appeal the hearing officer's decision to the school board or IPS disciplinary appeal council by filing a written or oral notice of appeal at the office of the CEO or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to IPS, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see **Appeal Process for Long-Term Suspension or Expulsion**, below.

Readmission

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for extension of expulsion

The principal or designee may petition the CEO for authorization to exceed the length of one academic term for a student's expulsion when warranted because of a perceived risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

- A detailed description of the student's misconduct, the school rules that were violated, and the public health or safety concerns of IPS;
- A detailed description of the student's academic, attendance and discipline history, if any;
- A description of the lesser forms of corrective action that were considered and the reasons why they were rejected;
- A description of all alternative learning experiences, vocational programs and/or other educational services that may be available to the student;
- The proposed extended length of the expulsion;
- Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
- A proposed date for the reengagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in a language they can understand, if other than English, if feasible. The student and/or parents/guardians may submit a written or



oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the CEO will issue a written decision granting or denying the petition. The CEO, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the school board.

IPS will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

Board option to delegate authority to hear appeals

The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to an IPS disciplinary appeal council established by the board. Members of such councils will be appointed by the board for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or his/her parents/guardians have the right to appeal the hearing officer decision to the board or the disciplinary appeal council.

Appeal process for long-term suspension and expulsion

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or **nonemergency** expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
 - Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
 - Failure to complete such assignment or tests would result in denial of course credit.

The board will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most



appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the board deems reasonable.

Prior to adjournment, the board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case de novo before the board within ten (10) school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:

- Those board members who have heard or read the evidence;
- Those board members who have not acted as a witness in the matter; AND
- A majority vote at a meeting at which a quorum of the board is present.

Within thirty (30) days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of the County.

Readmission Application Process

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the CEO. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which supports the request; AND
- A supporting statement from the parent or others who may have assisted the student.

The CEO will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application

Reengagement Meeting and Plan

For any student who has been subjected to a long-term suspension or expulsion, IPS will convene a reengagement meeting with the student and their parent(s)/guardian(s) to discuss a plan to reengage the student. The reengagement meeting does not replace an appeal hearing to challenge the suspension or expulsion, nor does it replace a petition for readmission. Before convening a



reengagement meeting, IPS will communicate with the student and parents to schedule the meeting time and location.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

IPS will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school.

In developing a reengagement plan IPS must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

IPS must document the reengagement plan and provide a copy of the plan to the student and parents. IPS must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Behavior Agreements

IPS authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting under WAC 392-400-710, or waive the opportunity to



receive educational services as provided under WAC 392-400-610. The duration of a behavior agreement must not exceed the length of an academic term. IPS is not precluded from administering discipline for behavioral violations that occur after IPS enters into an agreement with the student and parents.

IPS must ensure that any behavior agreement is provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Exceptions for protecting victims

IPS may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- **Teacher victim.** A student committing an offense under RCW [28A.600.460](#)(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- **(2) Student victim.** A student who commits an offense under RCW [28A.600.460](#)(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 9 (Section 13): School Leader Information

Contents:

- School Leader (Baionne Coleman) Resume
- School Leader Job Description

BAIONNE COLEMAN

206-251-4447 • Seattle, WA • baionne@gmail.com

Student Life Director

PROFILE

High-capacity leadership experience as a Change Agent, Strategic Educator and Creative Communicator in driving student and growth, team-building strategies, account retention and execution of large-scale programs in business, nonprofit and academic environments. Successful track record in managing complex budgeting, online initiatives, multi-project delivery, crisis resolution and fiscal accountability.

- Accomplished at facilitating and following up on critical projects and large-scale enterprise solutions with a confident approach; rapid delivery of positive organizational growth and team participation.
- Solid expertise in deploying and administering programs, resources and strategies with educational stakeholders, multiple departments, thought leaders and district decision-makers.
- Highly skilled at maximizing market footprint, optimizing efficiencies and meeting aggressive objectives; adept at large-scale budgeting, expense controls and executive reporting.
- Background in participating on, motivating and assisting cross-discipline teams in leveraging media assets, expanding market awareness, deploying technology and meeting organizational requirements.
- Well-versed in administrative practices, operating procedures and business protocols with many regional educational institutions and nonprofit entities.
- Go-to resource person for helping with relationship building, travel arrangements, event scheduling, donor relations, Board interaction and cross-cultural issues.

CORE COMPETENCIES

Program Implementation • Departmental Communications • Strategic Events • Corporate Relations • Help Desk Support • Event Planning • Mentoring/Coaching • Performance Metrics • Expense Controls • Stakeholder Buy-In • General Ledger • Process Improvements • Public Speaking • Special Projects • Executive Support • Administrative Dynamics • Policies & Procedures • Purchasing • Regulatory Compliance • Content Writing • College Planning • Work Scope Definition • Visual Merchandising • Entrepreneur • Bias by Action

EMPLOYMENT & ACCOMPLISHMENTS

Impact Public School, Tukwila, WA

2017 – Present

Co-Founding Resident School Leader & Learning Specialist

Talented, entrepreneurial, elementary instructional leader with a drive for innovation and a history of proven results in closing the opportunity gap. Responsible for co-designing and leading a ground-breaking new K-5 model. Serving as a cultural and instructional leader for IPS's flagship school, possessing a passion for excellence and growing a world-class team of educators. Maintaining a balanced yet mission aligned budget, <1.5m, with Home Office team.

- Oversee the implementation of a set of **restorative practices and systems** aimed at supporting all students in being their best selves.
- Implementation, innovation, and training for school-wide **social-emotional learning** program for faculty and students.
- Serve as **Special Education Director** by implementing and overseeing a tiered **Response to Intervention** approach and handling all case management, and OSPI audits.
- **Co-create** the entire **Education Model** for Impact Public School, curriculum, school culture, school design, physical facilities, discipline model, and recruitment of students and faculty.
- **Professional Development** and real-time **Instructional Coaching** for all faculty.
- **Student Success Team**, creating behavioral and academic plans for students. Assisting teachers with specific interventions and differentiation plans, and tracking student progress; regularly refer youth and families to the best resources to meet their needs.
- Community engagement through **intentional community mapping** to retain students and acquire support from families and community stakeholders.

St. Luke School, Seattle, WA

2008 – 2017

Student Life Director/Preschool Director/Social Emotional Coordinator

Currently manage a wide array of daily duties, such as student counseling, conflict resolution, background checks. Ensure positive classroom discipline and timely issue resolution for Grades Pk-8 in close connection with Principal. Analyze and report on student behavior through interaction with parents, faculty and community groups. Develop and institute student safety strategies and educational programs. Fully accountable for an annual budget of up to \$74,000.

- Succeeded in enhancing overall student behavior, classroom discipline, and campus safety, reducing office referrals by 45%.
- As **Extension Director**, oversaw up to 7 staff in all department functions, including recruiting, program rollout, job scheduling, and financial accountability.
- Served as **Electives Teacher** for Grades 7-8; taught team leadership skills, safety procedures and personal self-awareness.
- **Student Support Team**, creating behavioral and academic plans for students. Assisting teachers with specific interventions and differentiation plans, and tracking student progress; regularly refer youth and families to the best resources to meet their needs.

Rainier Scholars, Seattle, WA

2004 – 2008

Academic Counselor

In charge of providing personal and academic counseling to 61 students, including an extensive evaluation 3 times a year for each student. Created individual study plans, tracked student progress and generated detailed monthly reports based on meetings with up to 15 students each day. Diverse knowledge and understanding of infrastructures, organizational dynamics and cultures in area private and public schools. Close collaboration with parents, school personnel and administrators.

- Identified and promoted a wide array of activities and opportunities for students; also recommended extra tutoring and after-school homework centers as needed.
- Progressively promoted through levels of increasing influence after initial hiring as **Student Advisor** and coaching up to 13 students as part of a long-term college prep program.
- Understanding of FAFSA and college applications/preparation/attendance and classes to increase chances of being accepted by a higher education institution.
- Establish and maintain effective relationships with individuals from diverse cultures.
- Successfully collaborate with a variety of partner agency staff, including school district staff, in order to effectively serve low-income people.
- Strong understanding of immigrant cultures and experience providing a positive presence in the immigrant community; successful experience serving youth and families in East African, Southeast Asian and African American communities.

America Reads, Seattle, WA

2004 – 2006

Coordinator

Responsible for training, orienting and supervising teachers and college tutors in tutoring and literacy development methodologies. Monitored and evaluated tutor performance with school personnel, site liaisons, and non-profit staff.

- Maintained currency in new literacy techniques, trends, and publications; quickly resolved any conflict or operational issues.
- Work collaboratively with other management staff and departments to achieve common goals; establish and maintain cooperative and effective working relationships with others of varying levels within bureaucratic hierarchies.

Early Scholars Outreach, Seattle, WA

2002 – 2005

Program Assistant

Concurrent to attending college full-time, helped in program design and implementation, along with planning and executing annual events. Handled extensive data entry/retrieval.

- Recognized as "Tutor of the Year" in 2003 and 2004; promoted to this position after initial hiring as **Tutor**.
- Acquired positive skills in organizational dynamics, verbal communications, and software competency.

RELATED BUSINESS EXPERIENCE

- Started and grew Bee Caked as a service provider for weddings, birthdays, reunions and other event planning for a regional client base since 2011.
- First Place Education Committee member since 2015; maintain understanding of requirements, benefits, and

restrictions of local programming. Participate in youth collaborative groups to share and access resources. Be present in the community; conduct street outreach, participate in community events, get to know the community to understand the needs, resources and assets of youth and the community as a whole.

EDUCATION

<u>Seattle University</u> , Seattle, WA M.Ed Degree in Education Administration; with Principal Certifications Graduation date 8/2018	2018
<u>City University</u> , Seattle, WA M.A.T Degree in Teaching; endorsement in Special Education Graduation date 6/2017	2017
<u>University of Washington</u> , Seattle, WA B.A. Degree in Political Science; minors in Law, Society and Justice.	2006

TRAINING & ACTIVITIES

- WA certified teacher with SPED endorsements
- Proficient in MS Office Suite, Adobe Photoshop, Power School, Pro Care and School Speak.
- Certified Instructor – Safe Environment Train the Trainer; member, Second Step Leadership Institute, 2013-Present.
- Food Handlers Permit; Certified CPR and First Aid; Certified Blood Borne Pathogens, 2014.
- Volunteer Coach for St. Luke Basketball-3rd grade, 2017-Present; Volunteer Coach for SCAA Track Club – Ages 4 and up, 2011-Present; Volunteer Head Coach for K-8 Cross Country at St. Therese, 2006-2007 and Assistant Coach – Girls Middle School Basketball at Seattle Academy of Arts & Science, 2006-2007.
- NASSP conference presenter, SEL Leadership for Middle Schools, 2018
- ASCD conference presenter, SEL Leadership for Middle Schools, 2018
- AMLE conference presenter, SEL Leadership for Middle Schools, 2017
- WA Charters Annual Conference presenter, Diverse by Design, 2018
- Seattle University Student Ambassador, 2017-to current
- Food Empowerment Education and Sustainability Team, White Center Project Committee Member
- First Place Board Member, Chair, Education Committee Head, Education Committee Head 2016-to current
- Radiant Church Leadership Team, Vice Chair, 2017-to current



Principal

Job Description

Impact Public Schools

Impact Public Schools (IPS) invites passionate individuals with a background in instructional leadership to apply for the position of Principal at Impact Public Schools.

Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known, guided by an individual learning plan and loved by an adult mentor. Our strong community is rooted in high expectations, joy and exudes our core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

IPS graduates will be the problem solvers, innovators, and change agents of tomorrow. The IPS educational model includes a mentoring program and personalized learning plans for every child, targeted curriculum, rigorous deeper



learning experiences, community-based arts expeditions, and student affinity groups that focus on diversity, equity and inclusion starting in Kindergarten.

IPS is seeking a talented, entrepreneurial, elementary instructional leader with a drive for innovation and a history of proven results in closing the opportunity gap. An IPS Principal will be responsible for co-designing and leading a ground-breaking K-5 model. The Principal will serve as the cultural and instructional leader, possessing a passion for excellence and growing a world class team of educators.

Through over thirty days of paid professional development, consistent high-impact instructional coaching, and personalized career pathways, we are deeply committed to each team member's growth.

Essential Functions of an IPS Principal:

We are seeking a flexible, innovative, dynamic and committed leader to not only bring the best out in each and every student, but to be part of a movement to build a school for the future.

The IPS Principal will:

Academics and Instruction:

- Serve as administrator and instructional leader of the school.
- Articulate a vision, strategy and set of goals that align with the mission of Impact Public Schools.
- Oversee the implementation of a set of restorative practices and systems aimed at supporting all students in being their best selves.
- Oversee the assessment calendar, including standardized testing.
- Ensure there is excellent instruction occurring every minute, every period, every day.

Culture:

- Lead a culture of high expectations for ALL and a relentless focus on college success.
- Build and maintain a positive culture of learning for both students and adults.
- Lead all-school meetings, focusing on IPS values.
- Maintain professional standards and a school environment that is productive, safe and focused.

**Faculty:**

- Attract, develop, and retain exceptional talent. Evaluate the performance of teachers and other school employees and coach them on their individual development.
- Ensure effective and timely communication with faculty.
- Participate in IPS and individual professional development.
- Attend regular principal meetings and collaborate actively with other colleagues.

Community:

- Build strong relationships with parents.
- Ensure effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
- Develop meaningful relationships through deep and ongoing community outreach.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).

Leadership:

- Oversee Assistant Principal - Operations and School Manager to ensure school is fully compliant and the learning environment is prepared and organized.
- Maintain work hours extending beyond school hours for other professional duties or functions such as faculty meetings, supervision of student events, etc.
- Maintain a balanced and mission aligned budget with Home Office team.
- Participate in other events aimed at promoting or developing IPS and its schools.

Education and Experience:

- 4+ years teaching and/or leadership experience, at the elementary level, with a history of success in closing the opportunity gap.



- Master's Degree (or above) in Education (preferred).
- A strong understanding of early childhood development.
- Proven track record of success leading adults and a commitment to education reform.
- Deep belief in Impact Public Schools mission, vision, and values.
- Exceptional project management skills.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Expertise in teaching literacy and mathematics.
- Strong skills and enthusiasm to build relationships with students, faculty members, families, and external partners.
- Experience working in an entrepreneurial environment.
- A commitment to working successfully with an ethnically & economically diverse student body and team of adults.
- The ability to effectively relate to and engage students in relationships in one-on-one, small group and large group settings.
- A commitment to use data and technology to personalize learning for both adults and students.
- Experience in making data driven decisions.
- Experience in planning and implementing quality professional development.
- An ability to model, live, and reinforce the school's core values inside and outside the classroom with colleagues, scholars, families, and the larger community.
- Optimism, resiliency, curiosity, perseverance, a sense of humor, and a burning passion for personal growth and student success.

Compensation:

Salary for this position is competitive and commensurate with experience. We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of all students.

Commitment to Diversity:

IPS seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization and recruiting a team that reflects the diversity of our student movement.

Equal Employment Opportunity:



Equal employment opportunity and respect in the workplace are fundamental principles at Impact Public Schools (IPS). IPS prohibits and does not tolerate harassment, intimidation, bullying, discriminatory, or retaliatory behavior. All aspects of your employment are based upon your personal capabilities and qualifications, without regard to race, color, religion/creed, sex/gender (including pregnancy and gender identity), sexual orientation or perceived sexual orientation, national origin, alienage or citizenship status, disability, age, military status, marital status, partnership status, status as a victim of domestic violence, genetic predisposition or carrier status, or any other protected class as established by federal, state, or local law. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Jen Wickens, CEO, 3438 S. 148th St., Tukwila , WA 98186, (206)712-7640, jwickens@impactps.org.

To join our team, please upload a cover letter and resume to careers@impactps.org, explaining in detail your qualifications for the position.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 10 (Section 13): School Leader Information

Contents:

- Chief Executive Officer (Jen Davis Wickens) Resume
- Chief Operating and Financial Officer (Kristen McCaw) Resume
- Chief Academic Officer (Abigail Cedano) Resume
- Manager of Operations and Finance (Amy Kiyota) Resume
- Chief Operating and Financial Officer Job Description
- Chief Academic Officer Job Description
- Manager of Operations and Finance Job Description

JEN DAVIS WICKENS

5108 NE 42nd Street Seattle, WA 98105
jwickens@summitps.org, (206)747-0599

EDUCATION

Stanford Principal Fellow (2009)

New Leaders for New Schools

Urban Principal Training Program (2006)
Washington State Administrative Credential

Seattle University

Master in Education (2003)
4.0 GPA
Washington State Teaching Credential

Willamette University

B.A. English, Minor Spanish (2000)
Studied abroad in Quito, Ecuador
Graduated Cum Laude

EXPERIENCE

February 2017 – Present **Impact Public Schools Co-founder & Chief Executive Officer**

- Set and guide the vision for a new, local network of public charter schools across Washington state
- Recruit, cultivate and facilitate the Board of Directors
- Recruit, manage and support the senior leadership team and school leader(s)
- Fundraise start-up costs, acquire facilities and lead external affairs

January 2014 – February 2017 **Summit Public Schools – Chief Regional Officer**

- Leading development of first charter high schools in Washington.
- Oversee WA Board of Directors and all regional operations and outcomes.
- Galvanized team of elected officials, families and media outlets in the successful reinstatement of the charter law in the 2016 legislative session.

August 2012 – January 2014 **Educational Leadership Consultant**

WA State Charter Schools Association (WA Charters)

- Co-led launch of the state’s first charter school association.
- Led recruitment and support to expand Summit Public Schools to WA.
- Selected and co-led state’s first independent charter leaders, resulting in 100% authorization success rate.

Seattle Public Schools, Center for Strengthening the Teaching Profession, Envision Learning Partners

- Designed and executed professional development for school leaders and senior central office leaders throughout the country.

- Coached over 100 K-12 school leaders in instructional leadership and systems thinking.

June 2011 – August 2012 **Seattle Public Schools**

Principal Professional Development

- Designed and executed the district’s first comprehensive K-12 principal professional development system on performance management.
- Coached over 80 K-12 school leaders in instructional leadership.

July 2006 – June 2011 **Envision Schools**

Vice President – Teaching & Learning

- Oversaw team of 20, including Education Team, Principals, Subject Area Leaders, Enrollment & Community Engagement and Data & Assessment Team.
- Directed teacher and leader professional development strategy and implementation.
- Developed and led organization’s first data driven, benchmarking system.
- Managed enrollment strategy, budget and accountability system.

Founding Principal, Impact Academy of Arts & Technology

- Founded school and led team to significantly outperform the district on traditional and non-traditional measures, achieving a 10 out of 10 in similar schools rank.
- Impact Academy is now closing the achievement gap faster than any other high school in the Bay Area based on the 2015 Innovate Public Schools Report.

July 2005 – July 2006 **New Leaders for New Schools**

Principal Residency, Mare Island Technology Academy, Vallejo, CA

- Launched data-driven assessment system in all core subject areas.
- Led school board through five-year strategic planning process.
- Developed and facilitated weekly teacher professional development.

June 2002 – June 2005 **Tyee High School & Nathan Hale High School**

Teacher

- Taught 9th, 11th and 12th grade English.
- Co-led Research & Design Team in major reform to small, personalized schools.

KRISTEN MCCAW

CONTACT

Email

kristen.mccaw@gmail.com

Location

Seattle, Washington

EDUCATION

University of Southern California

MASTER OF PUBLIC
ADMINISTRATION

Awarded Dean's Merit
Scholarship & Certificate of
Merit for Top 5% of
Graduating Class

New York University

BACHELOR OF ARTS, POLITICS &
METROPOLITAN STUDIES

Awarded Dean's Merit
Scholarship

SKILLS

Team, project, and program
management

Organizational strategy and
strategic communications

Advanced Excel and database
software, including Salesforce,
Google Fusion Tables, Data
Studio

LANGUAGES

Conversational Spanish
Basic French

COMMUNITY

Board Member, Voices
College-Bound Language

EXPERIENCE

Impact Public Schools

CO-FOUNDER, CHIEF FINANCIAL OFFICER & CHIEF OPERATING OFFICER, AUGUST
2018 - PRESENT

- Building a new network of innovative public charter schools that are educating the next generation of equity-driven leaders
- Establishing operational and financial systems that will support growth of the organization to 8 schools across Washington State
- Developed tool that enables faculty to have ready access to subgroup student academic data and built system for knowledge management

Summit Public Schools

CHIEF OPERATING OFFICER & CHIEF DIVERSITY OFFICER, AUGUST 2017 - JUNE 2018
CHIEF OF STAFF, JULY 2016 - AUGUST 2017

DIRECTOR OF GROWTH & POLICY, NOVEMBER 2014 - JULY 2016

- Lead and develop team of 45 people across varied business functions:
 - Providing technology, security, and infrastructure to nearly 500 employees
 - Managing multiple real estate development projects valued at over \$40 million
 - Recruiting teachers for 11 growing schools and a new teacher credentialing program, and provide talent and HR expertise to nearly 500 employees in CA and WA of varying functions
 - Managing data, operations and compliance for 11 schools in CA and WA
 - Managing implementation of multi-pronged diversity, equity and inclusion initiatives across the organization
 - Manage development team responsible for raising \$10 million per year, supporting annual \$35 million grant, and hosting hundreds of tours
- Collaborated with CEO to manage Summit Public Schools executive leadership team in determining organization-wide strategy, setting organizational culture, and fundraising.
- Led team that created winning vision for next generation high school. Selected for \$10 million XQ Super School prize from over 700 entries.
- Secured \$10 million grant from the Gates Foundation, along with other grants of \$1M+
- Led team that developed and executed organization's growth strategy. Secured approval for two new schools in California and Washington that will serve 1,300 students.
- Negotiated long-term leases for 2 schools, secured city facility approval in highly politicized process, and secured renewal for 2 schools.
- Led development of organization's local, statewide, and national policy agenda – including issues related to funding, charter authorization, facilities – and related advocacy strategies.

California Charter Schools Association

ACTING MANAGING DIRECTOR, SCHOOL DEVELOPMENT, MARCH - SEPTEMBER 2014
DIRECTOR OF SCHOOL DEVELOPMENT, MARCH 2012 - NOVEMBER 2014

- Provided strategic guidance to board members and school leaders on school design, petition and budget development, securing facilities, project management, fundraising, and authorization. In two years,

KRISTEN MCCAW

Academy (2014-2018)

Presenter, California Charter Schools Conference and Education Pioneers National Conference (2013-2016)

Coach, Startup Weekend Education (2013)

Board Fellow, Teach For America (2010-2011)

supported launch of 24 charter schools and replications across diverse urban and rural school districts.

- Crafted and executed regional growth strategy. In 2014, new school enrollment increased by 53% over prior year and replications of high-performing schools doubled.
- Tapped by CEO to shape multi-organization proposal that would raise millions from national funders to achieve historic, rapid increase in the number of Bay Area charter schools.
- Promoted to lead statewide school development team during supervisor's leave. Supervised four regional staff and oversaw \$450,000 budget.

Do Good Now

CONSULTANT, BUSINESS PLANNING & DEVELOPMENT, AUGUST – DECEMBER 2011

- Led strategic planning process, including creation of budget, service delivery model, and marketing plan, for startup providing fundraising services to nonprofits in education.

Lighthouse Community Charter School

EDUCATION PIONEERS GRADUATE FELLOW, JUNE – AUGUST 2011

- Managed implementation of new technology systems to support new performance-based compensation structure, improve data use and management, and further school network's expansion plans.
- Conducted needs assessment, designed project plan, created one-stop technology portal, and trained staff on new tools.

USC Center on Educational Governance

RESEARCH ASSOCIATE, AUGUST 2010 – MAY 2011

- Evaluated and proposed program improvements to Los Angeles Unified School District program designed to improve outcomes at low-performing schools.
- Developed project management tools, research protocols for surveys and interviews, and methodology.

Success Academy Charter Schools

STUDENT ACHIEVEMENT COORDINATOR, NOVEMBER 2008 – JUNE 2010

- Developed systems for special education case management, assessments, and response to intervention at one of New York's largest and highest performing charter networks.
- Directed 35 teachers in administering over 100 assessments annually. Analyzed test results, identified trends, and reported progress towards academic goals to school faculty, charter network, and parents.
- Managed 6 special education programs, 2 intervention programs, and 9 service providers, with total budget of \$300,000.

Urban Upbound

PUBLIC EDUCATION & COMMUNICATIONS MANAGER, SEPTEMBER 2006 – JAN. 2008

COLLEGE PREPARATION ASSOCIATE, JANUARY – NOVEMBER 2008

- Designed, launched, and managed 4 college preparation programs at 6 sites serving over 700 low-income families.
- Composed and designed external marketing, press, and donor materials; wrote grant proposals and reports; and secured press coverage in major news outlets.

Abigail Cedano

3319 NW 191st Circle · Ridgefield, WA 98642
Phone: 347-738-0480 · E-Mail: Acedano@Impactps.org

Thoughtful, driven leader experienced in engaging networks, building coalitions, and aligning groups around a shared mission and vision.

Core competencies include: Performance Management, Common Core Knowledge, Curriculum Design, Public Speaking, Verbal and Written Communication, Vision Setting, Strategic Planning and Prioritization, Self-reflection, Team Building, Teacher and Leader Coaching.

EXPERIENCE

Chief Academic Officer, Impact Public Schools Starting June 2019

Lead instructional model design. Collaborate with Impact's leadership team and use best practices from around the country to make model decisions to create the most innovative and impactful school on the West Coast. Lead a growing team to research, develop and write all curriculum and assessments. Ensure high quality model implementation across all Impact classrooms. Create and lead effective professional development for school leaders and teachers. Develop hiring practices that attract and retain the best teachers and leaders in the country.

Head of Instruction, Impact Public Schools June 2018- Present

Collaborate with Impact's leadership team and use best practices from around the country to make model decisions to create the most innovative and impactful school on the West Coast. Ensure high quality model implementation across all Impact classrooms. Create and lead effective professional development for school leaders and teachers.

Head of Schools, Summit Public Schools July 2016-Present

Manage and lead a team of school leaders to realize the vision of high-performing, personalized schools for all Summit Public Schools' students and families across a subset of the 11 Summit campuses. Provide leadership and vision for Summit campuses across California's Bay Area and Washington State and accountable for sustaining and improving academic excellence and student achievement across at the 3 Summit Schools in WA state. Develop, support and hold accountable school leaders to build world-class, personalized schools. Project manage organization initiatives such as school schedules, school culture, curriculum implementation and leader professional development. Manage Washington State compliance and hold all stakeholder relationships.

Managing Principal, Success Academies July 2015 - June 2016

Manage a cohort of Success Academy (SA) Charter Schools across NYC. SA is one of the leading charter management organizations in the country; our schools rank in the top 1% in New York and are proving that students, regardless of race or socio-economic background, can achieve anything. Coach and manage a team of principals towards clear outcomes. Responsible for leadership and managerial development of new principals. Help school leaders set and execute against their vision and manage against clear outcome targets. Develop leaders in their interactions with staff to build strong educational communities. Advise on organizational decisions and execution, design curriculum, and actively train and develop school leaders and teachers across all 34 Success Academy schools.

Principal, Success Academy Williamsburg July 2012 - June 2016

Founded a new Success Academy elementary school in 2012 in Brooklyn, NY. Grew the school from 180 Kindergarten and First graders and 20 staff members to 480 pre-k through fourth graders and more than 60 staff members. In 2015, the school's first year of New York State testing, SA Williamsburg scored in the top 1% in both Math and English Language Arts and placed third in the National Chess tournament. Created a joyful and rigorous learning climate by articulating and executing against a clear vision set before opening the doors of the school. Manage, motivate and develop a leadership team of 10 and a faculty of 60. Consistently self-reflect to improve all aspects of the school community. Utilize strong written and oral communication to effectively align 480 students, 900 parents and 60 staff members. Oversee all aspects of school operations, manage community partnerships, calendars, schedules, budgets, procurement and community communications.

Assistant Principal, Success Academy Harlem 1

July 2011 - July 2012

Responsible for managing and developing faculty across multiple grades. Effectively used data to drive instruction and improve both teacher and student outcomes as evidenced by end-of-year assessments, teacher retention, parent engagement, and staff morale. Under my leadership, school ranked in the top 3% on state tests and ranked at the top of the network on all employee satisfaction surveys.

Lead Teacher, PS 65 Bronx NY and Success Academy Harlem 3 July 2007 - July 2011

Lead teacher in kindergarten, first, second and third grade classrooms with more than 30 students. Achieved reading and math results in the top 5% of Success Academy Network. Differentiated curriculum for a variety of learners including English language learners and students with special needs. Participated in professional development for students with emotional disabilities. Developed and implemented a *Peace* curriculum for students struggling with aggressive behavior. Created and coached a girls basketball and leadership enrichment program. Demonstrated strong classroom management and ability to build robust relationships with both children and families. Created a joyful environment that fostered curiosity and a love of learning. Held the position of grade team leader to support curriculum implementation and organization across the instructional faculty.

EDUCATION

Whitman College
BA in Political Science

August 2001 - May 2005

Bank Street School of Education

August 2005- June 2007

Dual Masters in Early Childhood Education and Elementary Education

PERSONAL INTERESTS

Community Development
Language Study

Children's Literature

Photography

Cycling

Spanish

Amy Kiyota

4824 S. Kenny Street Seattle, WA 98112 | T: 443.934.8705 | E: amy.kiyota@gmail.com

Experience

Manager of Finance and Operations – Impact Public Schools

Tukwila, WA—2018 – Present

Manage finance and operations for a growing charter school network in its first year of operation; develop new systems to support operational excellence; and complete state and federal compliance requirements.

Director of Operations—Leadership Prep Brownsville Middle Academy, Uncommon Schools

Brooklyn, NY—2016 – 2018

Co-led high performing charter middle school in Brownsville, Brooklyn; created and implemented processes and systems for school operations including HR, finance, enrollment, government compliance, technology, and facilities; project managed construction to add new classrooms and all new initiatives and special projects at the school; directly managed a team of 3 operations associates and 30+ instructional staff; leveraged data to increase academic results (ELA and math) by 10% and increase staff satisfaction by 50%.

Managing Director of Development—Connecticut & New York, Educators 4 Excellence

New York, NY & New Haven, CT — 2014 – 2016

Led efforts to build and steward relationships with funders (individual, corporate, and foundation) through grant process management, donor and education stakeholder relationship management, and a campaign to raise \$1.1 million to support program and operations in CT; provided operational oversight & strategic guidance for the chapter.

CPRL Student Consultant, Center for Public Research and Leadership, Columbia Law School

New York, NY— 2013 – 2014

Created a custom school performance framework for an urban public school district to measure and support district schools and served as a policy advisor for the leader of a turnaround public school district focused on reducing litigation risk in the areas of human capital and real estate during a restructuring.

Executive Director, Governor’s Advisory Commission on Asian American Affairs

Philadelphia, PA — 2011– 2013

Served as public liaison for the Asian American Pacific Islander (AAPI) community and State of Pennsylvania at events, meetings, and community gatherings on business development and voter registration initiatives; directed and managed the Commission, consisting of 17 AAPI community leaders, to build coalitions connecting the AAPI community to state resources.

Development & Marketing Manager, Asian Arts Initiative

Philadelphia, PA — 2011

Developed marketing materials including press releases, funder reports, e-newsletters, website content, and strategic plans; coordinated events and wrote grants leading to \$1.1 million in contributions per annum; supported board initiated special projects, and supervised and on-boarded new team members and volunteers.

ArtsRising Program Assistant, Philadelphia Education Fund

Philadelphia, PA — 2010 – 2011

Managed program operations and data systems; organized teachers and stakeholders to promote collaboration; coordinated events to raise \$1 million; measured program impact with research consultants, WolfBrown, and developed campaign messaging in partnership with Blue State Digital.

Research & Communications Fellow, Philadelphia Education Fund, Philly Fellows, AmeriCorps VISTA

Philadelphia, PA — 2009 – 2010

Created metrics to evaluate the Fund’s 11 programs; developed materials to quantify and share the Fund’s impact; assisted the development team with grant writing, publication editing, and event planning and management to raise \$8 million per year.

Education

Teachers College, Columbia University

M.A. Economics and Education — 2013 – 2014, GPA: 3.85/4.0

Ursinus College

B.A. East Asian Studies, minors in Education and Japanese — 2005 – 2009, GPA: 3.95/4.0

Summa Cum Laude, Phi Beta Kappa. Studied at the International Christian University for one year in Japan.

Skills

Microsoft Office, Salesforce, SPSS, PowerSchool, Asana, and Intermediate Japanese



Job Description for Chief Financial & Operating Officer - 2018/19 School Year

Impact Public Schools

Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known, guided by an individual learning plan and loved by an adult mentor. Our strong community is rooted in high expectations, joy and exudes our core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

The CFO/COO will ensure that Impact Public Schools has excellent operational and financial systems, both in the home office and in IPS schools and to support the growth of Impact Public Schools. The CFO/COO reports directly to the CEO.

Budget and Finance

- Work with back office provider to oversee accurate/timely processing of payroll, accounts payable, and accounts receivable
- Oversee sourcing of bids, vendor contracts, and payment processes for key operational contracts
- Develop and manage complex budgets: complete budget forecasts and model different scenarios
- Ensure organization hits budget targets, and that CEO and Principals have the information they need
- Work with numerous government departments and agencies to secure resources for the school
- Collaborate with CEO to ensure organization hits fundraising targets, engaging in prospecting and donor management

Human Resources

- Oversee employee onboarding and offboarding
- Oversee benefits administration
- Ensure organization is compliant with all laws and regulations related to human resources

Compliance

- Oversee completion of compliance requirements for state, federal, and local laws, policies, and grants
- Build systems for all compliance activities
- Proactively follow up to address issues and creatively problem-solve challenges that arise

School Year Launch

- Support preparation of campus for start-up/new school year by building plans and supporting everything from ordering furniture, equipment, and classroom supplies to ensuring school services (i.e. student food services, student transportation services, janitorial) are lined up and ready for action
- Source and line up school services

Operations

- Oversee real estate development, charter development, technology, and operational launch of each new school
- Ensure that new schools meet operational requirements
- Develop operational vision and systems, and build operational processes that can scale to support IPS's growth

- Ensure assessments are set up for implementation and identify data tools for managing assessment data
- Oversee operations across a portfolio of schools
- Support school-based operations leads

Board

- Manage Board Finance Committee, engaging committee members appropriately and regularly
- Regularly present to Impact Public Schools Board on topics related to finance and operations

Knowledge, Skills and Characteristics:

- Demonstrated, excellent team management skills
- Acute attention to detail coupled with the ability to think and act strategically and creatively
- Communication and management skills necessary to handle many diverse projects at one time
- Ability to create, monitor, and maintain systems that enhance organizational efficiency
- Strong research and problem-solving skills
- Comfort reading government texts, policies and regulations
- Comfort with Excel, strong quantitative skills, and demonstrated ability to quickly learn new technology systems
- Ability and desire to work in a fast-paced, highly disciplined, but sometimes unpredictable school environment
- Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Strong belief in the IPS mission and educational model

Education and Experience:

- Master's degree in business, public administration or related field
- Previous experience in organizational leadership
- Previous experience managing school operations, finance, compliance, fundraising, real estate, and/or human resources across multiple schools
- Previous startup experience

Compensation:

Compensation is competitive and commensurate with experience. IPS offers a full benefits package and opportunities for professional growth.

To join our team, please email careers@impactps.org with the subject line "Manager of Operations & Finance" and attach a resume and cover letter explaining in detail

your qualifications and interest in the position.



Chief Academic Officer Job Description
Impact Public Schools

The 2019-2020 school year is quickly approaching and [Impact Public Schools](#) (IPS) invites passionate and experienced elementary educators to join our team as the Chief Academic Officer at Impact Public Schools located in Tukwila, WA (just south of Seattle). Leading at Impact is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are tightly-knit families where every child is known, loved by an adult mentor and guided to achieve their unique, limitless potential. Our strong community is rooted in joyful rigor and committed to the following core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

Through over thirty days of paid professional development, consistent high-impact instructional coaching, and personalized career pathways, we are deeply committed to each team member's growth.

Responsibilities of the Chief Academic Officer

Vision and Create the Instructional Model

- With collaboration from the Impact leadership team and using best practices from around the country, make model decisions that align with Impact's goals and values.
- Create schedules and staffing structures that allow for execution of the model.
- Create the master calendar to align with Impact's instructional vision.

Research, Develop and Write Curriculum and Assessment

- Adapt and/or write high quality curriculum that brings the Impact model to life.
- Lead instructional ordering to ensure high quality classroom materials in every classroom.
- Lead collaboration with all consultants and curriculum partners.
- Package and organize curriculum to allow for accessibility and sustainability.
- Lead a team of curriculum developers (TBD)
- Develop all assessments and scoring rubrics
- Create data study tools and protocols

Ensure high quality academic execution

- Observe the model weekly and provide implementation resources to allow for consistent execution across classrooms.
- Create academic professional development for summer training and weekly professional development that mirrors the academic experience we want for students.
- Create classroom management and culture professional development to support the creation of a strong learning environment.
- Package and organize professional development to allow for accessibility and sustainability.

Train School Leaders on the Academic Model

- Conduct weekly walkthroughs with school leaders to assess model implementation and ensure strong instructional vision from all school leaders.
- Lead internalization protocols to ensure leaders deeply understand curriculum and professional development.
- Train leaders to deliver high quality professional development.
- Develop implementation materials to support instructional leadership.
- Support leader coaching on additional skills as needed.

Lead Talent Management

- Develop teacher and leader talent rubrics
- Design coaching and performance management structures
- Lead the hiring process to attract new talent

Organizational Leadership

- Attend weekly leadership team meeting and collaborate on all organizational decisions
- Support high priority tours and visits when needed
- Support Fundraising

Skills and Characteristics:

- Deep knowledge of literacy and math curriculum and implementation
- Organizational and people leadership: Understand what makes schools succeed/fail, able to build strong classroom environment and positive contribution to school culture, drive classroom and school change, build strong relationships, and influence/develop others. Are solution-oriented and creative problem solvers with experience in data analysis and creating and managing system.
- Instructional Leadership: Strong teacher and leader, with history of results, able to analyze instruction and help others improve their instruction. Possess strong pedagogical skills and are highly effective at coaching other adults. Deep passion for pedagogy intellectual interest in curriculum development, assessment, and models of instruction
- Strong belief in the IPS mission and educational model, including experience implementing - or a passionate desire to learn how to integrate elements of project based learning - personalization and social emotional learning into instruction
- Self-aware: Aware of own strengths and weaknesses, work relentlessly to improve upon weaknesses, are open to feedback, willing to take personal responsibility, show balance in confidence vs. humility, and behave professionally.
- Adaptable: Manage uncertainty; demonstrate resilience, resolve, and flexibility in face of change.
- Critical thinker and decision-maker: Analyze information and organize thinking to solve problems
- High moral character
- Ability to connect with and motivate a diverse community
- Values the importance of working in a diverse, inclusive, and equitable environment
- Exhibits a growth mindset as an educator and lifelong learner
- Positive and effective collaborator
- Communication: Speak and write effectively. Inspire through communication.
- Personal organization: Prioritize and multi-task effectively. Punctual, prepared, detail oriented.

Educational Background/Work Experience and Eligibility:

- 5+ years of school leadership experience with record of exceptional results
- 3+ years of district or CMO leadership
- Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members.
- Experience managing adults; goal-setting, providing meaningful feedback, and setting professional development plans
- Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
- Passionate about continuous improvement
- Must pass background check

Compensation:

Compensation is competitive and commensurate with experience. IPS offers all faculty members a full benefits package and extensive opportunities for professional growth.

COMMITMENT TO DIVERSITY IPS seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization and recruiting a team that reflects the diversity of our student movement.

To join our team, please upload a cover letter and resume to careers@impactps.org, explaining in detail your qualifications for the position.



Manager of Operations & Finance Job Description - 2018/19 School Year

Impact Public Schools

Impact Public Schools (IPS) invites passionate individuals with a background in operations, finance and administration to apply for the position of Manager of Operations & Finance at Impact Public Schools located in Tukwila, WA (just south of Seattle).

Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known, guided by an individual learning plan and loved by an adult mentor. Our strong community is rooted in high expectations, joy and exudes our core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

The Manager of Operations & Finance will collaborate with the CFO/COO to ensure that Impact Public Schools has excellent operational and financial systems, both in the home office and in IPS schools and support the growth of Impact Public Schools. The Manager of Operations & Finance reports directly to the CFO/COO.

Responsibilities of IPS Manager of Operations & Finance

Budget and Finance

- Work with the CFO/COO and back office provider to process payroll, accounts payable, and accounts receivable
- Work with vendors to source bids, negotiate payment processes, and ensure completion of work
- Work with numerous government departments and agencies to secure resources for the school
- Support fundraising efforts by doing donor follow-up and leading grants management

Human Resources

- Ensure employee folders are complete, including tracking/follow up regarding teacher certification and employee benefits
- Process new employee paperwork and enroll new employees in benefits
- Support HR questions/issues that arise

Compliance

- Accurately and thoroughly track and complete compliance requirements for state, federal, and local laws, policies, and grants
- Build how-tos for all compliance activities
- Proactively follow up to address issues and creatively problem-solve challenges that arise

School Year Launch

- Support preparation of campus for start-up/new school year by building plans and supporting everything from ordering furniture, equipment, and classroom supplies to ensuring school services (i.e. student food services, student transportation services, janitorial) are lined up and ready for action
- Source and line up school services

Operations

- Support real estate, charter development, and other activities related to the strong launch of each new school
- Ensure that new schools meet operational requirements

- Build operational processes that can scale to support IPS's growth
- Ensure assessments are set up for implementation and that data is entered into our dashboard after they are completed
- Support management of operations across a portfolio of schools
- Support school-based operations leads

Board

- Assemble board packet & deck with support of CEO and CFO/COO
- Order board lunches
- Organize documents for board signature
- Take minutes in meeting

Knowledge, Skills and Characteristics:

- Acute attention to detail coupled with the ability to think and act strategically and creatively
- Communication and management skills necessary to handle many diverse projects at one time
- Ability to create, monitor, and maintain systems that enhance organizational efficiency
- Strong research and problem-solving skills
- Comfort reading government texts, policies and regulations
- Comfort with Excel, strong quantitative skills, and demonstrated ability to quickly learn new technology systems
- Ability and desire to work in a fast-paced, highly disciplined, but sometimes unpredictable school environment
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed
- Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Strong belief in the IPS mission and educational model

Education and Experience:

- Bachelor's degree from a competitive college or university
- Minimum 2-4 years project management experience
- Previous school operations, compliance, and/or finance experience a plus
- Experience with Student Information Systems and accounting systems, especially Skyward, a plus
- Previous start-up experience a plus

Compensation:

Compensation is competitive and commensurate with experience. IPS offers a full benefits package and opportunities for professional growth.

To join our team, please email careers@impactps.org with the subject line “Manager of Operations & Finance” and attach a resume and cover letter explaining in detail your qualifications and interest in the position.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 11 (Section 14): Governance Documents

Contents:

- Certificate of Incorporation
- Articles of Incorporation
- Proof of Nonprofit Status
- Amended and Restated Bylaws
- Resolutions of the Board of Directors
- Board Chair Signed Statement of Assurances

UNITED STATES OF AMERICA

The State of Washington



Secretary of State

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

CERTIFICATE OF INCORPORATION

to

IMPACT PUBLIC SCHOOLS

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

Date: 10/4/2016

UBI Number: 604-043-956



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

Kim Wyman

Kim Wyman, Secretary of State

Date Issued: 10/6/2016

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
IMPACT PUBLIC SCHOOLS

FILED

OCT 12 2016

WA SECRETARY OF STATE

UBI: 604-043-956

Pursuant to RCW 24.03.170, Impact Public Schools hereby adopts the following Articles of Amendment to its Articles of Incorporation:

1. The name of the corporation is "Impact Public Schools".
2. The Articles of Incorporation of the corporation are deleted in their entirety and replaced with the following articles:

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

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

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

3.2 Powers

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

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any director of the corporation (a "Director") or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3.

3.3.2 Distributions; Dissolution

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

3.3.3 Prohibited Activity

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

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

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

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles, or by the Bylaws, the corporation shall have the authority to: (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation

set forth in Section 3.1 of these Articles; and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

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

4.2 Initial Director

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

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

ARTICLE 5. MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

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

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

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

such Indemnified Person only if the commencement of such Proceeding or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

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

7.3 Expenses Payable in Advance

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

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

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

7.5 Procedures Exclusive

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

procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

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

7.7 Insurance, Contracts and Funding

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

7.8 Indemnification of Employees and Agents of the corporation

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

7.9 Persons Serving Other Entities

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

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

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

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

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

3. The foregoing amendments were approved and adopted by the sole director on October 12, 2016 pursuant to the provisions of RCW 24.03.165(2).

Dated: October 12, 2016

IMPACT PUBLIC SCHOOLS

Jennie Wickens

By: _____
Jennie Wickens, President

RESTATED
ARTICLES OF INCORPORATION
OF
IMPACT PUBLIC SCHOOLS

FILED
OCT 12 2016
WA SECRETARY OF STATE

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

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

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

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

3.2 Powers

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

3.3 Limitations

3.3.1 Nonprofit Status

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

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

3.3.2 Distributions; Dissolution

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

3.3.3 Prohibited Activity

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

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

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

3.4 Powers

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

ARTICLE 4. DIRECTORS

4.1 Number

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

4.2 Initial Director

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

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

ARTICLE 5. MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

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

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

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

7.2 Restrictions on Indemnification

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

7.3 Expenses Payable in Advance

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

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

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

7.5 Procedures Exclusive

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

7.6 Nonexclusivity of Rights

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

7.7 Insurance, Contracts and Funding

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

7.8 Indemnification of Employees and Agents of the corporation

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

7.9 Persons Serving Other Entities

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

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

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

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

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

Dated: October 12, 2016

Jennie Wickens

By: _____
Jennie Wickens, President

{03191006.DOCX;1}

Date of this notice: 10-11-2016

Employer Identification Number:
81-4086218

Form: SS-4

Number of this notice: CP 575 E

IMPACT PUBLIC SCHOOLS
IPS
% JEN WICKENS
5108 NE 42ND ST
SEATTLE, WA 98105

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-4086218. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

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

DEPARTMENT OF THE TREASURY

Date: JAN 24 2017

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

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

Dear Applicant:

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

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

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

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

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

For important information about your responsibilities as a tax-exempt

Letter 947

IMPACT PUBLIC SCHOOLS

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized and written in a cursive-like font.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

FIRST AMENDED AND RESTATED

BYLAWS

OF

IMPACT PUBLIC SCHOOLS

(A Washington Nonprofit Corporation)

Article I

NAME

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

Article II

PRINCIPAL OFFICE OF THE CORPORATION

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

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

Article III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS; NON-DISCRIMINATORY POLICY

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

The Corporation shall not carry any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “*Code*”), or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in

(including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. NON-DISCRIMINATORY POLICY. At no time shall the Corporation discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal by persons with a disability. The Corporation shall provide equal access to appropriate programs or activities to the Boy Scouts and other designated youth groups. As required by law to ensure that there is equal opportunity for all students, the Corporation will provide annual notice of the Corporation's discrimination complaint procedures to students, parents, and employees. The Corporation will also conduct annual athletic evaluations and a student athletic interest survey at least once every three (3) years to ensure that equal athletic opportunities are provided for male and female students.

Article IV CONSTRUCTION AND DEFINITIONS

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

Article V DEDICATION OF ASSETS

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

**Article VI
MEMBERSHIP**

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

**Article VII
BOARD OF DIRECTORS**

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

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

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

Section 3. DESIGNATED DIRECTORS. The number of Directors shall be no less than three (3) and no more than thirteen (13), unless changed by amendment to these Bylaws. Directors shall be designated by a majority of the members of the Board.

Section 4. DIRECTORS' TERM. Unless a Director dies, resigns or is removed, the term of each Director will be three (3) years or until his or her successor is elected, whichever is later, or such other term approved by the Board. Directors may serve consecutive terms, subject to Board approval. The Chief Executive Officer, who shall serve as an ex-officio non-voting member of the Board, shall not be subject to the term limits outlined in this Section 4.

Section 5. RESERVED.

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

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

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

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

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

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

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings of the Board shall be held at the principal office of the Corporation. Alternatively, the Board may designate that a meeting be held at any place within the State of Washington that has been designated by resolution of the Board or is otherwise stated in the notice of the meeting.

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

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

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least twenty-four (24) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session unless the Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; or (ii) employs fewer than ten (10) full-time equivalent employees. The meeting agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the Corporation's internet web site, if the Corporation has a web site, and at the site of each charter school operated by the Corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

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

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

- (a) A Director submits a written waiver of notice with the Secretary at or prior to the time the meeting convenes. A written waiver may be given by fax, or electronic mail; or
 - (b) A Director is actually present at the time the meeting convenes, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened and the Director voices such objection at the meeting.
- (2) Notice of a special meeting called under this Section 16 shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the Corporation's web site. The Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten (10) full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the Corporation's principal location and the meeting site if it is not held at the Corporation's principal location.

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

- (3) The call and notices required under subsections (1) and (2) of this Section 16 shall specify the time and place of the special meeting and the business to be transacted. The Board shall not take final action on any matter other than those outlined in the notices issued pursuant to the preceding Sub-Sections 1 and 2 of this Section 16.
- (4) The notices provided in this Section 16 may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

Section 17. EMERGENCY MEETINGS. In the event of an emergency, as provided by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency,

the President may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. The Chief Executive Officer, as an ex-officio non-voting member of the Board, will not be counted towards the establishment of a quorum. In the event the Board consists of less than three (3) Directors, the presence of any remaining Director(s) shall constitute a quorum for the purposes of designating additional Directors, even though such number of Directors shall be below the requirement number of Directors as fixed pursuant to these Bylaws. All acts or decisions of the Board will be by majority vote of a quorum unless otherwise required by these Bylaws or the Washington Nonprofit Corporation Act. Should there be less than a majority of the Directors appointed pursuant to these Bylaws present at any meeting, the meeting shall be adjourned except as otherwise provided herein. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means will constitute presence in person at a meeting, so long as all of the Open Public Meetings Act requirements are also satisfied.

Section 20. DISTURBANCE OF MEETINGS. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this Section 20. Nothing in this Section 20 shall prohibit the Board from establishing a procedure for readmitting to the meeting an individual or individuals not responsible for disturbing the orderly conduct of said meeting.

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

the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation for their services as Directors or officers, but by resolution of the Board, Directors may receive reimbursement for reasonable expenditures incurred on behalf of the Corporation to the extent allowed by applicable expense reimbursement policy of the Corporation. Nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving reasonable compensation for such services, provided that any compensation arrangement shall be approved in accordance with the Corporation's Conflict of Interest Policy, as may be amended.

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

- a. Take any final action on any matter that, under the Washington Nonprofit Corporation Act, also requires approval of the Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal the Articles or adopt new articles of incorporation;
- e. Amend or repeal these Bylaws or adopt new bylaws;
- f. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- g. Create any other committees of the Board or appoint the members of committees of the Board;
- h. Adopt a plan of merger or consolidation of the Corporation with any other entity;
- i. Authorize the sale, lease, or exchange of all or substantially all the property and assets of the Corporation not in the ordinary course of business;
- j. Authorize the voluntary dissolution of the Corporation or revoke proceedings therefore;

- k. Adopt a plan for the distribution of the assets of the Corporation;
- l. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- m. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board actions, and the Open Public Meetings Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if the Board does not so establish, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the Corporation's records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with the Washington Nonprofit Corporation Act and these Bylaws. If the Board has not adopted such committee governance rules, the committee may do so, subject to subsequent amendment by the Board.

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

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

Article VIII OFFICERS OF THE CORPORATION

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

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

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

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

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

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

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies may be filled on an interim basis.

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

Section 9. CHIEF EXECUTIVE OFFICER. The Board may appoint a Chief Executive Officer of the Corporation. If appointed, the Chief Executive Officer shall be an ex officio, non-voting member of the Board and will be responsible for implementing the policies and goals of the Corporation as stated by the Board and will have general supervisory responsibility and authority over the affairs of the corporation, subject to the Board's authority. In the absence of the President or to the extent requested by the President, the Chief Executive Officer shall preside over meetings of the Board. In addition, the Chief Executive Officer may, in his or her sole discretion, facilitate, lead, or and otherwise guide discussions that occur during Board meetings. The Chief Executive Officer may sign deeds, mortgages, bonds, contracts or other instruments, except when the signing and execution thereof have been expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation or are required by law to be otherwise signed or executed by some other officer or in some other manner.

The Chief Executive Officer may, in his or her sole discretion and solely in furtherance of the Corporation's purposes, form subsidiary entities of the Corporation. The Chief Executive Office shall have authority to act on behalf of the Corporation as the Corporation's equity holder representative in all Corporation subsidiaries. As representative of the Corporation, the Chief Executive Officer shall be authorized to manage, or delegate management of, any subsidiary of the Corporation. Such subsidiary management rights may include signing deeds, mortgages, bonds, contracts, or other instruments, unless such management rights are delegated to another officer or otherwise restricted by the Board. The

Chief Executive Officer shall have such other powers and perform all duties as the Board, his or her employment contract, job specification, or these Bylaws may require.

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

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

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

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

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

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

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

Article IX
CONTRACTS WITH DIRECTORS AND OFFICERS

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

Article X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee, such as executives and other key decision-making employees, directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's non-Director designated employees are directors or officers or have a material financial interest) unless all of the requirements in the Corporation's Conflict of Interest Policy, as amended, have been fulfilled.

Article XI
LOANS

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

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

Article XII
INDEMNIFICATION

Section 1. RIGHT TO INDEMNIFICATION. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "***Proceeding***"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the Corporation or, while a Director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity,

including service with respect to employee benefit plans (each such other entity, “*Another Enterprise*”) (such person, an “*Indemnified Person*”), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Article XII, Section 4, of these Bylaws, the Corporation shall be required to indemnify an Indemnified Person in connection with Proceeding, or part of such Proceeding, commenced by such Indemnified Person only if the commencement of such Proceeding, or part of such Proceeding, by the Indemnified Person was authorized in advance by the Board.

Section 2. RESTRICTION ON INDEMNIFICATION. The Corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of RCW 24.03.043 in reference to RCW 23B.17.030, et al; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the Corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if RCW 24.03.043 or, as applicable, referenced statutes or any successor provision of the Washington Nonprofit Corporation Act or Washington Business Corporation Act, as applicable, is hereafter amended, the restrictions on indemnification set forth in this Section 2 of this Article XII shall be as set forth in such amended statutory provision.

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

Section 4. WRITTEN STATEMENT REQUIRED AND RIGHT OF INDEMNIFIED PERSON TO BRING SUIT. An Indemnified Person seeking indemnification pursuant to Section 1 of this Article XII or Advanced Expenses pursuant to Section 3 of this Article XII must first submit to the Board a sworn written statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a “*Claim*”). If (a) a Claim pursuant to Section 1 of this Article XII is not paid in full by the Corporation within sixty (60) days after such Claim has been received by the Corporation, or (b) a Claim pursuant to Section 3 of this Article XII is not paid in full by the Corporation within thirty (30) days after such Claim has been received by the Corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the Corporation to recover the unpaid

amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the Corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the Corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article XII upon proper submission of a Claim (and, in an action brought to enforce a Claim for Advance Expenses, where the required undertaking has been delivered to the Corporation), and, thereafter, the Corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

Section 5. PROCEDURES EXCLUSIVE. Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.17.030 or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article XII are in lieu of the procedures required by RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.17.030 or any successor provision of the Washington Business Corporation Act.

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

Article XIII INSURANCE

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

Article XIV MAINTENANCE OF CORPORATE RECORDS

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

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

Article XV INSPECTION RIGHTS

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

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

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES OF INCORPORATION AND BYLAWS.** This Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the Corporation has no principal office, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the Articles and Bylaws, as amended to the current date.

Article XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these Bylaws; and

- f. An independent accountant’s report or, if none, the certification by an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

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

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

**Article XVII
BYLAWS**

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

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

**Article XVIII
ADMINISTRATIVE AND FINANCIAL PROVISIONS**

Section 1. FISCAL YEAR OF THE CORPORATION. Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be the twelve (12) month period from September 1 to August 31.

Section 2. RULES OF PROCEDURE. The rules of procedure at meetings of the Board and Board committees shall be rules contained in Roberts’ Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when no inconsistent with these Bylaws, the Articles or any resolution of the Board.

Section 3. CHECKS, DRAFTS, ETC. All Checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the

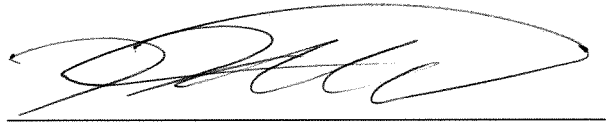
Corporation shall be signed by such officer or officers, or agent or agents, of the Corporation and in such manner as is from time to time determined by resolution of the Board.

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

IMPACT PUBLIC SCHOOLS
CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Impact Public Schools, a Washington nonprofit corporation; that these First Amended and Restated Bylaws were read, approved, and duly adopted by the Board of Impact Public Schools on 4/27, 2018, superseding the previously adopted Bylaws adopted by the Board on October 12, 2016; that these Bylaws have not been amended or modified since 4/27, 2018; and I am, as Secretary, empowered to authenticate such First Amended and Restated Bylaws by my signature below.

Executed on 4/27, 2018 at Seattle, Washington.


_____, Secretary

RESOLUTIONS OF THE BOARD OF DIRECTORS

OF

IMPACT PUBLIC SCHOOLS

These Resolutions of the Board of Directors sets forth the actions approved as of 4/27, 2018 by the directors (the "**Board**") of Impact Public Schools, a Washington nonprofit corporation (the "**Corporation**").

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend the Bylaws of the Corporation (the "**Bylaws**"), appoint the president of 3400 S 148th Street LLC, a Washington limited liability company (the "**Limited Liability Company**") and delegate certain authority to officers of the Corporation and of the Limited Liability Company.

THEREFORE, BE IT:

Amendment and Restatement of Bylaws

RESOLVED, that the First Amended and Restated Bylaws in the form presented to the Board (the "**Amended Bylaws**") are adopted as the bylaws of the Corporation.

Authority to Contract as Sole Member and Manager

RESOLVED, that the chief executive officer of the Corporation (the "**IPS CEO**"), shall have the authority to approve, sign, and execute, on behalf of the Corporation, all obligations, including agreements, contracts, leases, and other commitments of the Limited Liability Company as representative of the sole member and manager of the Limited Liability Company.

Appointment of Officer of Limited Liability Company

RESOLVED, that the following individual is appointed to the following office of the Limited Liability Company:

<u>Name</u>	<u>Office</u>
Noah Wepman	President

Authority to Contract on Behalf of Limited Liability Company

RESOLVED, that the Limited Liability Company President, and any officer authorized by the Limited Liability Company President, shall have authority to approve, sign, or execute, on behalf of the Limited Liability Company, all obligations, including agreements, contracts, leases and commitments of the Limited Liability Company.

General Ratification

RESOLVED, that all prior acts taken by the IPS CEO and the Limited Liability Company President on behalf of the Corporation are approved, ratified, and confirmed, provided that

the acts are not inconsistent with the Bylaws, the Washington Nonprofit Corporation Act, or any other applicable law.

General Authority

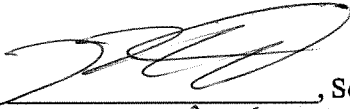
RESOLVED, that each of the IPS CEO and the Limited Liability Company President, and any officer authorized by the IPS CEO and the Limited Liability Company President is authorized to sign and deliver all documents and to take or cause to be taken all other acts on behalf of the Corporation that the IPS CEO and the Limited Liability Company President or any officer authorized by the IPS CEO and the Limited Liability Company President deems necessary and appropriate to effect and carry out the intent of the above resolutions.

RESOLVED, that all acts previously taken by the IPS CEO and the Limited Liability Company President on behalf of the Corporation to effect and carry out the intent of the above resolutions are approved, ratified, and confirmed, provided the acts are not inconsistent with the Corporation's articles of incorporation or Bylaws, the Washington Nonprofit Corporation Act, or any other applicable law.

[Secretary's Certificate Follows]

IMPACT PUBLIC SCHOOLS
SECRETARY'S CERTIFICATE

I HEREBY CERTIFY that I am the duly elected and acting Secretary and keeper of the records of Impact Public Schools, a Washington nonprofit corporation; that the aforementioned is a true and correct copy of resolutions duly adopted by the board of directors of Impact Public Schools at a duly noticed and called board of directors meeting on 4/27, 2018 (collectively, the "**Resolutions**"); that the Resolutions have not been in any way altered, amended or repealed, and are is in full force and effect, unrevoked and unrescinded, as of this day, and have been entered upon the minute book of Impact Public Schools, as of the aforementioned date.


_____, Secretary
Print Name: Patrick Moran

Date: 4/27, 2018



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 **Impact | Salish Sea Elementary** are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq).
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;

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

22. The School shall be subject to the performance improvement goals adopted by the state board of 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 or termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

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

Impact | Salish Sea Elementary

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

11/15/18
DATE

Tatiana Epanchin-Troyan
NAME OF DULY AUTHORIZED REPRESENTATIVE



IMPACT

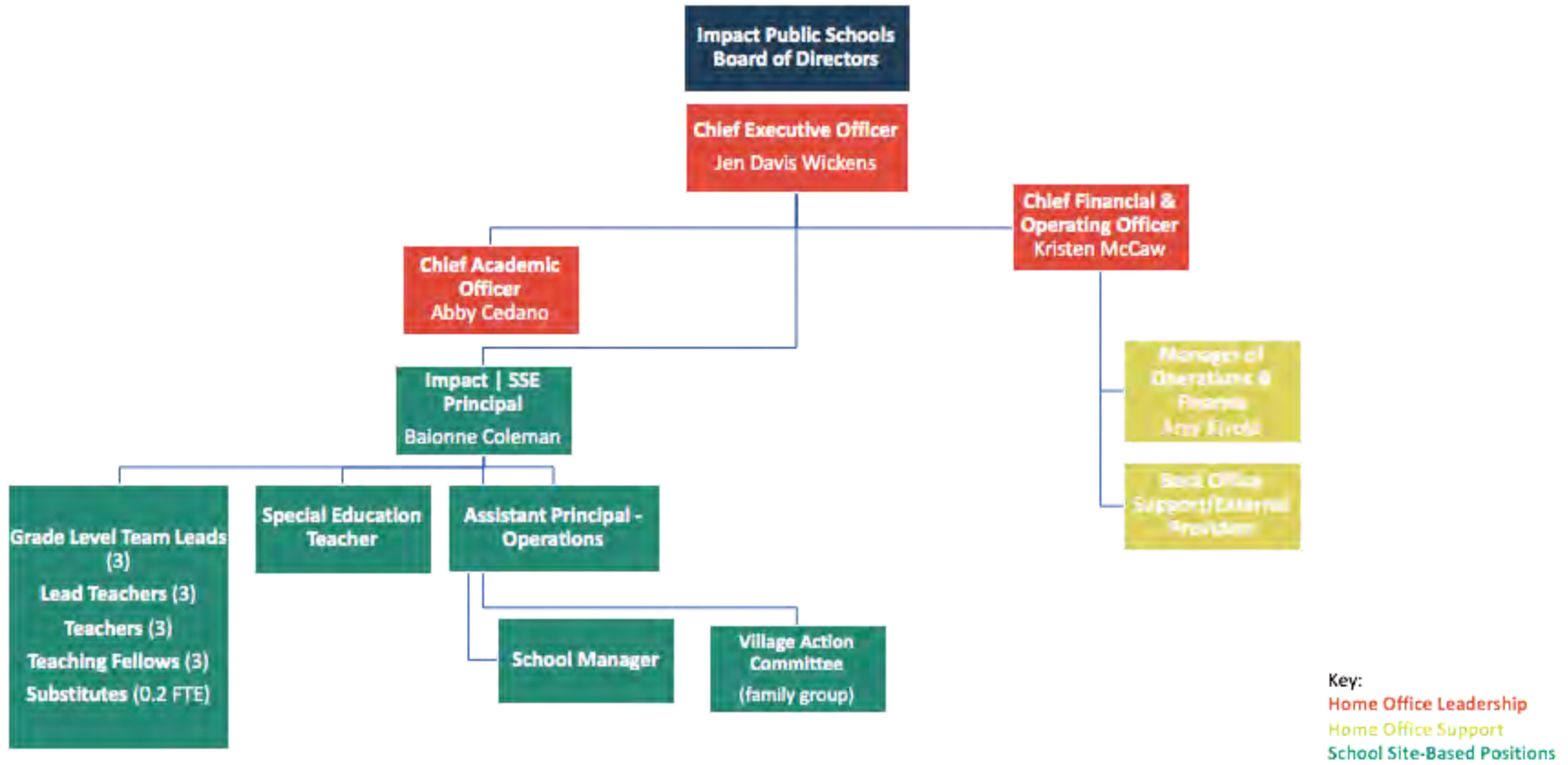
PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 12 (Section 15): Organizational Charts

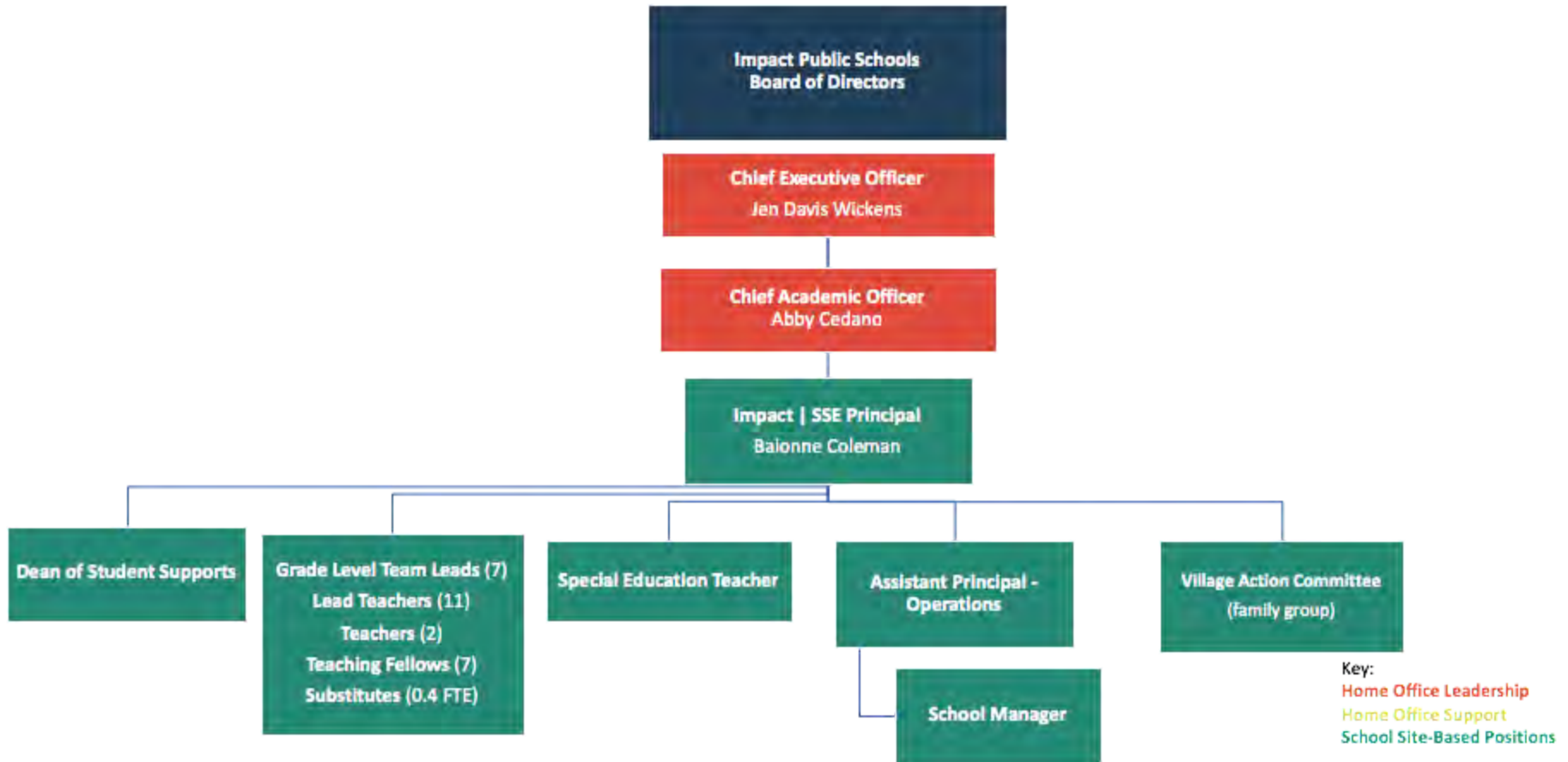
Contents:

- Organization Chart - Year 1 - Impact | SSE and Impact Public Schools
- Organization Chart - Year 5 (End of Charter Term and Full Capacity) - Impact | SSE
- Organization Chart - Full Organizational Capacity - Impact Public Schools

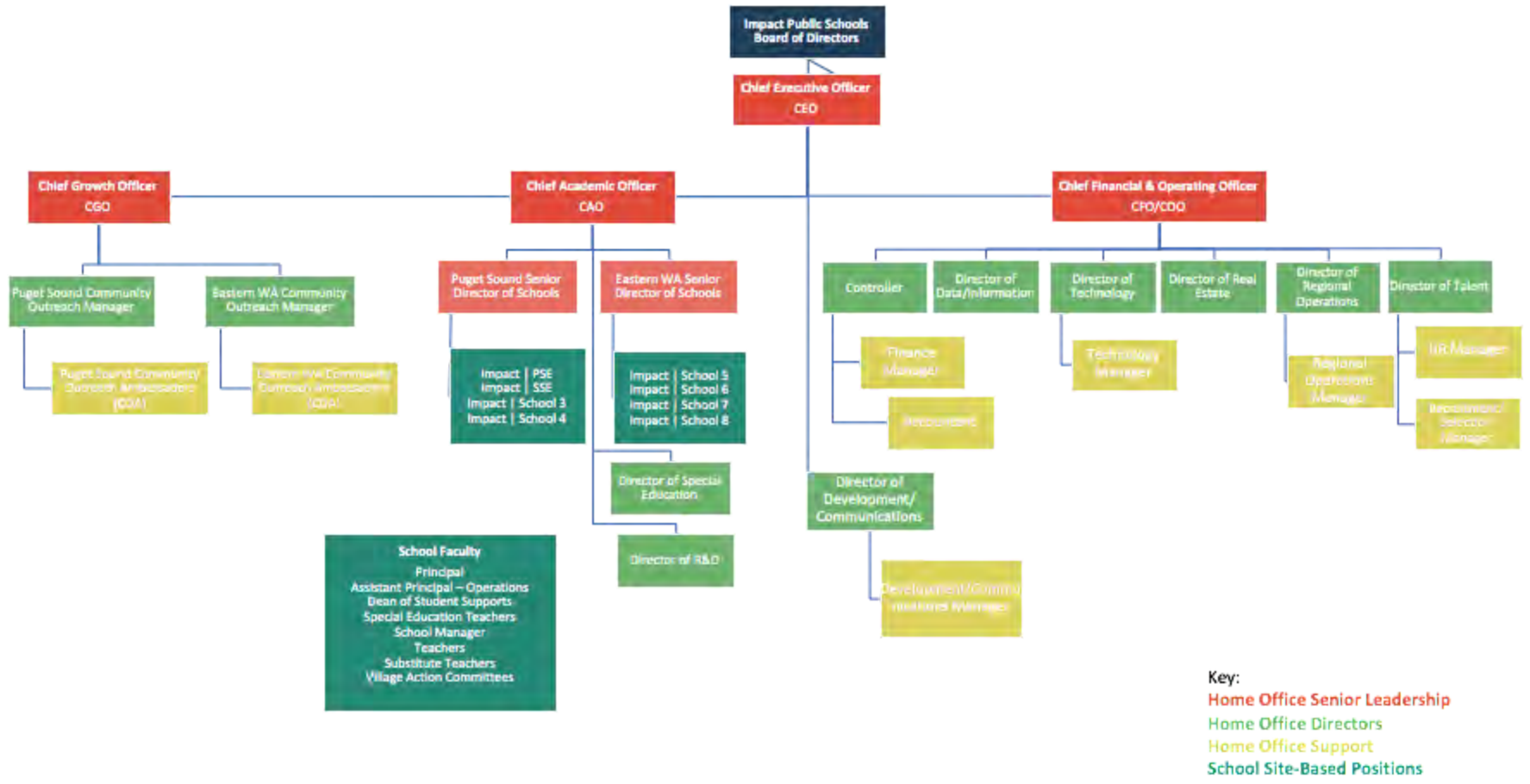
Organization Chart: Year 1 – First Year of Operations SY2020 - 2021



Organization Chart: Year 5 - End of Charter Term and School at Full Capacity – 2024-2025 (Impact | SSE structure only)



Organization Chart: Full Organizational Capacity (IPS only)





IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 13 (Section 15): Proposed Contracts

Contents:

- Proposed Contract with Abacus Education Partners
- Proposed Contract with Paylocity
- Proposed Contract with System Six
- Sample Contract with True Measure Collaborative (taken from Impact | PSE)



September 29, 2018

Ms. Kristen McCaw
Chief Financial and Operating Officer
Impact Public Schools
3438 S 148th Street
Tukwila, WA 98168

Dear Kristen,

Abacus Education Partners, LLC (Abacus) is pleased to submit a proposal to work with you and your team at Impact Public Schools. (IPS)

For the past fourteen years Abacus has been privileged to work with some of the highest-performing charter schools in the nation. Abacus has provided a diverse portfolio of charter school financial and operational consulting services to well over 250 charter schools, including over fifty Charter Management Organizations (CMOs), across nineteen states. Our team members have held critical senior management roles including CFO, COO, and Director of Finance and Operations at CMOs, schools, educational service organizations, and educational foundations. This first-hand experience in the trenches has shaped our services model.

The Abacus service model is to ultimately build internal financial capacity and gradually release these functions back to internal staff. We expect the School Director to think like a CEO, manage, and be ultimately responsible for the success of school operations. We use the tag lines, “what you can measure you can manage”, “every minute counts”, and “train to sustain” to represent our beliefs and the core elements of our services model. Employing our model is a vehicle for financial and operational success.

The engagement scope of the initial proposal includes an initial financial assessment, review/draft financial policies and procedures, and 2017/18 audit support in anticipation of the school’s annual financial audit. The assessment aligns with the audit support by identifying financial and operational areas with opportunity for improvement that supports a strong internal control environment.

Engagement start up and assessment:

- **October 2018** From the engagement inception Abacus will develop a baseline assessment of the IPS financial systems. Organizational health will be measured and documented from several key perspectives including:
 - Financial health in relation to key financial measures (cash flow, liquidity, sustainability, organizational reserves) as defined by the Washington State Charter School Commission Financial Framework.
 - Capacity of IPS staff in finance and administrative roles. Right sizing the finance and administration team, and assignment / segregation of duties across finance and administration roles
 - Review of finance, operations, and administrative systems. (HR, Payroll, Accounting, Student Activity Funds, Grant Management, etc.) Are systems effective in providing timely financial information to support IPS administrators' decision making?

Draft / Review financial policies and procedures: Abacus will draft/review financial policies and procedures that align to segregation of duties matrix. These policies and procedures will include critical policies to meet audit requirements.

Annual fiscal year close and audit support: Abacus will support the annual audit process related to the school's 2017/2018 fiscal year.

A more granular representation of the scope of services is included in Appendix A. The scope of services will evolve and be refined through the assessment period of the engagement and roles and responsibilities will be further defined and assigned to appropriate personnel. Abacus relies on IPS personnel and it is their responsibility to adopt and adhere to reasonable financial policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. The success of the engagement is dependent on strong collaboration between Abacus and IPS. To that end, IPS must immediately inform Abacus of any material changes that could affect Abacus' to meet its ability to assist IPS in complying with all applicable laws and regulations. (e.g. change in client financial / administrative personnel)

Professional Fees

A cost estimate for the scope of services reference above is provided below. The Abacus standard hourly rate of \$135 has been discounted 30% to \$95 per hour for this initial scope of work. The range of hours and associated costs are as follows:

Services	Cost Range	
	Low	High
Engagement Start-up and Assessment (Hourly range from 25 to 40 hours)	2,363	3,780
Pre Audit Financial Support (From 29 to 41 hours)	2,741	3,875
Draft/Review Policies and Procudures (From 16 to 24 hours)	1,512	2,268
	<u>6,615</u>	<u>9,923</u>

Professional fees requested outside the scope of this engagement will be billed at our standard hourly rates of \$135 per hour for partner and \$75 per hour for an associate.

Expenses

In addition IPS will be responsible for reimbursing Abacus for all out-of-pocket expenses incurred over the course of the project. These expenses will be billed to IPS on a monthly basis complete with appropriate documentation. Abacus does not charge for travel time or meals and only bills for out of pocket costs including materials, airfare, hotel, transportation, and parking. It is not anticipated that the engagement will have material out-of-pocket expenses. The only travel expense know to occur during the engagement is travel for team members to perform a school assessment and provide support during auditor fieldwork.

We look forward to working with the IPS team building internal organizational capacity. If you have any questions about any of the information above, please give me a call. Thank you for considering Abacus.



September 29, 2018

Abacus Education Partners, LLC

Date



10/19/2018

Ms. Kristen McCaw
Impact Public Schools

Date

Prepared Exclusively for:
 Impact Public Schools
 3438 South 148th Street
 Tukwila, WA 98168
 ph: 206-712-7640

Cisco Masias



ph: 253-285-6345
 cmasias@paylocity.com

Paylocity Quote for Service

February 5, 2019

This quote valid for 30 days

Company Information	1
Number of Employees	22
Number of Annual Payroll Processings	12
Number of State / Local Tax Reports	1

One-Time Fees	Qty	Cost Per	Ext. Cost
Full Bundle Pricing - Implementation			\$ 995.00
Web Time - Time and Labor			
Total			\$ 995.00

Monthly Fees	Qty	Cost Per	1
Full Bundle Pricing	22	\$ 8.75 Base \$ 86.75	\$ 279.25
Monthly Payroll Processing			
General Ledger Service			
Paylocity Bank Checks			
Check Signing			
Check Sealing			
Direct Deposit			
New Hire Reporting			
Comprehensive Training			
Report Writer (Ad Hoc Reporting)			
Comprehensive Report Library			
Time Off Accruals			
Remote Print Back			
Online Quarterly Reports and W2 Access			
Tax Filing - Monthly	1		
Enhanced HR Bundle	22		
Full HRIS - Reporting, PTO Mgmt., Mobile, Notifications, Unlimited Doc Storage, etc.			
Self Service for Employees and Managers			
Intranet Portal w/Online Check View			
Web Onboarding			
Web Time - Time and Labor			
Total Per Month			\$ 279.25

Year-End Fees	Qty	Cost Per	1
Year-End W2/1099	22	\$ 6.25 Base \$ 45.00	\$ 182.50
SSN Validation	22	\$ 0.50 Base \$ 25.00	\$ 36.00
Quarterly Tax Return - Internet Delivery			Included
Total			\$ 218.50

Total Cost Summary*		1
Total One-Time Fees	Total One-Time	\$ 995.00
Year-End Fees	Total Year-End	\$ 218.50
Total Yearly Fees (Annualized)	Total Per Year	\$ 3,351.00


*Annualized Fees do not include Payroll Delivery Charges

*Monthly fees based on # of Active Employees

**Plus sales tax if applicable

THE PAYLOCITY SERVICES COVERED BY THIS AGREEMENT
ARE PROVIDED IN ACCORDANCE WITH THE TERMS
AND CONDITIONS OF THIS AGREEMENT

Paylocity Associate	Date
	2/5/2019
Cisco Masias	

Client Authorization

Client Name (Print)
Kristen McCaw
Impact Public Schools 3438 South 148th Street Tukwila, WA 98168

Setup + Ongoing Bookkeeping Services
Confidentially Prepared for:

Impact Public Schools

Kristen McCaw

Updated Jan 23, 2018

1 Summary.....	2
2 Onboarding, Transition, and Process Improvements.....	3-4
3 Weekly Ongoing Bookkeeping and Accounting.....	5-6
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6 ACH Agreement.....	12
7 Service Level Agreement.....	13

1. Summary of Discovery Findings

Dear Kristen,

Thanks again for our calls together, our catch-up call today, and for the opportunity to potentially serve Impact PS with a setup and conversion process and then with and ongoing bookkeeping and accounting support.

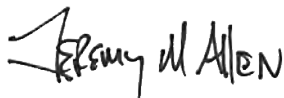
Outlined below you'll find updated details about the work we are proposing together. We understand that being organized, accurate, efficient, dependable, confidential, and working with clear communication are some of the most important results to our clients.

If this proposal and scope of work is acceptable to you:

- (1) Please complete the agreement and provide ACH information
- (2) Once complete, we will begin the Onboarding Process by:
 - a. Processing a payment of \$3120 towards onboarding and transition
 - b. Setting up a QuickBooks Online file for Impact PS and property holding company and inviting Kristen as master administrator
- (3) We will coordinate with Kristen to support the best, most cost-effective path forward for bringing 2018 data from the existing accounting system (Skyward) into QBO (with the least amount of manual entry as possible)
- (4) During onboarding, we will work with Kristen to identify:
 - a. **what process improvements need to take place** (i.e. implementing a bill payment system, converting payroll, etc.) for us to be able to work together and will include cost and time estimates for each project
 - b. **what process improvements would be nice** to help streamline and improve the bookkeeping and financial operations
- (5) We will await Kristen's approval before starting on any process improvement work
- (6) We will await Kristen's approval before engaging in ongoing weekly bookkeeping

Thank you again for the opportunity to support you and Impact Public Schools. We are honored to serve you and help you stay focused on the mission of having a positive impact in all communities you serve.

Thank you for the opportunity to be of service,



Jeremy Allen
Founder, System Six Bookkeeping, LLC

2. Onboarding, QBO Setup, and Process Improvements

A. Onboarding and Transition Estimate 4-8 hours (\$780-\$1560)

- *Increased from original estimate of 2-4 hours to accommodate understanding specific guidelines for recording and categorizing transactions and other school specific rules/policies*
- Work with Kristen to gain access to all business identifier, addresses, bank, credit card, payroll, and other bookkeeping and accounting related information. Gather all bookkeeping information into a single 'master bookkeeping checklist'
 - i. Sys6 implements LastPass as a secure password platform that can be shared back (if desired and if a password manager is not already in use.)
- Develop month/quarter/annual closing checklists
- Develop process documents for how each process is completed

B. QBO Transition – Impact PS Estimate 10-20 hours (\$1950-\$3900)

- *Increased from original estimate of 5-10 hours to align with what we think is a more reasonable time estimate needed for setup process*
- Setup QBO and invite Kristen as master administrator
- Discuss fund tracking and best work arounds to make QBO work well
- Discuss class and location tracking
- Work with Kristen to develop a plan for migrating/entering existing accounting data from Skyward to QBO
 - i. Identify how Sys6 can support a QBO conversion most cost effectively
 1. Kristen to provide detailed transaction reports from Skyward and work with Isaac at System Six as needed
 2. Sys6 to tweak formatting on those detailed transaction reports formatting as needed to allow an import directly to QBO
 - ii. End goals
 1. Sys6 stays within 10-20 hours
 2. Kristen has minimal manual data entry work to do
 3. QBO is:
 - a. Setup (chart of accounts, classes/locations, etc.)
 - b. reconciled to current
 - c. connected to bank and credit card accounts
 - d. ready for ongoing bookkeeping, included classes, locations, and funds

- C. Bill Pay – Implement Bill.com** **Estimate 2-4 hours (\$390-\$780)**
- Review with Kristen how reimbursements and other bills are paid and implement bill.com for bill pay
 - Bill.com features: <https://www.bill.com/product/right-for-me/works-quickbooks/>
- D. Payroll System Change Support** **Estimate 2-4 hours, if needed (\$390-\$780)**
- Discuss with Kristen the payroll platform she is choosing and some needs to consider:
 - Electronic time keeping provided (with approval processes)
 - Electronic PTO requests provided (with approval processes)
 - Multiple location support (employees working at different locations)
 - Multiple payrates (do employees earn two different rates, depending on roles)
 - How does the data sync with QBO
 - By API or by old-fashioned IIF import
 - Will multi-departments be supported in the import
 - Scalable to provide HR and compliance support
- E. Reporting Requirements and Processes** **as needed (\$195/hour)**
- It's understood that there are several specific reporting needs (F-195, F-196, monthly grants claiming, etc.) that Kristen is responsible for and that System Six may be able to help with
 - Sys6 will help (as needed and directed by Kristen, on an hourly basis) to either:
 - i. set-up reports that provide Kristen as much information as possible from QBO so she can manually enter them into the state system
 - ii. build custom reports, if they are more helpful and if QBO can't deliver the information needed with standard reporting

3. Ongoing Weekly Bookkeeping and Accounting

Fixed weekly fee \$300/week

increased from previous estimate of \$225/week

- * QBO fee included for two entities
- * Payroll through third party software, paid directly by client
 - * Payroll administered by Kristen. Sys6 can take on collection of time worked and be responsible for entering and running payroll, if desired, at a revised weekly fee.
- * Other online services paid by client as needed (bill.com, etc.)
- * Weekly fee is for one school and existing transaction level of 60-100 transactions a month
- * Weekly fee includes one separate LLC that holds real estate with very basic needs (less than 5 transactions a month, no class tracking, no bill pay, no reporting)

System Six will be responsible for the following bookkeeping, accounting, and reporting processes. The ongoing weekly fee will be \$300/week and will begin only upon approval from Kristen. The fixed weekly fee will be drafted every Monday by ACH.

For the first eight weeks, weekly ACH invoice will be sent to Kristen for approval – no automatic charge will take place.

- **Income Recording** – Client or state organizations will make deposits and System Six will coordinate with Kristin (and reference publicly available report as needed) to categorize/code income. Always coordinate with Kristen if income needs to be further identified.
- **Bill Pay** – Bill.com will be implemented and bills to pay will be coded by Kristen and sent to Impact PS's bill.com inbox. Sys6 will enter the bills to pay, Kristen will review and approve. Once approved bills will be paid according to their due date unless otherwise instructed. Sys6 to pay careful attention to ensure expense categorization/coding is correct and always coordinate with Kristen if an item needs to be further identified.
- **Transaction Entry/Expenses Recorded** – Sys6 will connect QBO to import all Bank, Debit, and business credit card accounts. Sys6 to pay careful attention to ensure expense categorization/coding is correct and always coordinate with Kristen if an item needs to be further identified. Transactions that need further clarity (G/L or class) will be placed in uncategorized transactions and reviewed as needed, and at least once a month preferred.
 - If a significant amount of credit card purchases become the normal, an expense management software like Tallie or Expensify will be recommended.
- **Payroll/1099** - to be run through payroll system. As this agreement is written, payroll responsibilities will remain with Kristen and Impact PS. System Six can take on payroll responsibilities (helping to onboard new employees, gathering time and running payroll,



etc.) if needed for a revised weekly fee. Kristen has noted that some EEs are recorded by different G/L categories and/or departments. Kristen will run payroll accordingly, and it will be important that the payroll system communicates this clearly by JE or report. Sys6 brings payroll data into the books.

- **1099 contractors** – Sys6 recommends paying contractors through the payroll system so that W9 forms are collected and year-end tax preparation (1099 forms) are simple to issue. If this isn't supported, Sys6 will pay 1099 vendors through Bill.com, collect W9 forms, and prepare 1099s at year-end.
- **Account reconciliations** – Sys6 will be responsible for all bank/debit card, credit card, and account reconciliations monthly.
- **State/City Taxes** –N/A
- **Year-end** – Sys6 will be responsible for closing the books yearly and will coordinate with the tax preparing CPA.
 - Weekly fee includes closing the books at year-end and coordinating with client's tax preparing CPA. Any further tax preparation, preparation of financial reports, manipulation of data outside of QBO, or audit, review, or compilation support that is needed can be supported and will be billed at \$195/hour.
 - W2s forms are made available digitally via payroll platform. Sys6 does not print/mail W2 forms.
 - 1099 forms, if not provided by the payroll service provider, are prepared digitally by Sys6 and emailed to vendors. If Sys6 takes-responsibility for bookkeeping mid-year, there may be extra time needed at year-end if all 1099 vendors paid in the current year don't already have W9 information on file and Sys6 needs to track that down with each vendor.
- **Reporting and Review** – Sys6 will provide a basic monthly financial report as created by QBO. Enhanced financial reporting is available using either fathomhq.com or by building custom reports in Excel. Sys6 is available to review books, financial reporting, and address any open issues as needed.
 - It's understood that there are several specific reporting needs (F-195, F-196, monthly grants claiming, etc.) that Kristen is responsible for and that System Six may be able to help with on an hourly basis.
- **Ad-Hoc** – Sys6 can be available for consulting, reporting, or process improvements that fall outside the scope of ongoing weekly work as needed at the rate of \$195/hour.

2. Fees and Terms:

2.1. Onboarding, Transition, and Process Improvements Phase (\$3120-\$6240)
Estimated between 16-32 hours @ \$195/hour
Previously estimated between 11-22 hours @ \$195/hour

2.2. Ongoing Weekly Bookkeeping and Accounting: \$300/week
Previously estimated at \$225/week

- * Includes QBO subscriptions for two entities
- * Other online services paid by client as needed
- * Responsibilities can be increased as needed, new locations are opened, etc.

- The fee for these services is based on anticipated cooperation from the client and the assumption that significant unexpected circumstances will not be encountered during the work performed. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur additional costs. Additional work will be billed at the rate of \$195/hour.
 - If there is a significant change in weekly workload requirements or increased complexity, an increased weekly fee might be requested. We will discuss it together and attempt to arrive at an agreeable new weekly fee, and/or ask client to take-on some of the more data-entry intensive tasks, allowing us to focus on higher-level bookkeeping, accounting, and controllership activities.
- As a client, you are ultimately responsible for evaluating the adequacy and results of our services to you. It is your responsibility to establish and maintain internal controls, including monitoring ongoing activities and the results of your businesses employees, subcontractors (including System Six,) and volunteers.
- Signed agreement gives approval for System Six to begin processing weekly payments (by eCheck) once the data migration to QBO has been completed and weekly services are approved to start.
- All hourly work is invoiced at month-end and invoice will be sent to client for review with a request for approval to process payment (by eCheck.) If hourly invoices go unpaid for longer than 30 days, weekly responsibilities and weekly fee will be paused until hourly invoice is approved and payment processed.
- A prepayment of \$3120 towards hourly work will be processed upon receipt of this signed agreement.



SCHOOL AGREEMENT FOR SCHOOL YEAR 2018-2019

Please note: Sections highlighted in yellow need to be completed by the School.

This agreement (the "Agreement") between the Washington State Charter Schools Association ("WA Charters") and Impact | Puget Sound Elementary ("School") covers the terms and conditions of the True Measure Collaborative ("Collaborative") offered by WA Charters. The membership period for these services is from September 1, 2018, to August 31, 2019. Schools will not be able to take part in the support services, outlined in paragraph A, until this agreement is signed and all of the exhibits and/or access required under Appendix A are completed, returned, or provided as indicated. **Services provided in this contract are for the period between September 1, 2018 and August 31, 2019.**

PROGRAM DETAILS

The School agrees to participate in the True Measure Collaborative. The Collaborative serves as a full partner to member charter schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs all students faced with barriers to academic achievement, including those with disabilities. Assistance includes:

Services	Non-Puget Sound Area Schools \$8,000	Puget Sound Area Schools \$12,000
Program Specialist Support		
Monthly regional IEP Labs focused on a specific portion of IEP compliance. Attendance to 3 or more earns clock hours		X
Monthly school file review aligned to WISM specific audit areas such as LRE and Adverse Impact Statement. School selects files for review.		X
Quarterly "deep dive" review into special education files using the OSPI developed IEP and Evaluation File Review Form		X
Assistance in preparing OSPI IDEA and TBIP applications and reporting forms for submission		X
Monthly regional office hours, including special hours targeted to specific timely needs (e.g. applying for safety net funding)		X
On-site technical assistance for targeted supports responsive to student, staff, and systems needs. Charter Management Organizations can use these hours flexibly across multiple sites.	5 hours / quarterly	5 hours / month
Remote technical assistance for processes and procedures and student-specific compliance	5 hours / month	5 hours / month
On-call support and guidance for pre-legal intervention	X	X
High-Quality, Time-Saving Resources		
Monthly newsletter featuring Washington and federal Special Education compliance updates, resources, and professional development opportunities	X	X
Assistance in selecting contracted supports (e.g. physical therapy, occupational therapy, speech-language pathology)	X	X
E-Library of curated templates for data and service tracking (e.g. Washington-specific IEP Online handbook, ELL Resources)	X	X
Library of assessment materials (e.g. Woodcock Johnson, BASC-3, DAS-II) for check-out (approximately \$28,000 total value)	X	

Services	Non-Puget Sound Area Schools \$8,000	Puget Sound Area Schools \$12,000
Valuable Professional Development		
Summer Institute, a multi-day shared learning opportunity to prepare strong systems, protocols, and practices for the school year ahead	One attendee	Up to two attendees
Student Support Professional Learning Community for cross-disciplinary staff focused on improving student outcomes through regular data-based intervention cycles	One attendee	X
Regional workshops provided by experts in areas such as PBIS, Physical Restraint, and Trauma-informed Education	4 registrations / year	6 registrations / year
Curated, on-site workshops for school staff provided by experts in areas such as Crisis Intervention, Autism 101, Accommodations 101	1 workshop / year	2 workshops / year
Curated, on-site Universal Design for Learning workshops provided by WA Charters	1 workshop / year	2 workshops / year
On-site English Language Proficiency Standards and Linguistically Responsive Instructional Practices training, incorporating Project GLAD and SLOP strategies	1 workshop / year	1 workshop / year
On-site Diversity, Equity, and Inclusion workshops provided by Seneca Family of Agencies focused on cultural humility	2 workshops / year	3 workshops / year
Online Compliance Training Platform featuring required and recommended health and safety, civil rights, Section 504 and cultural competency trainings for school staff	X	X
Submission for up to \$2000 in travel and lodging for TMC professional development participation	X	

In order to effectively provide this service, the Collaborative requires the School to provide login information or access to student data reports from the IEP platform ("Admin Data").

GENERAL RESPONSIBILITIES OF THE SCHOOL

Payment Terms

1. Payment of the annual program deposit fee (see fee schedule in table below) must be received by WA Charters before any Collaborative support services are rendered.
2. The fee for services (see payment schedule in table below) is a flat rate of \$12,000 for Puget Sound Schools and \$8,000 for Non-Puget Sound Schools **for the 2018-19 school fiscal year** and is based on personnel, professional development, and administrative costs. For Charter Management Organizations (CMOs) with more than one school participating in the Collaborative, **the fee for each additional school is discounted at 35%**, for example a CMO with all 3 schools will pay \$27,600. Schools will be billed for services quarterly. Billing will be at the beginning of each quarter with payment due by the 15th of the month: Per emails with Haid, this will be the 30th of the month if invoice received by the 15th of the month.

2018–2019 Fee Schedule for Participating Schools

Period of Service	Payment Date Due	Amount
Quarter 1 (September – November 2018) Payment	September 15, 2018 Oct. 30, 2018	\$3,000
Quarter 2 (December 2018 – February 2019) Payment	December 15, 2018 Dec. 30, 2018	\$3,000
Quarter 3 (March – May 2019) Payment	March 15, 2019 Mar. 30, 2018	\$3,000
Quarter 4 (June – August 2019) Payment	June 15, 2019 Jun. 30, 2018	\$3,000

1. Schools must commit to eliminating disproportional discipline and academic achievement outcomes for students based on race, socio-economic, linguistic, ability, and any other identity status through the regular collection, analysis, and reflection on student-level data.
2. Schools must notify the TMC Director of any complaints made to OSPI regarding the school's civil rights practices
3. Schools agree to notify WA Charters as soon as possible of any changes in contact information for the School's designated liaison to the Collaborative.

- Schools agree to provide the Collaborative data and information required to enable the Collaborative's support of the school's service delivery, evaluation, and reporting of compliant and high-quality services. All information shared will be protected and maintained by the Collaborative in compliance with FERPA, HIPAA, and/or other regulating statute.

WARRANTIES & DISCLAIMERS

Disclaimer of Warranties: No advice or information, whether written or oral, obtained by the School from the Collaborative, its officers, employees, agents or representatives shall create any warranty not expressly stated in the terms of this Agreement. The School acknowledges and agrees that the Collaborative is providing only the services contained herein and the School is not relying on the Collaborative to provide any advice or services (including any day-to-day managerial services involved in the Special Education process) that are not otherwise provided for in this Agreement.

Indemnification by WA Charters: WA Charters shall defend, indemnify and hold the School harmless against any loss, damage or costs (including reasonable attorneys' fees) awarded in connection with any claims, demands, suits, or proceedings ("Claims") made or brought against the School by a third party arising from a breach of this Agreement by WA Charters, its employees or agents resulting in the unauthorized disclosure of any student data or any other information that has been designated by the School or the WA Charters as confidential. The School shall: (a) promptly give written notice of any Claim to WA Charters; (b) give WA Charters sole control of the defense and settlement of the Claim (provided that WA Charters may not settle or defend any Claim unless it unconditionally releases the School of all liability); and (c) provide to WA Charters, at WA Charters' cost, all reasonable assistance.

Indemnification by the School: The School shall defend, indemnify and hold WA Charters harmless: (i) against any loss, damage or liability incurred in connection with Claims made or brought against WA Charters by a third party arising from a breach of this Agreement by the School, its employees or agents that resulted in the unauthorized disclosure of any student data or any other information has been designated by the School or WA Charters as confidential, (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with Claims made or brought against WA Charters by a third party alleging any student data or information provided by the School infringes the rights of, or has caused harm to a third party; or (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with a claim made by a third party arising from the School's, its employees' or its agents' use of the Service in breach of this Agreement. WA Charters shall: (a) promptly give written notice of any Claim to the School; (b) give the School sole control of the defense and settlement of the Claim (provided that the School may not settle or defend any Claim unless it unconditionally releases WA Charters of all liability); and (c) provide to the School, at the School's cost, all reasonable assistance.

Exclusion of Damages: Except with respect to either party's indemnification obligations as described above, breach of confidentiality or willful or grossly negligent misconduct, in no event shall either party have any liability to the other party for any lost profits or for any indirect, special, incidental, punitive, or consequential damages however caused and, whether in contract, tort or otherwise, arising out of, or in any way connected with this Agreement, including but not limited to the use or inability to use the service, any interruption, inaccuracy, error or omission, even if the party from which damages are being sought or such party's licensors have been previously advised of the possibility of such damages. Neither party will be liable for losses or damages due to situations resulting from force majeure.

MISCELLANEOUS

Termination: This Agreement shall terminate on August 31, 2019 (the "Completion Date"). Prior to the Completion Date, either party shall have the right to terminate this Agreement at will and without prior notice without any further obligations to the other party, provided, however that the indemnification obligations under Paragraph C3 shall continue to survive termination of this Agreement. Upon termination, any accrued but not yet paid fees for Collaborative services rendered will be due and payable immediately by the school.

Governing Law: This Agreement shall at all times be subject to, limited by and construed in accordance with the laws of Washington State. The parties agree to be subject to the personal jurisdiction of Washington State courts with respect to the subject matter of this Agreement and any claims arising from this Agreement. Venue for any action or proceeding arising under this agreement shall lie in the superior court of King County, Washington. No provision of this Agreement shall be applied or construed in a manner inconsistent with applicable federal and state laws and regulations.

No Third-Party Beneficiaries: It is the explicit intent of the parties that no person or entity other than the parties is or shall be entitled to bring any action to enforce any provision of this Agreement against either of the parties.

Entire Agreement: This Agreement, inclusive of all appendices, is the entire agreement between the parties

with respect to the subject matter hereof. No amendments or modifications of the terms or the provisions of this Agreement shall be binding upon either party unless in writing and signed by both parties.

Assignment: Neither party may assign this Agreement without the prior written consent of the other party.

PLEASE COMPLETE THE QUESTIONS BELOW

- Members of the TMC must be members of the Washington State Charter Schools Association for school year 2018-2019. WA Charters will invoice schools at \$5.00/student based on the September P-223 count. Please indicate your estimated membership payment for the 2018-2019 school year. CMOs, please list anticipated student count for each participating school.

School 1: \$5.00/student x 168 students = \$840

School 2 (if applicable): \$5.00/student x 0 students = \$0.00

School 3 (if applicable): \$5.00/student x 0 students = \$0.00

- Is school contracting with Seneca Family of Agencies for any of the discounted Unconditional Education roles listed below? Check all that apply.

Reset Counselor; CMOs indicate which school(s) _____

School Culture and Climate Specialist and Coach; CMOs indicate which school(s) _____

Clinical Intervention Specialist; CMOs indicate which school(s) _____

- Please list the name and title of the person that will serve as the main point of contact from your school or network to the True Measure Collaborative. For CMOs, if multiple contacts, please list them and indicate school name next to each one.

- Baionne Coleman

Please list the billing contact and address to where invoices should be sent for your school or network.

Kristen McCaw, kmccaw@impactps.org

AGREEMENT EXECUTION

IN WITNESS WHEREOF, this Agreement is executed on the date first below written.

Washington State Charter Schools Association ("WA Charters")

Name & Title: Patrick D'Amelio, Chief Executive Officer

Signature: _____

Date: _____

Impact | Puget Sound Elementary ("School")

Name & Title: Jen Wickens, CEO

Signature: 

Date: 9/18/18

APPENDIX A | REQUIREMENTS FOR MEMBER SCHOOLS

1. In order to benefit from the Collaborative's support to the fullest extent, and for the Collaborative to provide the most comprehensive support possible, the **Collaborative must have access to student information**. This information will be used for reasonable educational purposes only and in compliance with all applicable state and federal HIPAA and FERPA laws. WA Charters may request the signing of a student Data Sharing Agreement as an addendum to this agreement.

The school must make available to TMC program managers and director:

- Read-only access to the school's Student Information System and Special Education platform
 - Access to student Special Education and 504 data and documentation
2. Furthermore, **the Collaborative needs feedback from member schools**. Thus, all member schools must **participate in an Annual Member survey** and submit it per the requested deadline.

WA Charters Data Policy

Aggregated, sector-level data may be used for any of the following purposes:

- To identify areas of strength and areas where additional support is needed for individual schools and as a sector
- To provide summary data to legislators and advocacy partners
- To provide summary data upon external media requests
- For the promotion of positive data via WA Charters media (blog, website, Facebook, Twitter, etc.)
- To support WA Charters and TMC reports and white papers
- In support of development efforts



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 14 (Section 16): Board Member Documents

Contents:

- Completed and Signed Board Member Information Forms
 - Daniel Zavala
 - Micaela Razo
 - Noah Wepman
 - Sara Morris
 - Anthony Byrd
 - Patrick Methvin
 - Tatiana Epanchin-Troyan
 - Todd Meldahl
- Board Member Resumes
 - Daniel Zavala
 - Micaela Razo
 - Noah Wepman
 - Sara Morris
 - Anthony Byrd
 - Patrick Methvin
 - Tatiana Epanchin-Troyan
 - Todd Meldahl

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve	Impact Public Schools
2. Full name	Daniel Zavala
Home Address	Pacific Tower, 1200 12th Ave S #1200, Seattle, WA 98144
Business Name and Address	Building Changes
Phone Number	<div style="display: flex; justify-content: space-between;"> <div style="background-color: black; width: 150px; height: 1.2em;"></div> 206.805.6119 </div>
E-mail address	<div style="display: flex; justify-content: space-between;"> <div style="background-color: black; width: 200px; height: 1.2em;"></div> danielnzavala@gmail.com </div>

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

Resume and professional bio are attached.

Daniel is a Washington native with family on both sides of the mountains. His path to policy work was shaped by his parents' backgrounds in education and social justice. His career started in the classroom as a bilingual special education teacher after finishing his bachelor's and master's degrees at Stanford University. As a teacher for students with special needs, he saw firsthand the intersection of law and policy in the classroom. After teaching, he earned his law degree at the University of Washington, focusing on education issues and working with education groups and the Washington State Attorney General's Office in the Education Division. After law school, Daniel worked for StudentsFirst on state-level policy, and most recently served as the deputy director at TennesseeCAN. He worked as the Director of Policy and Government Relations at League of Education Voters and is now Director of Policy and Strategic Communications at Building Changes.

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 wish to serve on the board to provide insight and strategic assistance to the general direction of school operations and financial health. I have experience teaching in both traditional district run and charter public schools and am committed to the student and community population that surrounds the school site.

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

The appropriate role is to be a steward of the organizational mission and governance structure. I will also serve as a thought partner and where necessary, weigh in on decisions that relate to governance, operations, and organizational need.

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 the boards of other nonprofits, including those relating to community service (YMCA) and education (UW College of Education).

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

I have a law degree and work in education policy. Both those will bring direct and valuable contributions to the organizational needs.

School Mission and Program

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

IPS mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders and make a broader impact on public education by advocating for policies that close the opportunity gap and provide all students a high-quality education.

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

I am familiar with the school's desire to bring personalized/unique learning experiences that match student need. I have toured the facility and met several of the staff.

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

The strongest characteristics of a successful school are its staff – specifically its teachers and the school leader. Coupling this with a strong academic program, inclusive school culture that engages community members and families, and nonacademic supports will lead to a successful school.

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

The school leaders have outlined very specific enrollment and financial targets that can be benchmarked with progress checks. Further, surveys and other feedback loops are built into review processes to also review success.

Governance

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

As a governance board, the board is tasked with reviewing and approving major operations action that will have a lasting financial impact on the school. Further the board is tasks with reviewing and working with school leadership on other areas of operations.

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

Several markers will be used – namely, enrollment targets, actual expenses relative to budget, staff retention, survey results.

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

Similar to annual targets, but with the inclusion of academic progress of students and other trend analysis that can be compiled based on multiple years of data.

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

The Board should remain involved in activities that include community in the school environment. Further the board needs to review materials presented by school leadership and meet on a regular basis to review and give thought partnership.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

I would take three different actions, depending on the severity of the problem: 1. Raise the issue with school leadership and the board chair; 2. Raise the issue in a board meeting and recommend specific action be taken; 3. Raise the issue to the Charter Commission ED.

Disclosures

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

I / we do not know any such trustees. Yes

I have attended a board meeting and have met with all other members. I have also had individual meetings with several of the other board members.

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 have met with most school employees at either a board meeting or other school event.

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.

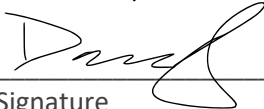
Does not apply to me, my spouse or family. Yes

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


Signature

2.26.19

Date



CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Micaela Razo
 Home Address 9503 W. Chestnut Avenue, Yakima WA 98908
 Business Name and Address QuantumEd
441 Adair Dr. Richland, WA 99352
 Phone Number (509) 952-6490
 E-mail address Micaela@quantumed.org
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.

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

Does not apply to me. Yes

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

I want to be able to provide positive, achievable opportunities for all children especially for at risk students.

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

A charter school board member role is to establish a mission and vision of the program to oversee the administration to ensure the school is running smoothly and effectively.

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

I have served in other non-profit educational boards for the last 10 years.

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

The knowledge and experience I bring to the board is around community engagement and education advocacy to create effective voice in education issues.

School Mission and Program

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

My understanding of the school's mission and guiding beliefs is to prepare diverse students so they can become the innovative leaders with the right to high quality education.

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

My understanding of the school's proposed educational program is robust in high quality academics to ensure educational equality to all students at their academic levels.

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

- Clear and firm understanding of the charter promises with a consistent way to measure them
- Clarity of roles and responsibilities
- Demonstration of a clear understanding of the different between governance and management
- Focused on results
- Passionate and striving belief in the charter school mission and core values
- Strong partnerships within community, business, leaders and families built with trust and respect.

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

Board, administration management and staff will need to work together to have a clear and effective communication pathway to the students and families of the mission and desire to achieve greatness with every student. We will need to keep track of academic data and graduation rates to see what areas require attention if they are not measurable.

Governance

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

- First and foremost, school boards look out for students. Education is the most important role to make sure that academics take place in a measurable and achievable way.
- Making decisions about school programs, school boards incorporate their community's view of what students should know and do.
- Accessible to the public and accountable for the performance of the school
- Ensure establishment of a robust managements team and established fiscal policies

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

Students have achieved the aspects of the educational program with measurable goals and fiscal policies will be upheld.

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

Measurable milestones were achieved in the areas of:

- Academics-Graduation
- Professional Development
- Financial Stability
- Community & Family Engagement

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

We need to ensure a shared vision and mission with clear communication and productive ideas to be collectively involved in the school's success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would make sure I take the steps necessary written in Board rules to address the problem. I will follow the correct policies written by state and local guidelines to ensure it is handled in an appropriate and timely manner.

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

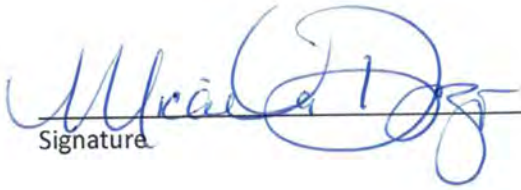
Does not apply to me, my spouse or family. Yes

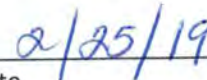
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

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


Signature


Date

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Noah Wepman
 Home Address 7019 Brooklyn Avenue NE, Seattle WA 98115
 Business Name and Address New Leaders
 Phone Number (206) 390-2381
 E-mail address NWepman@gmail.com

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

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

Does not apply to me. Yes

Previously served as a founding board member for Future is Now Schools (nonprofit organization).

5. Why do you wish to serve on the board of the proposed charter school?
I wish to continue working with Impact Public Schools to help fulfill the mission and vision after working on staff to build the necessary financial tools for the launch of Impact | PSE.

6. What is your understanding of the appropriate role of a public charter school board member?
The appropriate role is to provide expertise and guidance in the areas of school development and finance through my role as a member and Finance Committee member as the organization requires.

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.

Previously served as the CFO of Impact Public Schools during the planning year for Impact | Puget Sound Elementary. I have deep knowledge of the school model and what it takes to launch an individual school site.

8. Describe the specific knowledge and experience that you would bring to the board.
I have a deep understanding of school finance and, as mentioned above, an employment history with Impact Public Schools that allows me a deep understanding of the structure, finances and strategic direction of the organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
IPS mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders and make a broader impact on public education by advocating for policies that close the opportunity gap and provide all students a high-quality education.

2. What is your understanding of the school's proposed educational program?
The educational program is rooted in individualized learning plans supported by a mentor group structure, with emphasis on social-emotional learning skills.

3. What do you believe to be the characteristics of a successful school?
Strong mission alignment amongst faculty, strong family relationships and commitment to the community, strong operational and financial systems for long-term sustainability and growth.

4. How will you know that the school is succeeding (or not) in its mission?
Achievement of mission-specific goals approved by the Board, trends over time (academic, operational, financial, etc.) and other measures such as student enrollment.

Governance

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

Review and approve major operations that would have a financial impact on the school or nonprofit organization. As a governance board, there should be oversight in major decisions that impact the long-term sustainability and growth of the organization, as well as ensuring that the decisions made are implemented and effectively run.

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

The school has achieved academic results for students, daily measures of engagement (such as attendance) are met and operational success is evident (i.e. operating within budget with cash reserves, strong relationships with vendors).

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

Achievement of mission-specific goals approved by the Board, trends over time (academic, operational, financial, etc.) and other measures such as student enrollment.

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

The Board must be abreast of various aspects of school function, including student, financial, operational and engagement data to ensure that expertise and guidance is offered in areas in which it is needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would present the issue to the Board Chair and CEO (pending the issue is not with either member) to identify a plan of action, support that plan of action and, if no resolution is reached, bring the issue to the WA State Charter Commission.

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

Professional relationship through prior work at Impact.

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

Professional relationship through prior work at Impact.

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



2/25/19

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Sara Morris
 Home Address 5917 11th Ave NW Seattle, WA 98107
 Business Name and Address Pure Food Kids Foundation
1725 Westlake Avenue N #150, Seattle WA
 Phone Number (206) 851-5590
 E-mail address Saramo808@yahoo.com
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.

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

Does not apply to me. Yes

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

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

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

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

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

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

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

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

School Mission and Program

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

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

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

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

- **Deeper Learning Skills:** Critical thinking, communication, and problem-solving skills needed to succeed in and engage with today's world.
- **Habits of Leadership:** Social, self, and interpersonal skills needed to succeed in college and the working world.
- **Core Skills & Content:** Basic skills and information that must be learned in a variety of disciplines
- **Real World Experiences (Expeditions):** Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.

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

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

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

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

Governance

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

Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it .

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

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

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

We will know the school has been successful at the end of four years if the items in the previous questions are met. We will exceed standards on the operational, financial and academic performance frameworks. We will be able to compare testing data to other schools serving a similar population and find that our students are outperforming their peers. Finally, we will

know that we have been successful if our model is sustainable on public funds, we have low teacher turnover, and there are positive findings in parent and student satisfaction surveys. Many of these outcomes are listed in our charter.

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

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

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

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

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

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

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

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



Signature

February 25th, 2019
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Anthony Alton Byrd
 Home Address 1231 148th Place SE, Mill Creek WA 98102
Teach for America – Washington
 Business Name and Address 210 S. Hudson Street, Seattle WA 98134
 Phone Number (206) 518-2003
 E-mail address anthonyabyrd@gmail.com

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

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

Board Work includes University of Washington College of Education (Fall 2016 – present), Northwest National Premier Soccer Club (2011-2016), University of Washington – Bothell, Special Education Advisory Council (2015-2016).

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

I have served in public education for over 20 years and have a deep-seated commitment to equity. I believe charter schools can create equity models that others can learn from and have deep faith in the CEO Jen Davis Wickens. I am also deeply concerned about the persistent achievement and opportunity gaps in the communities Impact promises to serve and believe this is one tool to support student growth. I would love to bring my experience in the traditional public sector to the table to help guide Impact’s work.

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

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

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

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

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

I was a district leader in Washington from 2A07-L3, specifically overseeing curriculum, teaching and learning, special education, title programs, career and technical programs, STEM, career and college readiness, assessments, and instructional technology. I have deep content knowledge in each of these fields and completed my doctoral degree in educational policy and leadership studies from the University of Washington in 2007. My dissertation focused on taking high quality learning and teaching to scale and I can bring this knowledge to the charter space. I was also a principal of three schools from 1998-2007. Each of these schools improved student performance under my leadership and developed powerful learning cultures. I have taught teachers in principal training programs for both Western Washington University and the University of Washington - Bothell since 2008. I was also a

classroom teacher in CA. I have deep knowledge in leadership, policy and change- in addition to my expertise in curriculum, assessment and instruction.

School Mission and Program

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

Impact's mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. At the heart of this mission, we believe in addressing social inequities through the capacity of our schools, and we do this by serving a heterogeneous student population in untracked classrooms. We believe in hiring and retaining high performing teachers. Second, we believe in cultivating inclusive learning communities. Third, we have high expectations for all students - no matter students' backgrounds, we believe all students can go to a four-year college.

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

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

- **Deeper Learning Skills: Critical thinking, communication, and problem-solving skills needed to**
- **succeed in and engage with today's world.**
- **Habits of Leadership: Social, self, and interpersonal skills needed to succeed in college and the**
- **working world.**
- **Core Skills & Content: Basic skills and information that must be learned in a variety of disciplines**
- **Real World Experiences (Expeditions): Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.**

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

Successful schools are deliberate in the school culture they cultivate, and they engage students, teachers, parents, and other community members in this process. They hire and retain high performing teachers, and they have innovative and consensus-building school leaders. These kinds of schools put students first, and this means they do not stagnate as they continually strive to improve themselves. To this end, they continually provide professional development for teachers, they use data to drive decision-making (especially around instructional strategies), and they prepare students to go to college and to be thoughtful, contributing members of society.

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

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

Governance

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

The Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board

members will provide expertise as they have it - for example, if someone has facilities expertise they may serve as a coach to the CEO.

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

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

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

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

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

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

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

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

Disclosures

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

I / we do not know any such trustees. Yes

I have served on the Impact Board since 2017, thus I know all active board members. There are no prospective board members for IPS at this moment.

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

I / we do not know any such employees. Yes

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

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

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

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

I am the executive director of Teach for America – Washington. We are aware that Teach for America is not an ESP.

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

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

I am the executive director of Teach for America – Washington. We are aware that Teach for America is not an ESP.

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is

partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

I am the executive director of Teach For America - Washington. Impact Public Schools currently employs two Teach for America corps members. IPS sought legal counsel to ensure that there is not a conflict of interest.

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

Signature  _____ Date 2/26/19



CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Patrick Methvin
 Home Address 1602 10th Ave W, Seattle WA 98118
 Business Name and Address Bill and Melinda Gates Foundation
 500 5th Ave N, Seattle, WA 98109
 Phone Number (215) 983-6368
 E-mail address patrick.methvin@outlook.com

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

- **Core Skills & Content: Basic skills and information that must be learned in a variety of disciplines**
3. What do you believe to be the characteristics of a successful school?
 - **A clear, palpable school culture (I've seen many different cultures in high performing schools but the key in all of them is that the culture itself was strong and positive)**
 - **Inclusive leadership practices leveraging the leadership capabilities of all community members (Board, Leadership team, Teachers, Parents, Students, etc)**
 - **Student-centric culture---all difficult decisions end with a focus on student impact**
 - **Data-driven decision making to help personalize the student experience**
 - **Continuous professional development for teaching and administrative staff**
 - **Student success defined not just by metrics in the school's grade levels but also in markers well beyond (e.g. college success)**

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

The school is succeeding if it is exceeding targets (outlined in the charter) related to academic, operational and financial frameworks. Student outcomes data will provide critical near-term indicators along with qualitative input from stakeholders surveys.

Governance

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

Board should not be operational entities from a day to day perspective. They should focus on oversight of key functions (financial, leadership and achievement of standards outlined in the charter. Individual Board members will be relied upon for key subcommittees (finance, governance, etc) and will serve as either thought partners and coaches to relevant leadership team members on those topics.

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

Strong enrollment, on budget, fully staffed to plan, student academic growth (via MAP or other instruments)

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

Strong performance against afore-mentioned standards (operational, financial, academic) PLUS comparison to similar schools on academic performance indicators, economic stability on public funds and low teacher turnover.

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

Hire and coach the right leader, ask the right questions about each of the three core areas (operational, financial, academic) provide support whenever needed

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?

Issues such as this should be addressed in the Board protocols. However, pursuant to those protocols, I would first confront the offending Board member with the issue, then inform the Board chair and finally inform the full Board with an intention to remove the individual if previous steps have not been sufficient.

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

- | | |
|---|---|
| 1. Name of charter school on whose Board of Directors you intend to serve | Impact Public Schools |
| 2. Full name | Tatiana Epanchin-Troyan |
| Home Address | 12612 Kallgren Rd NE Bainbridge Island, WA 98110 |
| Business Name and Address | |
| Phone Number | 510.388.7925 |
| E-mail address | tepanchin@gmail.com |

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

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

5. Why do you wish to serve on the board of the proposed charter school? *I believe in school choice and that charter schools are a mechanism for achieving that. When strong and well run, charter schools provide choice to families. All students benefit when there is variety in the sector.*

6. What is your understanding of the appropriate role of a public charter school board member? *I help the CEO think through program, hiring, professional development, teacher observation and other instructional choices. My experience and expertise allows me to provide thoughtful oversight and thought partnership.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I served at Aspire Public Schools for 13 years, I founded School Leader Lab, a school leader development program. In the capacity of both roles, I have worked with boards and with school boards.*

8. Describe the specific knowledge and experience that you would bring to the board. *The experience that I have from my time at Aspire Public Schools and working with charter schools across the District of Columbia help me in my work with the board. In addition, I have extensive experience in delivering PD and can facilitate adult learning well. I have led two organizations keeping Diversity Equity and Inclusion at the center.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *Impact Public Schools will grow into a network of schools in Puget Sound and Yakima Valley. Students receive multiple opportunities to engage with academic material in whole and small groups. Impact is a place where all people, students, families, teachers, and staff grow and learn. The school has leaned into all its values in the short time that it has been open and I am certain that Impact: Salish Sea will be no exception.*

2. What is your understanding of the school's proposed educational program? *Each day students will*

have time for extra support in power hour, spend time in small groups on literacy and math. These include writers workshop and guided reading. Students work on passion projects and have PE and art. The model is student centered and intentionally inclusive.

3. What do you believe to be the characteristics of a successful school? *Schools with a laser like focus on all kinds of data, authentic time for experimentation and adjustment to meet the needs of students. Data has to include assessments, participation, attendance, discipline, not just SBAC. When a school is actively engaged in ensuring that no group is over-represented in any area, that is when they are successful.*
4. How will you know that the school is succeeding (or not) in its mission? *When the school is fully enrolled and when there is a waitlist for attendance. When we are invited to share successes with others in the community locally and more broadly, we will know that we have something special and something that is working.*

Governance

1. Describe the role that the board will play in the school's operation. *The board will uphold the organizational values and ensure that the school team is doing the same. The board will monitor CEO and organizational progress and provide thought partnership.*
2. How will you know if the school is successful at the end of the first year of operation? *High student and teacher retention, a sizeable waitlist, strong survey data from teachers and families, more than a year of academic growth for scholars.*
3. How will you know at the end of four years if the school is successful? *In addition to what was stated above, we will see funders eager to engage with the organization and a healthy plan in place to open according to the organization's growth plan.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Promote the great work of Impact Public Schools. Hold us accountable to be a top-rated board for the organization.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *We are an open board and we discuss issues directly and with expediency. We hold each other accountable for upholding the mission and the values 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.
XI / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. X Yes *I am the co-founder of School Leader Lab in DC where we cultivate leadership development. We do not have any work in Washington. I am the co-founder of Catalyst Public Schools, for which an application has been uploaded. In that work, we are not a provider of services to Impact Public Schools.*

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.

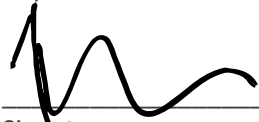
Does not apply to me, my spouse or family. Yes

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

None. Yes

Certification

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



Signature

24 February 2019
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

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

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

The purpose of this questionnaire is twofold:

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Impact Public Schools
2. Full name Todd Meldahl
 Home Address 320 W. Laurelhurst Drive NE, Seattle WA 98105
 Business Name and Address Amazon
 Phone Number (206) 679-3935
 E-mail address TMeldahl@hotmail.com

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

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

Does not apply to me. Yes

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

To facilitate the IPS growth plan using my experience in real estate acquisitions.

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

Provide guidance, support and governance to ensure responsible operations and growth of the school and network.

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.

Professional experience in creating strategic plans to identify optimal space solutions and facilitate acquisition of facilities to align with mission critical components of different organizations.

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

See answer to question 7.

School Mission and Program

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

To prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders while making a larger impact on statewide policy.

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

Personalized student learning with dedicated adult support and project-based programming to simulate real-world application.

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

Adequate physical space to reflect the academic program, mission-aligned faculty and Board and strong financial controls.

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

Meeting annual performance metrics, including student achievement, operational and financial goals.

Governance

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

Providing oversight and tight control over critical aspects of school operations, such as fiscal oversight and enforcement of policies.

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

Meeting the aforementioned performance metrics, strong fiscal health and adherence to the growth plan.

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

Trending student performance metrics (including student academics, retention) and community interest, along with operational/financial health.

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

Develop a deep understanding of the IPS model and growth plan to ensure measures are being taken to align with the start-up plan and stay in compliance with authorizer and state. Seek out learning opportunities in areas that board members are unfamiliar with and ensure that expertise is being leverage in a way that benefits the school.

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?

Approach the Board Chair with concerns and/or the CEO given the circumstances. If the situation warranted additional follow-up, involve the Charter Commission for further guidance.

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

Friend of CEO

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

Friend of CEO

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

Signature



Date

2/25/2019

DANIEL ZAVALA

325 Westlake Ave N, Seattle, Washington 98109 | 206.214.5497 | danielnzavala@gmail.com

Profile: Versatile intrapreneur with experience managing content-expert teams and leading long-term projects and program management. Experienced in working with external organizations to foster strategic relationships, monitor ongoing changes in law and policy, and communicate organizational positions. Well versed in the dynamics of rapidly growing teams and the need to facilitate operational sustainability and growth. Known to be a quick and curious learner, an effective communicator, and biased towards action and innovation.

EDUCATION

UNIVERSITY OF WASHINGTON SCHOOL OF LAW | Seattle, Washington

Juris Doctor, June 2013

Bar Admitted in Washington State: Bar No. 47595

STANFORD UNIVERSITY | Stanford, California

Master of Arts, Psychology, June 2008

Bachelor of Arts, International Relations, March 2008

PROFESSIONAL EXPERIENCE

LEAGUE OF EDUCATION VOTERS | 2016-Present | Seattle, Washington

Director of Policy and Government Relations (November 2016-Present) Supervise members of the policy department and manage the contract lobbyists doing government relations. Advise and collaborate with the CEO on matters related to the organization's strategic plan, operations, and policy development. Facilitate cross-department work flow with community outreach and communications staff. Provide ongoing support to development, including fundraising efforts and board engagement.

STUDENTSFIRST/50CAN | 2014-2016 | Sacramento, California and Nashville, Tennessee

Deputy Director. (April 2016-December 2016) Continue to perform the functions of my previous role as State Policy Director. Additionally, support the Executive Director and strengthen the state operations in Tennessee through legal and policy guidance, fundraising and donor relations, and cross-team management.

State Policy Director. (September 2014-March 2016) Lobbied local- and state-elected officials and stakeholders on policy related to funding, accountability and transparency frameworks, data systems, and expanded school choice. Monitor and analyze bill developments during legislative sessions. Establish and maintain relationships with legislators and partner organizations. Draft and amend education legislation from inception until enactment.

Legislative Analyst. (January 2014-August 2014) Researched and advocated for education policies across the nation, focusing on teacher quality, school choice, and governance. Analyzed legislation and litigation in a portfolio of states, including California, New York, Tennessee, Iowa, Maine, Georgia, and Washington.

PROFESSIONAL EXPERIENCE (CONTINUED)

TEACH FOR AMERICA | Summer 2012 | Washington, D.C.

Government Affairs Fellow. Lobbied and drafted communiqué to Congress and community organizations. Researched and drafted a white paper on national and state policies related to teacher and curricula quality, testing standards, and charter school laws.

OFFICE OF THE ATTORNEY GENERAL | Summer 2011 | Olympia, Washington

Law Clerk in the Education Division. Drafted legal and policy documents pertaining to education in Washington State. Worked with counsel to monitor ongoing litigation and recommend positions for the Governor and state agencies.

AMAZON.COM | 2011-2013 | Seattle, Washington

Legal Intern. Drafted and updated companywide policies to ensure federal and state regulatory compliance with multiple product categories. Supported the retail operations teams with industry research analysis, contract management, and other coordinated tasks.

OTHER BACKGROUND

Affiliations

Education Pioneers, Graduate School Fellow, 2012
Teach For America, Corps Member, 2008-2010

Programs and Projects

50CAN (The 50-State Campaign for Achievement Now), Consultant, 2017
Washington State Charter School Commission, Evaluator, 2013-2015
University of Washington Foster School of Business, Technology Entrepreneurship Program Certificate, 2012-2013

Other Work Experience

Williams Kastner & Gibbs, Summer Associate, 2011
Potomac Lighthouse Public School, Special Education Teacher, 2009-2010
New York City Department of Education, Special Education Teacher, 2008-2009

LANGUAGES

SPANISH *Highly proficient* in reading and writing. *Proficient* in speaking.

MICAELA RAZO

441 Adair Dr. Richland. WA 99352

Mobile: 509-952-6490 E-mail: micaela@quantumed.org

PROFESSIONAL GOAL

To obtain a position where I can maximize my skills as a self-motivated, experienced, professional and courteous individual seeking the opportunity to serve with an upbeat professional and refreshing attitude.

ACADEMIC BACKGROUND

Yakima Valley Community College (2013)

- Associate Degree– Art of Science DTA, GPA of 3.5, Dean’s List

Central Washington University (2000)

- 96 credits- Education classes

Yakima Valley Community College (1996)

- 25 Credits - CDA Early Learning

QUALIFICATION HIGHLIGHTS

- Results-oriented leader with a focus on delivering high quality code and results in high traffic environments. Provides solutions that will fit for the long-term.
- Over 10 years of experience in advocacy for Education, Community engagement, and Civic engagement.
- Over 5 years in lobbying projects
- Project planning, deployment and management. Network administration with outreach leadership.
- Experienced in different stages of community outreach, civic engagement within Community, campaigning, lobbying, and advocacy
- Proven leadership ability: capable of keeping projects on track, day-to-day tasks and long-term deadlines. Excellent customer service: communication, presentation and interpersonal skills.
- Bilingual translator in Spanish- English
- Certification on coaching leadership
- Certification on Outreach Organizer
- Granger LULAC Board member
- Latino Coalition Board member
- WSPTA Region 11 Director
- WSPTA Region 12 Legislative

PROFESSIONAL EXPERIENCE

QuantumEd, WA

Business Consultant, Founder (2014-Present)

- Promotes the implementation of high technology for business and educational use
- Develop consulting contracts with organizations/companies.
 - WaCharters -Advocacy on Charter Schools/ Lobbying
 - FWD.us – Immigration reform/ DACA /Lobbying
 - DEFR- Research on Latinos Voting in Yakima County
 - Latino Community Fund – Community Forums / outreach
 - Progreso- Leadership training/ Advocacy engagement on community issues
 - Bill Bryant Campaign for Governor- Director of Field
 - Team Concept- Business manger/ grant, contract writer
- Provides consulting in-house and state-wide training and instruction to clients
- Improved strategy design and methods for clients in project requested

League of Education Voters, WA

Community Organizer (2013 -2015)

- Spearheaded relationship-building and cultivated meaningful collaborations with community leaders, local politicians, and community-based organizations.
- Built effective coalitions to influence, direct or change education policies.
- Developed strategic action goals, mobilized community members.
- Prepared effective messaging, created presentations, drafted grant reports and requests for proposals.
- Planned multiple events across the state.

Grandview School District, WA

Substitute Teacher (2012-2013)

- Teaching, classroom management control and following lesson plan for classroom.

NOAH WEPMAN

Seattle, WA • (206) 390-2381 • nwepman@gmail.com

PROFESSIONAL EXPERIENCE

NEW LEADERS

Chief Financial and Growth Officer

Responsible for all financial functions of \$28M national non-profit organization. Lead new site development team responsible for increasing the number of partnership and participants.

**Seattle, WA
2018 - Present**

INDEPENDENT CONSULTANT

Work with education organizations, including new and growing schools, systems of schools, and non-profits, at the intersection of resources and strategy. Projects include creating sustainable economic models for schools, systems, and organizations; assisting charter schools navigate acquisition and financing for facilities; and developing impact and system-change strategies for national non-profits.

Seattle, WA

IMPACT PUBLIC SCHOOLS

Founding Chief Financial and Operating Officer

Co-founded a new charter school network in Washington state that will open its first school in August 2018. Presented to prospective families, community members, and local and national education organizations. Formulated the operating budget and 5-year financial plan for the enterprise. Led negotiations for the purchase and financing of the school site. Created the operating structures for the school and network and hired the founding operations team. Co-led efforts to raise more than \$5M in start-up funds. Recruited board members to augment the founding board.

**Tukwila, WA
2017 -2018**

BILL & MELINDA GATES FOUNDATION

Senior Program Officer, K-12 Education

Led a team of program officers responsible for crafting and executing an investment strategy to increase the availability and use of data to drive improvement cycles for teachers, schools, and school systems. Structured \$50M in grants and program related investments to increase facilities capital for charter schools and create new models for project financing. Managed a \$30 million grant portfolio to scale innovative approaches and tools that enable school systems to align their resources of time and money with strategies that improve outcomes for students. Led the creation of the K-12 strategy on scaling collective impact practices to support high quality teaching and learning. Supported grantees to institute and transition to financially sustainable operating models.

**Seattle, WA
2010 – 2017**

INDEPENDENT CONSULTANT

Worked with national non-profits, foundations, and school districts on finance, management, and policy projects. Engagements included advising states on Race to the Top applications and implementation strategies, supporting a large urban school district during teacher contract negotiations, and conducting an analysis of resource allocation between school districts and high-achieving charter schools. Wrote white paper briefs used for elected official briefings.

**Washington, DC
2009 – 2010**

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Chief Financial Officer

Principal advisor to the Chancellor on all financial and resource allocation matters. Responsible for budget development and execution, accounts payable, payroll, and financial reporting, utilizing the

**Washington, DC
2008 - 2009**

DCPS \$760 million annual operating budget. Managed a staff of 60 people and a budget of over \$4 million. Member of the Chancellor's senior management team that dealt with strategic planning, policy, operations, and organizational development. Accomplishments include:

- Designing, building, and implementing a new school-based budgeting system;
- Creating a framework of informed financial decision-making by introducing regular and reliable financial reporting when no such reporting previously existed;
- Instituting a set of department-wide performance measures to improve services to stakeholders and foster a culture of shared accountability among staff;
- Leading the agency through a one-year transition from an \$80 million operating deficit to ending the year in balance while increasing direct funding to schools by 7%;
- Implementing a system of internal controls that resulted in the school system being upgraded in the City's annual financial audit after three years of material weakness findings.

EXECUTIVE OFFICE OF THE MAYOR

Washington, DC

Education Program Manager, Office of the City Administrator

2007 – 2008

Managed budget development for all city agencies included in the public education portfolio, including District of Columbia Public Schools, Office of the State Superintendent of Education, DC Public Libraries, and the Office of Public Education Facilities Modernization in creation of the Mayor's annual budget. Primary advisor to the Mayor and City Administrator on education finance issues. On behalf of the Administration, coordinated interagency activities amongst the education agencies in the District, directed much of the work in transferring state level responsibilities from DCPS to the newly created Office of the State Superintendent for Education, and assisted in creating the operational structure of the new Office of Public Education Facilities Modernization.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Washington, DC

Deputy Director, Resource Allocation & Management, Office of the Superintendent

2002 – 2007

Responsible for crafting the strategic framework of the agency's annual \$1 billion performance-based budget request. Worked with senior leadership to prioritize reform efforts and ensure that adequate resources were allocated to each effort, as well as establish appropriate benchmarks and measures to monitor progress. Served as project manager over the annual school-based allocation process. Duties included overseeing the allocation and budgeting of over \$500 million in local and federal funds to the district's 150 schools and programs; directing a Superintendent's task force on retooling and bringing innovation to the student-based funding formula; and collaborating with the district's operations team to redesign business operations to better serve the needs of local schools. Member of the negotiation team on collective bargaining contract negotiations.

Budget Officer, Office of Special Education Reform

Managed a six-person unit responsible for budget development and execution; strategic planning, policy, and statistical analysis; organizational development; and business operations within the Office of Special Education. Designed financial models to identify opportunities for revenue maximization. Created legislatively mandated Special Education Savings Plan approved by Mayor and DC Chief Financial Officer. Handled negotiations for departmental contracts and partnership agreements. Ensured agency compliance with federal consent decree.

Budget Analyst, Office of the Chief Financial Officer

Primary analyst for the Office of Special Education and 50 local schools for budget formulation, execution, and other financial issues. Liaison between the Office of the Chief Financial Officer and the Assistant Superintendent for Elementary Schools. Participated in the preparation of the agency's

operating budget submissions.

PROJECT BREAD – THE WALK FOR HUNGER

Boston, MA

Project Manager

1999 – 2000

Successfully managed day-to-day operations of an initiative that led to the inclusion of over \$15 million per year in the state’s annual budget to augment federal funding for food programs to expand access to and participation in multiple statewide child feeding programs. Responsibilities included modeling and producing analyses on projected participation in each program based on a variety of policy proposals; presenting to state legislators the agency’s request for additional dollars; and organizing lobbying events for advocates.

KAUFMAN CAMPAIGN CONSULTANTS

Sacramento, CA

Consultant

1998

Coordinated outreach and coalition building of labor unions, elected officials, and grassroots organizations for a statewide ballot measure. Wrote paid media and direct mail campaigns for State Assembly candidates.

JOE WINEKE FOR CONGRESS

Madison, WI

Finance Director

1998

For a congressional primary race, designed, wrote, and implemented a five-month finance plan that raised \$400; coordinated in-district fundraising; and worked with political action committee leaders to gain endorsements and PAC funds.

CONGRESSIONAL QUARTERLY

Washington, DC

Associate Editor Campaigns & Elections Magazine

1997 – 1998

Wrote and edited multiple sections of a political trade magazine, including case studies on recent elections. Edited all copy, supervised freelance writers, and wrote sections of weekly newsletter.

EDUCATION

THE GEORGE WASHINGTON UNIVERSITY

Washington, DC

Masters of Public Administration

- *Editor, Policy Perspectives Journal*
- *Member, Pi Alpha Alpha MPA Honors Society*

COLBY COLLEGE

Waterville, ME

Bachelor of Arts

BOARD SERVICE

Impact Public Schools (2018 – present) Trustee, Treasurer and co-chair of finance committee, president of the organization’s real estate LLC.

Bertschi School (2012 – present) Trustee, co-chair of strategic planning task force, and member of the finance committee for an independent PK-5 school located in Seattle.

Civic Builders (2013 – 2017) Member, New Markets Tax Credit Advisory Board.

Future Is Now Schools (2011 –2014) Founding board member of non-profit organization that developed innovative schools and galvanized teachers around reform strategies.

St. HOPE Public Schools (2011 –2013) Director and finance committee member of a charter school management organization operating in Sacramento, CA.

SARA MORRIS

5917 11TH AVENUE, NW • SEATTLE, WA 98107 • 206.851.5590 • SARAMO808@YAHOO.COM

PROFESSIONAL EXPERIENCE

2016 – current **OSTARA CONSULTING GROUP**

SEATTLE, WA

Senior Consultant

Provide strategic consulting to non-profits in Washington State, including organizational development, workflow alignment and strategic messaging.

2010 – 2016 **ALLIANCE FOR EDUCATION**

SEATTLE, WA

President & CEO

- Led all aspects of \$5M high-profile education non-profit.
- In concert with 30-member Board of Directors, established vision and strategy for organization.
- Executed strategies aimed at transforming Seattle Public Schools (SPS) into a model urban school district.
- Stewarded organization as independent voice and external catalyst for change.
- Acted as ambassador for public education throughout Seattle.
- Promoted the values of accountability, high expectations, equity and excellence in public education.

Management

- Reported to 30-member board comprised of business, education and civic leaders.
- Managed 15 full-time staff and \$5 million operating budget.
- Oversaw programs, advocacy initiatives and direct investments into Seattle Public Schools.
- Managed relationships with foundations, corporations and individual donors.
- Managed extensive external partnerships including regional Superintendents, elected officials, charter sector leaders, union leaders, University of Washington College of Education faculty and leadership, principals, teachers, parent groups, policy advocates, researchers, and heads of social service organizations.

Program Highlights

- Co-founded nationally recognized Seattle Teacher Residency, preparing teachers (currently 80 and rising) in the medical residency model for sustained success in high-poverty SPS schools. Raised nearly \$3M in challenging fundraising environment.
- Led diverse, cross-city *Our Schools Coalition* to successfully advocate for dramatic, student-centered improvements to the collective bargaining agreement between SPS and teachers' union.
- Initiated and funded multi-year partnership between SPS and the *Urban Schools Human Capital Academy* to supportively redesign SPS' Human Resources functions.

2006 – 2010 **OVP VENTURE PARTNERS**

KIRKLAND, WA

Director of Marketing and Public Relations

- Developed brand positioning & overall marketing strategy for early-stage venture capital firm.
- Built awareness and cohesive brand identity with core constituencies, including entrepreneurs, co-investors, industry leaders, academics and financial media.
- Directed all media relations, including press releases, media interviews and media training.
- Provided counsel to portfolio companies on effective marketing strategies and tactics.

2003-2005 **THE TECHNOLOGY NETWORK (TECHNET)**

SEATTLE, WA

Executive Director, Northwest Operations

- Responsible for launching, developing and managing all TechNet operations in WA, OR & ID.
- Grew membership by more than 250% in under 18 months while holding expenses under budget.
- Worked closely with the CEO's and senior executives of Microsoft, Amazon.com, Madrona Venture Group, Terabeam, Expedia and other northwest companies to advance their public policy agendas.
- Spearheaded numerous internal, organization-building initiatives, including the development and implementation of TechNet's first-ever annual operating plan, the creation of a comprehensive communications plan, a re-crafting of the organizations' mission statement, and a mid-year staff retreat.

- 1999-2002 **AMAZON.COM** SEATTLE, WA
Group Manager, Domestic Marketing
- Developed new cash revenue stream for company partnering with 3rd party advertisers to utilize Amazon.com as media platform.
 - Managed internal team and outside agency.
 - Initiated and developed first-ever annual marketing plan (\$80M budget), coordinating across marketing channels and business units.
- Marketing Manager, Consumer Electronics*
- Grew customer base 230% over 18 months.
 - Developed integrated marketing strategy to acquire new customers. Managed execution across marketing mix, including print, PR, email, online placements, inbox insertions, and direct mail.
 - Managed \$10M co-op marketing program; developed & executed fundraising & expenditure strategy.
 - Managed dotted-line team of 80 people to launch and manage nationwide Sunday circular campaign; grew associated revenues to \$17M in one year.
- 1995-1997 **EURO RSCG TATHAM ADVERTISING CHICAGO, IL** *Senior Research Analyst*
- Directed customer insight efforts and brand development strategies for clients including Procter & Gamble, Kemper Funds and the City of Chicago.
 - Moderated focus groups and conducted quantitative consumer research, including statistical analysis.
- 1996 &
1993-1994 **THE WHITE HOUSE** WASHINGTON, D.C.
Deputy Communications Coordinator for Special Projects, 1996
- Coordinated communications strategy with Clinton/Gore 1996 campaign headquarters and Democratic National Committee in successful re-election campaign.
 - Prepared talking points, issue briefings, and state-by-state accomplishment documents for President for interviews, official events, and campaign events.
 - Selected for debate prep team responsible for preparing briefing books for President and issuing rapid response documents during Presidential debates.
- Communications Analyst, Health Care Reform War Room, 1993-1994*
- Created communications material on President's health care proposal and competing Congressional proposals for President, First Lady, Cabinet members, members of Congress, and surrogate speakers.
- 1994 **U.S. SENATOR HARRIS WOFFORD** WASHINGTON, D.C. & PHILADELPHIA, PA
Campaign Research Analyst
- Researched legislative history of candidate and opponent.
 - Wrote position papers, press releases and copy for radio and television advertisements.

EDUCATION

- 1997-1999 **J.L. KELLOGG GRADUATE SCHOOL OF MANAGEMENT** EVANSTON, IL
MBA, June 1999
 Triple major in marketing, finance & organizational behavior; Dean's List; orientation trip leader.
- 1990-1993 **NORTHWESTERN UNIVERSITY** EVANSTON, IL
Bachelor of Arts, June 1993
 Double major in U.S. history and political science; senior research project on education reform.

-
- HONORS Selected for Northwest Executive Leadership Institute (NELI) 2012; named one of Seattle's "40 Under 40" by the Puget Sound Business Journal 2003
- BOARDS Past Board Chair, Technology Access Foundation
- INTERESTS Travel, hiking, photography, performing arts, dogs
- PERSONAL Married; three daughters in Seattle Public Schools; reside in Seattle's Ballard neighborhood
- REFERENCES Available upon request

- Supporting expansion of district partnerships – particularly in early learning and STEM
 - Developing principal pipeline program in partnership with the University of Washington
 - Redesigning special education program and service delivery model
-

April 2014 – Present

University of Washington – Bothell

Bothell, WA

Adjunct Lecturer – University of Washington’s Leadership Development for Educators (LEDE) Program

- Design learning modules and teach them to aspiring principals
 - Provide ongoing, standards-based feedback
 - Coach candidates into leadership roles
 - Serve as liaison between university and Everett Public Schools
-

July 2007 - June 2012

**Edmonds School District
(19,000 students/34 schools)**

Edmonds, WA

Assistant Superintendent – Student Learning

- Improved overall student performance in core academic areas
 - Designed multi-year professional learning plan to support principal and teacher leadership
 - Facilitated creation of multi-district early learning collaborative funded by the *Bill and Melinda Gates Foundation*
 - Garnered \$3,000,000 to support learning and programs
 - Led community and staff group that designed health and fitness programs districtwide
 - Created extended learning summer programs in both math and language arts
 - Ensured completion of several important district-wide adoptions and associated professional development
 - Led department through nearly \$2,000,000 in budget cuts, while simultaneously improving student achievement
-

Fall 2008 – August 2013

Western Washington University

Seattle, WA

Adjunct Lecturer – Western Washington University’s principal preparation program

- Designed and taught courses in curriculum, instruction and human resources courses over five-year period
 - Coached principals into leadership roles
 - Mentored aspiring principals
 - Provided students routine, standards-based feedback
-

July 2005 – June 2007

Edmonds School District

Edmonds, WA

Principal – Cedar Valley Community School (500 students, K-8)

- Student discipline rates declined by over 300 percent during tenure
 - Student performance in early literacy – focal area – improved dramatically
 - Led closure of ineffective middle school model
 - Led multiple learning initiatives and redesigned classroom structures to support learning
-

July 2002 – July 2005

Edmonds School District

Edmonds, WA

Principal – Beverly Elementary School (575 students, K-6)

- Improved student performance in all core content areas during tenure
 - Designed multi-year school vision entitled, “*The Thread we will Follow*”
 - Dramatically improved community involvement in the school
-

July 1998 – June 2002

Cambrian School District

San Jose, CA

Principal – Farnham Elementary School (450 students, K-5)

- Led school to most improved student performance in the district over final two years as principal
 - Collaborated with community members to create district-wide arts and music programming
 - Raised over \$350,000 for enrichment programs
 - Earned California Distinguished School Award, 1999-2000
 - Named a California Distinguished Principal, 1999-2000
-

July 1997 – June 1998

Redwood City School District

Redwood City, CA

Bilingual 3rd Grade Teacher

- Taught 50 percent of the day in Spanish and 50 percent in English
 - Student performance improved in all core content areas
 - Coached basketball and hockey
 - Dramatically improved parent involvement largely by communicating in Spanish
-

July 1996 – June 1997

Teach For America

New York, NY

Regional Recruiter

- Orchestrated recruitment efforts for 32 campuses nationwide
- Identified over 500 potential candidates for the program
- Selected key members of the 1997 Teach For America Corps
- Reported to Kaya Henderson, current Chancellor of Washington D.C. Public Schools

July 1993 – July 1995

Teach for America

Pasadena, CA

Bilingual 6th Grade Teacher

- Taught 50 percent of the day in Spanish and 50 percent of the day in English
 - Designed project-based curricula
 - Dramatically expanded parent involvement in school programming
 - Coached after-schools sports
 - Launched after-school intervention program
 - Teacher of the Year, 1994-95
-

July 1992 – June 1993

International Language School

Budapest, Hungary

English as a Second Language Instructor

- Designed curriculum and taught English to students age 13-20
 - Led fundraising efforts for the school
-

COMMUNITY SERVICE

2016 – Present

Impact Public Schools

Seattle, WA

Board President

- Serve as thought partner to Jen Wickens, CEO of Impact Public Schools
 - Launching high performing, personalized public charter schools in WA
-

2016 – Present

University of Washington

Seattle, WA

College of Education Board of Ambassadors

- Serve as thought partner to the Mia Tuan, dean of the college
 - Advocate statewide for core programs
 - Build statewide awareness of the mission and vision of the college
-

2013 – Present

University of Washington – Bothell

Bothell, WA

Special Education Advisory Member

- Provide guidance for new special education endorsement program
 - Support expansion of special education programming in the north Puget Sound area
-

2012 - 2015

Northwest Nationals Soccer Club

Lynnwood, WA

Board Member

- Provide strategic and fiscal oversight
 - Currently leading new strategic planning process
-

2012 – Present

Stand for Change

Cambodia

Founder

- Founded organization that raised money to build school in rural Cambodia
 - Built school of 600 students in 2012
-

ACTIVITIES

Endurance athletic events

- Completed *Ironman Canada* in 2012
- Completed six half-ironman distance events from 2010-14
- Created cycling team that raised \$35,000 for MS over four years
- Participated in over 25 endurance events from 2010-15

Travel

- Completed two service projects in Cameroon, Africa in 2008 and 2010
 - Spent two summers in Costa Rica learning Spanish and taking travelers on tours
 - Lived, and taught English, in Budapest, Hungary (1992-93)
 - Studied for a semester in Madrid, Spain (1987-88)
 - Have travelled to Europe, Canada, South America, Central America, Africa, and 42 of the 50 states in the United States of America
-

REFERENCES

Michelle Culver
Executive Vice President
Teach For America
Michelle.culver@teachforamerica.org

Dr. Gary Cohn, Superintendent
Everett Public Schools
Everett, WA
gcohn@everettsd.org

Dr. Monte Bridges, Consultant/Lecturer – University of Washington
bridges.monte@me.com

Dr. Michael Copland, Deputy Superintendent
Bellingham Public Schools
Bellingham, WA
Michael.copland@bellingshamschools.org

Dr. Nick Brossoit, Superintendent
Edmonds School District
Lynnwood, WA
brossoitn@edmonds.wednet.edu

Dr. Brad Portin, Dean – School of Education
University of Washington, Bothell
bportin@uw.edu

Dr. Brian Benzel – Retired superintendent of Edmonds and Spokane
brianbenzel@msn.com

Dr. Kyle Kinoshita – Executive Director, Teaching and Learning
Marysville School District
Marysville, WA
Kyle_kinoshita@msvl.k12.wa.us

Jodi Haavig – Program Director
Bill and Melinda Gates Foundation
Seattle, WA
Jodi.haavig@gatesfoundation.org

Dr. Barry Groves – retired superintendent
Mountain View-Los Altos School District
Mountain View, CA
brgroves@gmail.com

PATRICK B. METHVIN

1602 10th Ave W

Seattle, WA

215.983.6368

Patrick.methvin@gatesfoundation.org

EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

MBA in Strategic Management

- Wharton Leadership Fellow, Leadership Venture Fellow

MS in Educational Leadership

- Education Industry Club Co-President

Philadelphia, PA

2004-2006

UNIVERSITY OF NORTH CAROLINA

Bachelor of Arts with Distinction in Economics and Political Science

- Morehead Scholarship (4-year full scholarship based on academic achievement, leadership, athletic excellence and character), Honors Program, Dean's List, Order of the Grail-Valkyries, *President*, Order of Omega

Chapel Hill, NC

1997-2001

RELEVANT EXPERIENCE

BILL & MELINDA GATES FOUNDATION

Deputy Director -Postsecondary Success

Seattle, WA

2013-present

Leads the team that is responsible for scaling innovations, including wholly new education and business models that have been proven at enterprise scale to help achieve a more student-centric, effective, efficient and value driven approach to higher education

Specific investment portfolios include:

- Higher Education improvement networks
- Student-centered pathways design and scaling
- Developmental Education redesign
- Data infrastructure and use
- PreK-16 education pipelines

THE BOSTON CONSULTING GROUP

Principal (2010-2013)

Project Leader (2008-2010)

Consultant (2004-2007, including 2-year sponsorship to attend Wharton Business School)

Associate (2001-2003)

Leadership Roles- Recruiting Director for ATL/MIA; Office node for Social Impact, BCG leadership team member for Education, Public Sector and Consumer Goods Practices

Atlanta, GA

2001-2013

Recipient- BCG Award for Intellectual Leadership, Rising Star Award for Consumer Practice, Recruiting excellence award

Relevant Project experience:

Organizational redesign for a state department of public instruction

- Co-created vision for new DPI mission (to add value to educational system through rigorous analysis and educator support/ training)
- Identified 40% operational inefficiency (fed compliance checks, etc) and repurposed resources to new mission
- Led process and technology changes to enable increased efficiency and execution of new mission

3 year strategic plan for a non profit school development organization

- Analyzed "business model" (i.e. funding sources, expenditure trends, efficacy, etc) and identified unsustainable nature of existing model
- Repositioned delivery model to maximize areas of comparative advantage while minimizing costs (thus ensuring model sustainability for foreseeable future)

Business model development effort for a major 4 year college

- Identified significant future funding short-fall (due to decreased state/ federal funds)
- Developed new financial plans (including revenue generation and cost reduction opportunities) that would ensure sustainability through next 5 year planning cycle
- Specifically addressed role of online programs (including MOOC) in both undergraduate and graduate studies

Resourcing approach/ model for a philanthropic foundation to optimize impact across 20+ strategy teams

- Identified key resource drivers common across highly divergent strategies (e.g. engagement models, etc)
- Developed analytical tool for predicting resource needs given key strategy characteristics
- Socialized approach throughout foundation (across CEO, Presidents, Directors, etc) to begin integrating components into their strategic planning

Strategic planning offsite for a state Board of Education

- Planned and facilitated 2-day offsite (including both closed and public sessions) for Board members with variety of backgrounds (e.g. only 50% with true education experience)
- Leveraged offsite input/ decisions to scope key objectives/ goals for State Superintendent of Education

Federal stimulus proposal development for a state education agency

- Developed engagement model (plenary meetings, sub-committees, town halls, email/ video communications, etc) for broad spectrum of participants (including politicians, educators, administrators, community leaders, etc)
- Brokered compromises on key topics such as educator appraisal, technology use, resource allocation
- Supported final proposal writing and (winning) presentation to Federal government

System-wide strategy for a \$1.5B non-profit hospital system

- Developed plan to increase service to surrounding population while maintaining economic viability
- Addressed national healthcare provider trends as well as federal policies (EHR meaningful use, etc)

Organizational redesign to increase corporate efficiency and employee engagement in a 90K person corporation

- Redesigned business model to improve product/ offering development and focus on customers
- Increased managerial spans of control to reduce layers of management by 40%
- Created \$4B in market cap value increase over the course of the 7 month effort (75% above S&P)

Brand strategy creation, implementation, and marketing launch for major US consumer goods company

- Shaped emotional, functional and technical attributes of new brand
- Led brand revitalization efforts in two major divisions comprised of 20,000 employees

Nautica Sportswear -*Special Advisor to the President and CEO*

- Evaluated business growth opportunities across categories
- Eliminated underperforming athletic-wear line

**New York, NY
2005**

Mckinsey & Company – *Summer analyst*

**Atlanta, GA
1999**

ADDITIONAL INFORMATION

Chairman of the Advisory Board, KIPP WAYS Academy (A leading charter school in Atlanta)

Supported expansion of KIPP network while maintaining performance of original KIPP ATL School

INTERESTS: West African percussion, soccer, downhill skiing, mountaineering, tennis

LANGUAGES: Intermediate Spanish and Italian

Tatiana Epanchin-Troyan
tepanchin@gmail.com
510.388.7925

EDUCATION

M.Ed. California State University, East Bay / New Leaders for New Schools
Educational Leadership

M.S.W. California State University, Sacramento
Community Organizing, Planning, Administration

B.A. University of California, Santa Barbara
Sociology

PROFESSIONAL EXPERIENCE

2017-
Present ***Co-Founder: Catalyst Public Schools***
Designer of Catalyst Public Schools, a new and innovative network of charter schools launching in Kitsap County in the fall of 2020.

2016-
Present ***Co-Founder and Head of Program: School Leader Lab***
Design, develop and deliver programming to school leaders across the school site leadership trajectory: teacher leader through principal manager to build leadership capacity and to create retention strategy across the DC charter sector

- Build and author business and content program from creation through launch
- Design and develop the leadership program as it aligns to instructional leadership in partnership with Relay GSE
- Construct and facilitate Learning Labs for deep and authentic practice opportunities for school leaders
- Coach school leaders in instructional and adaptive leadership challenges bi-weekly
- Own and codify learning for the organization as pertains to Diversity, Equity and Inclusiveness

2014-2015 ***Senior Vice President: Regional Operations, Teach For America***
Provided critical strategic and operations support on the fiscal, academic, teaching, and leadership outcomes of 8 regions across the United States to ensure that educational inequities are addressed

- Oversaw and approved development plans and fiscal year budgeting for the regions
- Managed and coached executive directors and their regional leadership teams on culture, financials, adaptive leadership, data-driven decision making, action planning, work stream execution
- Built relationships with local boards, community members, and TFA Alumni and Corps Members
- Synthesized, analyzed, and managed data from multiple national teams ; collaborated with national team members in support of regions
Participated on TFA's operating committee to develop the strategic plan for the organization

2010-2014

Superintendent: Bay Area, Aspire Public Schools

Responsible for the academic, logistic, and fiscal results of 10 schools in Oakland and East Palo Alto

- Member of Aspire Public Schools' Senior Leadership Team
- Created and disseminated professional development centered on equity for Senior Leadership Team, Principals, Directors, Lead Teachers and 37 schools. As Aspire's Equity Priority Owner, these efforts promoted and increased the retention of a diverse and culturally competent work force to better meet the needs of our diverse student body, and to more competently serve in the areas we have presence. Modeled and promoted using an equity lens when considering data, patterns, issues of access and equity for students.
- Selected, developed and evaluated 13 principals, 2-4 resident principals; developed and supported 45-50 lead teachers in their roles as instructional leaders and site managers to ensure high quality implementation of instruction and service.
- Determined cultural, staffing, financial and academic priorities for the 10 school regions and managed the regional office team to achieve deliverables.
- Managed the opening of new schools in the region including all operations, from charter petition to first day (procurement, hiring, contracts, student recruitment, and principal capacity building).
- Cultivated and maintained relationships with local district officials and community leaders to further Aspire and individual school goals within four charter authorizing districts including collaborations on literacy, best practices and teacher effectiveness.
- Collaborated with University of California faculty to provide strategic leadership to Cal Prep.
- Defended existing and new charter petitions through renewal/approval process at district and county levels: 100% success rate: 7 renewals; 2 new charters

2009-2010

Founding Principal: Aspire ERES Academy, Aspire Public Schools

Principal and instructional leader to ensure academic growth of 220 students grades K- 8 (100% students of color, 95% free/reduced lunch, 90% ELL)

- Academic Performance Index Point growth from 2009-2010: 101 points (state average in same time period: 13 points)
- Projected resource needs and hired 100% of staff and faculty for schools in partnership with families and the community; 90% of staff and faculty retained through year two.
- Planned and executed all professional development for staff and teaching faculty .
- Established school wide systems and traditions for culture including that of student, faculty, and family; 93% of families stated that they would give the school an A or B and 95% of families stated that they would recommend the school to family or friends.
- Partnered with departments within Aspire Public Schools, Dolores Huerta Learning Academy, and Oakland Unified School District to ensure smooth transition from the existing charter school to a new charter school.
- Fostered the practice of using various data to drive instruction and create a culture of continuous improvement.

2005-2009

Principal: Aspire Monarch Academy, Aspire Public Schools

Principal and instructional leader at an Aspire Public School, located in East Oakland, serving 352 students (100% students of color, 95% free/reduced lunch, 80% ELL)

- Academic Performance Index Point growth from 2005 – 2008: 150 points (state average in same time period: 46 points)
- Served as Mentor Principal for New Leaders for New Schools, 2008-2009
- National Title 1 award recipient: strongest gains in closing the achievement gap in the state of California, 2007.
- Planned and led all professional development for staff and teaching faculty
- Developed and implemented interim assessments to ensure constant improvement
- Designed and implemented systems to use data to drive instruction and a cycle of continuous improvement in the school.

2004-2005

New Leaders for New Schools Fellow and Principal Resident: Aspire Lionel Wilson College Preparatory Academy, Aspire Public Schools

Administrator and instructional leader at Wilson Prep, located in East Oakland, serving approximately 450 Latino and African American students in grades 6 – 12

- Observed and coached teachers toward mastery across the grades in all areas of curriculum
- Created and implemented professional development for high school literacy
- Managed data collection and analysis for various metrics to inform improvement efforts developed in collaboration with staff, students, and families
- Led math team and fulfilled lead educator responsibilities for team of mathematics educators
- Modeled teaching strategies and Aspire Guidelines for teachers in their classes
- Communicated with students and families about policy, college, discipline, and social pragmatics
- Coordinated and scheduled school-wide testing, Saturday Schools, Exhibitions, 8th grade promotion, celebrations, and school events

2001-2004

Middle School Teacher and Founding Lead Teacher: Aspire Monarch Academy and Lionel Wilson College Preparatory Academy, Aspire Public Schools

Founding Lead Teacher and model classroom in a new Aspire Public School, Lionel Wilson College Preparatory Academy serving students grades 6 – 12

- Facilitated the collaboration of the middle school Humanities teachers
- Observed and coached teachers in middle school Humanities
- Wrote policy, school-wide rubrics, and family communication for the school
- Developed school-wide exhibitions protocols and implementation
- Taught 6th & 7th grade Humanities, Challenge class, Entrepreneurship and Advisory
- Modeled lessons providing examples of differentiation and EL strategy

- 1997-2001 ***Family Preservation Therapist: Families First, Inc.***
 Worked on intensive family preservation cases and provided in-home services to families involved with Probation and Social Services in Contra Costa County
- Provided in-home services to families
 - Supervised support counselors assigned to cases
 - Managed referrals of children and their families to non-profit agencies throughout Contra Costa and Alameda Counties
 - Created and implemented a variety of safety plans for members of client families
 - Provided crisis management to children and families, conducted needs assessment
 - Advocated for children and families in court, schools, and therapeutic institutions and oversaw reunification and visitation
 - Authored reports for Contra Costa County court and probation systems
-
- 1996- 1997 ***Coordinator: October 9th Organizing Committee***
 Coordinated activities and secured speakers, including Howard Zinn and Ronald Takaki, for a series of conferences, information sessions, and rallies created to stop Proposition 209 and to support continuation of Affirmative Action in California
- Organized and managed a series of conferences around Affirmative Action, gender, and diversity on the CSUS campus including set-up and maintenance of publicity
 - Created and managed database of event participants and public relations activities
 - Co-authored a procedure manual for organizing on the CSU campus
-
- 1993–1995 ***Teach for America Corps Member: Middle School Teacher (English, History, Special Education 6th, 7th, 8th grades): Orleans Parish and Jefferson Parish, LA***

CREDENTIALS

Residency Administrator Principal WA	527570F
Residency Elementary Teacher WA	527570F
Administrative Services CLEAR Credential CA	140060856
Multiple Subject CLEAR Teaching Credential CA	123206484

CONTRACTS and BOARD MEMBERSHIP

- 1/2017-present *Impact Public Schools- Founding Board Member*
- Advise and provide charter, school leadership, and academic program expertise
- 8/2017-present *LA College Ready Alliance- Leadership Coach*
- Mentor and coach 8 aspiring principals and principals for charter network in LA
- Relay Graduate School of Education: NPAF / NPSA Advisor*
- Evaluate and give feedback on instructional and school culture assessments for school leaders across the country enrolled in Relay’s programming
- 10/2016-5/2017 *Educate 78- Leadership Coach*
- Mentor and coach a School Design Fellow
- 8/2014 – 6/2017 *University of Washington, Danforth School of Education Advocate*
- Mentor and advocate for principal interns as they earn School Leadership Credentials
- 3/2013-6/2016 *One Purpose Charter School- Advisory Board Member*
- Consulted on educational program for charter petition as it is authored
- 3/2013-6/2014 *Startup:Education- Independent Contractor*
- Advised and provided expertise around the charter landscape in the Bay Area – and educational equity, school operation and impact
 - Shared expertise on vulnerable children / foster care, curriculum and instruction, political landscape of starting a charter, etc.
- 8/2010-6/2011 *School Leaders Network- Facilitator*
- Facilitated a School Leaders Network in Oakland, CA for principals serving students in Oakland Unified School District and in local charter schools

MEMBERSHIPS, AWARDS, PUBLICATIONS and PRESENTATIONS

- 2016-17
2015 **Relay Graduate School of Education:** Leverage Leadership Institute Fellow
Darwish, Elise and Epanchin, Tatiana: **Achieving College Dreams: The Face of Opportunity**; Oxford University Press (2016) Chapter 16 From Parallel Tracks to Intertwined Efforts.
- 2014 **Aspen Institute Faculty Contributor-**
Principled Leadership: Understanding the Work and Impact of Effective Public School Principals
- 2009 **Rainwater Leadership Alliance-**
A convergence of thought leaders examining principal preparation programs and the roles they play in reforming education across the country
EPIC Award

- 2009 Effective Practice Incentive Community Silver Gains grant recipient
- 2008 **ASCD Whole Child Pod Cast Participant-**
 “How Urban Schools Work Beyond the Boundaries of Social and Economic Conditions”
- 2008 **EPIC Award**
 Effective Practice Incentive Community Gold Gains grant recipient
- 2008 **NAESP: *Diverse Learning Communities Today-***
 “Monarch Academy, an Urban School Where All Students Achieve”
- 2007 **National Title I Award**
 Making the most progress in the state to decrease the achievement gap in California
- 2007 **Teach For America Alumni Summit Presenter-**
 “Leading the Bay Area's Best Schools: Lessons Learned From Some of the Top Performing Schools that Serve Low-income and Minority Children”
- 2007 **Title I National Conference Presenter-**
 “Distinguished School Leader Panel: Principal Leadership”

Spanish, *Proficient Speaker*

Todd Meldahl

todd.meldahl@kbcadvisors.com

PROFESSIONAL EXPERIENCE

KBC Advisors, Seattle, WA

Founding Partner (October 2016 – Present)

- With over 18 years of real estate experience and deep expertise in Ecommerce, datacenters, and industrial sites, provides in-depth services in the following areas: Brokerage, Site Selection, Labor Analytics, Local and State Incentive Programs.
- Develops complex strategies with a cross section of leadership teams to create optimum real estate solutions for clients.

Cushman & Wakefield, Seattle, WA

Executive Director- Commerce Real Estate Solutions (December 2007 – September 2016)

- Managed all aspects of the Commerce Real Estate Solutions department including Site Selection, Labor Analytics, Mission Critical Planning, Advanced Financial Analysis, Portfolio Planning, Lease Negotiations, and Brokerage.
- Created strategic plans to deliver optimal space solutions for clients in transactions that valued in excess of \$7B domestically and abroad.

Trammel Crow Company, Seattle, WA

Senior Associate (September 2002 – September 2007)

- Oversaw all aspects of the financial modeling/underwriting of prospective developments and acquisitions including preparation of investment committee approval packages, participation in presentation of opportunities, and completion of financial due diligence.
 - Served as asset manager for stabilized projects in business unit, responsible for preparing property operating and capital budgets and overseeing implementation of property business plans.
 - Manages asset management system data and information for the business unit.
-

EDUCATION & CREDENTIALS

Washington State University, Seattle, WA

Bachelor of Science in Mechanical Engineering, 2000

PERSONAL INTERESTS

- Mountain biking, skiing, curling, fashion, and various forms of rhythmic dancing.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 15 (Section 16): Background Check Certification

Contents:

- Board Chair Signed Initial Background Check Certification Form



INITIAL BACKGROUND CHECK CERTIFICATION

As the duly authorized representative of the Impact Public Schools, I certify that the background check verification process has been initiated for each board member and school leader and will be completed within the timetables set forth in the Sample Contract: Attachment 1 Pre-Opening Process and Conditions.

I also acknowledge that this is an ongoing obligation and if there is a change in board membership or school leadership the background check verification process must be immediately initiated to ensure compliance with our obligations as a charter public school applicant.

Signed and dated this November 2, 2018 in Tukwila, Washington, under penalty of perjury.

Impact Public Schools
 NAME OF SCHOOL

Sara Morris
 SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

11/2/18
 DATE

Sara Morris
 NAME OF DULY AUTHORIZED REPRESENTATIVE



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 16 (Section 16): Code of Ethics and Conflict of Interest

Contents:

- Impact Public Schools' Board of Ethics and Conflict of Interest Policy

CONFLICT OF INTEREST POLICY OF IMPACT PUBLIC SCHOOLS

ARTICLE I PURPOSE

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

ARTICLE II DEFINITIONS

1. Interested Person

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

2. Financial Interest

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

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

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

ARTICLE III PROCEDURES

1. Duty to Disclose

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

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

ARTICLE IV RECORDS OF PROCEEDINGS

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

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

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

ARTICLE V COMPENSATION

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

ARTICLE VI ACKNOWLEDGMENT

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

ARTICLE VII PERIODIC REVIEWS

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

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

**ARTICLE VIII
USE OF OUTSIDE EXPERTS**

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

(Signature page to Acknowledgment follows)

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

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

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

Name: Tony Byrd
Position: Secretary

**IMPACT PUBLIC SCHOOLS
CODE OF ETHICS
FOR
BOARD OF DIRECTORS, OFFICERS, EMPLOYEES AND VOLUNTEERS**

The Board of Directors (the "*Board of Directors*") of Impact Public Schools, a Washington nonprofit corporation ("*IPS*") recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and its staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of established educational goals.

Therefore, every officer, employee and volunteer, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of ethics (the "*Code*");

1. **Gifts.** An officer, employee, volunteer or director shall not directly or indirectly solicit any gifts; nor shall an officer, employee, volunteer or director accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a rolling twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality or promise, or any other form, if it could be reasonably inferred that the gift was intended to influence the recipient in her or his performance of his or her official duties or was intended as a reward for any official action on the recipient's part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to employees and volunteers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential Information.** An officer, employee, volunteer or director shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board of Directors held in accordance with RCW 42.30.110, whether such information is deemed confidential or not.
3. **Representation before the Board.** An officer, employee, volunteer or director shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Directors, unless specifically approved according to IPS's Conflicts of Interest Policy.
4. **Representation before the Board for a contingent fee.** An officer, employee, volunteer or directors shall not receive or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Board of Directors, whereby the compensation is to be dependent or contingent upon any action by IPS with respect to such matter, provided that this paragraph 4 shall not prohibit the establishment of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board.** A member of the Board of Directors, an officer, an employee or a volunteer of IPS, whether paid or unpaid, who participated in the discussion or provides official opinion to the Board of Directors on any matter before the Board of Directors shall publically disclose on the official record the nature and extent of any direct or indirect financial or private interest her or she has in such matter. Any director shall also adhere to the Conflicts of Interest Policy adopted by IPS.
6. **Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
7. **Private employment.** An officer, employee, volunteer or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties for IPS.
8. **Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with IPS, appear before the Board of Directors or any panel or committee of the Board of Directors, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with IPS or that was under his or her active consideration.

Distribution and Acknowledgment of Code of Ethics

The Chief Executive Officer of IPS shall cause a copy of this Code to be distributed to every officer, employee, volunteer and director of IPS, and each such party shall sign the Acknowledgment of Code of Ethics in substantially the form attached hereto as Exhibit A (the "*Acknowledgment*"). Each officer, employee, volunteer and director elected or appointed thereafter shall be furnished a copy and sign the Acknowledgment before entering upon the duties of his or her office or position.

Penalties

In addition to any penalties contained in any other provision of law, any person who shall knowingly and intentionally violate any provision of this Code may be fined, suspended or removed from office, employment, volunteer position or as a director, as the case may be, in the manner provided by law and IPS governing documents.

IMPACT PUBLIC SCHOOLS
(a Washington Nonprofit Corporation)

**CONSENT IN LIEU
OF
SPECIAL MEETING OF INCORPORATOR**

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole incorporator named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), by this instrument in lieu of a special meeting of the incorporator of the Corporation, consents to the adoption of the following resolution:

Appointment of Initial Board of Directors

RESOLVED, that Tony Byrd is hereby appointed to serve as the initial director of the Corporation until his successor is elected and qualified, or until his earlier resignation, death or removal.

EXECUTED as of October 4, 2016.

Jennie Wickens

Jennie Wickens
Incorporator

IMPACT PUBLIC SCHOOLS

**CONSENT IN LIEU
OF
ORGANIZATIONAL MEETING OF BOARD OF DIRECTORS**

Pursuant to the Washington Nonprofit Corporation Act, the undersigned, being the sole director named in the Articles of Incorporation of Impact Public Schools, a Washington nonprofit corporation (the "*Corporation*"), filed on October 4, 2016 (the "*Articles*"), by this instrument in lieu of an organizational meeting of the board of directors of the Corporation (the "*Board*"), consent to the adoption of the following resolutions and direct the Secretary of the Corporation to include a copy of this consent in the minute book of the Corporation:

Adoption of Bylaws

RESOLVED, that the bylaws of the Corporation, in substantially the form attached hereto as Exhibit A (the "*Bylaws*"), are hereby authorized, approved, ratified, and confirmed in all respects.

FURTHER RESOLVED, that the Secretary of the Corporation is directed to sign, date and file such Bylaws in the minute book of the Corporation.

Election of Officers

RESOLVED, that the following persons are hereby elected to the office appearing opposite their respective names to serve until their respective successors are elected and qualified or their earlier resignation, death or removal:

Chief Executive Officer:	Jennie Wickens
President:	Jennie Wickens
Vice President:	Jennie Wickens
Secretary:	Tony Byrd
Treasurer:	Jennie Wickens

Amendment and Restatement of Articles of Incorporation

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend and restate its Articles of Incorporation, at set forth in: (a) the Articles of Amendment to the Articles of Incorporation, in substantially the form attached hereto as Exhibit B-1 (the "*Articles of Amendment*"); and (b) the Restated Articles of Incorporation, in substantially the form attached hereto as Exhibit B-2 (the "*Restated Articles*," and together with the "*Articles of Amendment*", the "*Amended and Restated Articles*").

RESOLVED, that the Amended and Restated Articles are hereby authorized, approved, ratified, and confirmed in all respects.

{03190192.DOC;1 }

RESOLVED FURTHER, that the officers of the Company are authorized and empowered to execute the Amended and Restated Articles and take all such action as such officers deem necessary or advisable to file the Amended and Restated Articles with the Washington Secretary of State and to cause the Amended and Restated Articles to become effective.

RESOLVED FURTHER, that, at any time prior to the effectiveness of the filing of the Amended and Restated Articles with the Washington Secretary of State, the officers of the Company may abandon such proposed amendment and restatement if they deem it necessary and proper.

Tax Exempt Status Qualification

RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel as they may choose, to apply for a determination under the Internal Revenue Code that the organization is qualified for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized at their discretion to proceed, with the assistance of such legal and accounting counsel of their choice, to take such actions as are necessary to execute and file Form 1023 with the Internal Revenue Service.

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, authorized to make such other application under any federal, state or local laws as may be required or desirable to achieve recognition of tax-exempt status of the Corporation, and to make such filings as are necessary or desirable for the initial operation of the Corporation.

Conflict of Interest Policy

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a conflict of interest policy in substantially the form attached hereto as Exhibit C (the "*Conflict of Interest Policy*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Conflict of Interest policy.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Conflict of Interest Policy to each officer and director and obtaining from each officer and director an acknowledgment of the Conflict of Interest Policy.

Code of Ethics

WHEREAS, the Board has determined that it is in the best interest of the Corporation to adopt a code of ethics in substantially the form attached hereto as Exhibit D (the "*Code of Ethics*").

RESOLVED, that the Board hereby authorizes, approves, ratifies, and confirms the Code of Ethics.

FURTHER RESOLVED, that the officers of the Corporation are hereby authorized and directed to take any and all action necessary to effect the intent of the foregoing resolution, including, but not limited to, providing a copy of the Code of Ethics to each officer, director, employee, and volunteer of the Corporation and to obtain from each of them an acknowledgment of the Code of Ethics.

Designation of Depository

RESOLVED, that each of the officers is hereby authorized to establish, close, and re-establish such banking accounts and other banking relationships as they deem advisable, at any time and from time to time, at such institutions as they select, in their sole discretion.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to execute, in the name of and on behalf of the Corporation, any form of authorization of corporate signatures or signature card required by any such institution in order to establish such accounts.

FURTHER RESOLVED, that any officer of the Company is hereby authorized to cause to be deposited, from time to time, in such accounts with any such depository, such funds of the Corporation as they deem necessary or advisable, and to designate or change the designation of the officer or officers or agent or agents of the Corporation authorized to make such deposits and to endorse checks, drafts and other instruments for deposit.

FURTHER RESOLVED, that all form resolutions required by any such depository be, and they hereby are, adopted in such form used by such depository, and an authorized officer is hereby (a) authorized to certify such resolutions as having been adopted by this Consent and (b) directed to insert a copy of any such form resolutions in the minute book immediately following this Consent.

Signing Authority of Officers

RESOLVED, that until further action of the Board, any officer of the Corporation is hereby authorized to enter into, execute, and deliver, in the name of and on behalf of the Corporation, any contract, agreement, lease, deed, conveyance, or other instrument that he may deem necessary or desirable in connection with the business of the Corporation.

Incorporation Expenses

RESOLVED, that the officers of the Corporation are hereby authorized and directed to pay the expenses of the incorporation and organization of the Corporation, including attorneys' fees and accounting fees incurred in the incorporation process.

Additional Filings

RESOLVED, that the appropriate officers of the Corporation are, and each of them is, authorized and directed, for and on behalf the Corporation, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as such officer deems necessary or advisable in order to obtain such licenses, authorizations and permits as are necessary or desirable for the Corporation's business, including all steps necessary for the Corporation to comply with local, state, and federal tax laws and other applicable state and federal laws; and

FURTHER RESOLVED, that the officers of the Corporation are, and each of them is, directed to file all reports and returns required by the office of the Secretary of State of the State of Washington and the Internal Revenue Service.

Omnibus Resolution

RESOLVED, that the officers of the Corporation be, and they hereby individually are, authorized and empowered on behalf of the Corporation to do and perform all such further acts and things and to execute and deliver all such further agreements, documents, notices, certificates, schedules, exhibits, contracts, notes, instruments or other papers, and to make all such payments as they may in their sole and absolute discretion deem necessary or appropriate to carry out, comply with and effectuate the purposes and intent of the foregoing resolutions and the transactions contemplated thereby.

FURTHER RESOLVED, that all acts of any officer of the Corporation heretofore taken in connection with the transactions contemplated by the foregoing resolutions be, and they hereby are, in all respects, approved, adopted and ratified in all respects.

[Signature page follows]

This action by written consent shall be effective as of the date set forth below. Any copy, facsimile or other reliable reproduction of this action by written consent may be substituted or used in lieu of the original writing for any and all purposes for which the original writing could be used.

SOLE DIRECTOR:

Dated: October 12, 2016

DocuSigned by:
Tony Byrd
24642A5C290C436...

Tony Byrd



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 17 (Section 19): MOUs and Partnership Documentation

Contents:

- Verification of Meeting with Dr. Damien Pattenau, Superintendent of Renton Public Schools
- Email Outreach from Jen Wickens (CEO) to Superintendent Juneau, Sarah Pritchett and Clover Codd of Seattle Public Schools
- Email Outreach from Jen Wickens (CEO) to Betty Patu, District 7 representative on the Seattle Public Schools Board of Directors



Alexandra Friedeman <afriedeman@impactps.org>

Fwd: Mtg. with Dr. Pattenaude and Jen Wickens

1 message

Jen Wickens <jwickens@impactps.org>
To: afriedeman@impactps.org

Thu, Feb 21, 2019 at 11:07 AM

Please add this to district partnership section (if attachments are allowed). If not can reference there and add to community engagement section. Thanks.

Begin forwarded message:

From: Damien Pattenaude <Damien.Pattenaude@rentonschools.us>
Date: February 21, 2019 at 11:01:11 AM PST
To: Jen Wickens <jwickens@impactps.org>
Subject: Mtg. with Dr. Pattenaude and Jen Wickens

Your meeting is confirmed with Dr. Pattenaude for Wednesday, February 27th at 3:00 PM.

As you arrive, there is parking in the front of the building. Sign in at the front desk and let them know you have an appointment with the Superintendent and we will come get down to get you.

If you are unable to make this appointment, please call 425.204.2340.

Thank you,

Sandy Dolph

Executive Assistant to the Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

425.204.2340 | 425.204.2456 | sandra.dolph@rentonschools.us

----- Forwarded message -----

From: Jen Wickens <jwickens@impactps.org>

To: "Sandra (Sandy) Dolph" <sandra.dolph@rentonschools.us>

Cc: Damien Pattenaude <Damien.Pattenaude@rentonschools.us>, Alexandra Friedeman <afriedeman@impactps.org>, Baionne Coleman <bcoleman@impactps.org>

Bcc:

Date: Thu, 21 Feb 2019 18:02:05 +0000

Subject: Re: Impact Public Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Wednesday, Feb 27 at 3pm works well. Looking forward to it.

On Feb 21, 2019, at 8:55 AM, Sandra (Sandy) Dolph <sandra.dolph@rentonschools.us> wrote:

Hello Ms. Wickens,

Here are some dates and times that Dr. Pattenaude would be available to meet with you next week.

Wed. Feb. 27th at 1 or 3 PM

Fri. Mar 1 at 1 or 2 PM

Please let me know if any will work for your schedule.

Thank you,

Sandy Dolph

Executive Assistant to the Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ sandra.dolph@rentonschools.us

From: Jen Wickens <jwickens@impactps.org>
Sent: Saturday, February 16, 2019 8:27 AM
To: Damien Pattenaude <Damien.Pattenaude@rentonschools.us>
Cc: Alexandra Friedeman <afriedeman@impactps.org>; Baionne Coleman <bcoleman@impactps.org>; Sandra (Sandy) Dolph <sandra.dolph@rentonschools.us>
Subject: Re: Impact Public Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Thank you. Sandy, please let us know what dates work. We look forward to meeting with you.

On Feb 15, 2019, at 9:10 PM, Damien Pattenaude <Damien.Pattenaude@rentonschools.us> wrote:

Good Evening, Ms. Wickens,

Thank you for your e-mail. While I am unavailable the week of the 18th, Sandy Dolph (who I have Cc'd) will work with you to see if there is a date and time during the week of the 25th for us to meet. Thanks, again.

Damien

Dr. Damien Pattenaude

Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ damien.pattenaude@rentonschools.us

From: Jen Wickens [<mailto:jwickens@impactps.org>]
Sent: Friday, February 15, 2019 10:52 AM
To: Damien Pattenaude <Damien.Pattenaude@rentonschools.us>
Cc: Alexandra Friedeman <afriedeman@impactps.org>; Baionne Coleman <bcoleman@impactps.org>
Subject: Impact Public Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Hello, Superintendent Pattenaude:

I hope this find you well.

Impact Public Schools is the first homegrown public charter school network in Washington state. Our model currently serves elementary (K-5) students. Our first school opened in Tukwila in August 2018 to a very diverse population. Due to the demand we see at our first school and the strength of our team, we are in the process of building our second school in the South Puget Sound region. One of the facilities we are considering is in Renton. We would love the opportunity to talk with you about your work in serving Renton elementary students, enrollment patterns and potential partnerships.

Please let me know if you're free to meet during the week of Feb 18th or 25th.

Many thanks,

Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | C: 206.747.0599

www.impactps.org

Follow us!



2 attachments

 **mime-attachment.ics**
3K

 **mime-attachment**
39K

From: **Jen Wickens** <jwickens@impactps.org>

Date: Sun, Feb 10, 2019 at 6:06 PM

Subject: Impact Public Schools

To: <sjpritchett@seattleschools.org>, <superintendent@seattleschools.org>, <clcodd@seattleschools.org>

Cc: Kristen McCaw <kmccaw@impactps.org>, Baionne Coleman <bcoleman@impactps.org>

Hello, Superintendent Juneau, Clover and Sarah:

I hope this find you well.

Impact Public Schools is the first homegrown public charter school network in Washington state. Our model currently serves elementary (K-5) students. Our first school opened in Tukwila in August 2018 to a very diverse population. Due to the demand we see at our first school and the strength of our team, we are in the process of building our second school in the South Puget Sound region. One of the facilities we are considering is in Seattle. We would love the opportunity to talk with you about your work in serving Seattle elementary students, enrollment patterns and potential partnerships.

Please let me know if you're free to meet during the week of Feb 18th or 25th.

Many thanks,
Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

[3438 S. 148th Street | Tukwila, WA 98168](#)

O: 206.712.7640 | C: 206.747.0599

www.impactps.org

Follow us!



From: **Jen Wickens** <jwickens@impactps.org>

Date: Thu, Feb 21, 2019 at 1:11 PM

Subject: Reconnecting - Impact Public Schools

To: <betty.patu@seattleschools.org>

Hi Betty:

I hope this finds you well. It has been awhile since I've seen you and I would love to catch up.

After launching Summit Public Schools in WA, I'm now committed to launching public elementary (K-5) charter options for families across WA as the CEO of Impact Public Schools. Our first school, Impact | Puget Sound Elementary opened in August 2018 in Tukwila. Our first school is thriving and we have a large wait-list, so we are currently researching locations for our second school (to meet the high parent/guardian demand we're experiencing).

I would love the opportunity to meet with you and other members of the Seattle Public Schools school board to discuss Seattle's needs and to collect your feedback on our model. Please let me know when you might be available to meet next week and I would be happy to come to you.

Sending my best to you,

Jen



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 18 (Section 20): ESP Contract Term Sheet

Contents:

- Education Service Providers (ESP) Contract Term Sheets

Attachment 18: Education Service Providers (ESP) Contract Term Sheets

Attachment 18 is not applicable. Impact | Salish Sea Elementary will not contract with any Educational Service Providers (ESPs).



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 19 (Section 21): Staffing Chart

Contents:

- Impact | SSE Staffing Chart (Commission Template)

STAFFING CHART

Directions: Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal of Operations	1	1	1	1	1	1
Dean of Student Supports	0	1	1	1	1	1
School Manager (Operations Support)	1	1	1	1	1	1
Special Education teacher	1	1	1	1	1	1
Grade Level Team Leads (Classroom Teachers - Core Subjects)	3	4	5	6	7	7
Lead Teachers (Classroom Teachers - Core Subjects)	3	5	7	9	11	11
Teachers (Classroom Teachers - Core Subjects)	3	3	3	3	2	2
Teaching Fellows (Classroom Teachers - Core Subjects)	3	4.5	6	6	7	7
Substitute Teachers	0.2	0.2	0.3	0.3	0.4	0.4
Teacher Aides and Assistants	TBD	TBD	TBD	TBD	TBD	TBD
Total FTEs	16.2	21.7	26.3	29.3	32.4	32.4

Please note that this chart includes school-site staffing for Impact | SSE. For IPS (CMO) staffing, see **Attachment 12 - Organization Chart**. For budget alignment and further detail, see **Attachment 27 - Financial Plan**. Expedition and/or enrichment courses will be led by community partners on a contract basis. Teacher Aides and Assistants will be staffed in response to student needs. Substitute teachers are not counted in the Adult or Teacher to Student Ratios reported in **Section 21**, as they will not be reliably present on a daily basis.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 20 (Section 21): Leadership Evaluation Tools

Contents:

- New Leaders Principal Evaluation Rubric (used by Impact Public Schools)

New Leaders

Principal Evaluation Rubric



New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated.

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.

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Develops a shared vision for high achievement and college readiness for all students

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Develops shared vision

Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice

Engages stakeholders in developing a vision for high student achievement and college readiness

Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision

Adopts a vision that lacks a focus on student achievement or college readiness

- Written values and beliefs reflect high expectations for all students
- School vision is clearly articulated and understood by all staff

Implements a shared vision

Inspires all adults and students in the school and community to adopt and enact the vision, builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision

Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision

Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions

Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision

- School vision includes a focus on student academic achievement and health social/emotional development
- There is visible alignment between school goals, the instructional program, and the vision

Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision

Implements a code of conduct aligned with school values

Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences

Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented

Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences

Sends inconsistent messages about the school's values and behavior/expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized

- School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms
- A system of positive and negative consequences is consistent with the school values
- Values and behaviors are referenced in daily school structures
- All students are known well by multiple adults
- Students hold one another accountable for student conduct
- Core components of social, emotional, and behavioral supports are in place to support student learning
- School building is clean and safe – all basic facilities are in working order
- Routines and procedures are discussed, and implemented

Maintains a supportive, secure and respectful learning environment

Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure

Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure

Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe

Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe

Implements routines and smooth transitions

Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision

Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision

Develops some routines that connect to student achievement or aspiration and make transitions efficient

Allows distractions to interfere with instructional time and timely transitions

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops cultural competence and a commitment to equity in adults and students	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	<ul style="list-style-type: none"> School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	<ul style="list-style-type: none"> Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity Community conversations about culture and diversity occur regularly
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	<ul style="list-style-type: none"> Families say they feel included and invested in the school Families are given strategies and tools to support student learning outside the school day Families have multiple ways to communicate with staff
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	<ul style="list-style-type: none"> Consistent communication between families and school are present Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Implements rigorous curricula and assessments tied to both state and college-readiness standards

<p>Implements curricula aligned to state or national college-readiness standards</p>	<p>Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students' learning needs</p>	<p>Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs</p>	<p>Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs</p>
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Supports staff use of a curriculum that is not aligned to college readiness standards

- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track
- Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests

Supports the development and implementation of standards-based lesson and unit plans

Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes

Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes

Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes

Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes

- Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards
- Rigorous course content is accessible to all students

Implements high-quality, effective classroom instructional strategies that drive increases in student achievement

Implements effective instructional strategies to meet student learning needs

Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation

Rarely ensures instructional strategies support student learning; rarely adapts instructional practices

- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards
- Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans

Monitors multiple forms of student level data to inform instructional and intervention decisions

Tracks student level data to drive continuous improvement

Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends; prioritize needs, and drive continuous improvement

Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement

Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data

Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs

- Instructional decisions throughout the year are based on student outcome data
 - Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.
 - Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress
- (continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>Supports data-driven instruction</p>	Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings	Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings	Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data	Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data	<ul style="list-style-type: none"> Secondary student performance is closely tracked to ensure that they remain "on track" to graduate in four years Data is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding Students receive rapid, data-driven interventions matched to current needs Intervention assignments and schedules are frequently updated to reflect student needs and progress
<p>Uses disaggregated data to inform academic interventions</p>	Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress	Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress	Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions	Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	

Recruits, hires, assigns, and retains effective staff

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Recruits and selects effective teachers
 Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes

Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes

Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes

Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process

- Selection process is managed by the leadership team and includes input from other key stakeholders
- School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff
- Selection and assignment processes match staff to specific positions based on skill

Strategically assigns teachers

Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers

Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness

Places teachers in grade level and content areas based on qualifications

Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact

- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning

Retains effective teachers

Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Does not make an effort to retain or recognize effective teachers

- High percentage of teachers rated effective stay in the school

Increases teacher effectiveness through professional learning structures

Collects high quality observational data

Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives

Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need

Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need

Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice

- Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families

(continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice; develops inter-rater reliability with the leadership team by co-observing	Provides frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	<ul style="list-style-type: none"> Instructional feedback builds effective teacher practice and observable changes in teacher practice Teachers are taught how to use a variety of instructional strategies Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations
Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	<ul style="list-style-type: none"> Rigorous evaluation process is completed for every teacher Evaluation process, measures and targets are established at the beginning of the year Staff is aware of evaluation components, timeline and processes
Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results					
Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Trains, develops, and supports a high-performing instructional leadership team					
Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects; lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy

Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Gathers and analyzes data from multiple sources to inform decisions
Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes

Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes

Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school

Completes a cursory review of the school's weaknesses using annual student achievement results

- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff

Sets school-wide priorities and classroom-based student learning goals
Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data

Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data

Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms

Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets

- Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation
- Strategic plan priorities are public – stakeholders share a common understanding of short and long term milestones and goals

Develops and implements strategic plans
Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets

Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals

- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes
- Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success

Monitors progress toward goals
Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed

Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data

Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals

Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies

Organizes school time to support all student learning and staff development priorities

Implements a year-long calendar
Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar

Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development and leadership team meetings; builds the capacity of staff to implement the school-year calendar

Establishes a basic calendar of instructional time and some professional development activities with limited implementation

Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals

- Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members
- Every moment of available time – in and out of the traditional school day – is focused on increasing student achievement

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Organizes school time to support all student learning and staff development priorities

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

<p>Implements a consistent school-day schedule</p> <p>Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions</p>	<p>Implements a daily schedule focused on student access to rigorous course content; teacher team meetings; and teacher-peer observations; includes time for interventions</p>	<p>Sets a daily schedule that allots time for student learning and periodic teacher team meetings</p>	<p>Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings</p>	<ul style="list-style-type: none"> School calendar of professional development, interim assessments and re-teaching is in place Daily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs
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<p>Effectively manages professional time</p> <p>Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality; effective staff collaboration; review of data; and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth</p>	<p>Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality; review of data and other school-wide priorities; builds in time to reflect on their own practice</p>	<p>Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others</p>	<p>Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities</p>
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Allocates resources to align with the strategic plan

<p>Aligns and manages the school's resources</p> <p>Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities</p>	<p>Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps</p>	<p>Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals</p>	<p>Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources</p>	<ul style="list-style-type: none"> Finances and other resources are aligned with strategic priorities Aligned external partners are identified and accessed to supplement available resources
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Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>Demonstrates self-awareness, reflection, and on-going learning</p> <p>Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities</p>	<p>Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes</p>	<p>Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes</p>	<p>Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes</p>	<ul style="list-style-type: none"> Message about goals or possibility does not change in moments of challenge or adversity Shares personal failures and the lessons learned from them Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school
<p>Demonstrates resiliency in the face of challenge</p> <p>Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff</p>	<p>Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges</p>	<p>Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise</p>	<p>Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation</p>	<ul style="list-style-type: none"> Takes initiative and remains solutions-oriented at all times to move the work of the school forward Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities

Constructively manages change with the ultimate goal of improving student achievement

<p>Manages and adapts to change</p> <p>Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum</p>	<p>Positively supports staff as they raise questions, doubts, and feelings about change; and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum</p>	<p>Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff</p>	<p>Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change</p>	<ul style="list-style-type: none"> Staff are supported through change processes School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
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Communicates openly and clearly based on the situation, audience, and needs

<p>Implements a communication plan</p> <p>Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums and timelines; and effectively engages the support of all stakeholders</p>	<p>Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums; and shares the school vision with all stakeholders to engage their support</p>	<p>Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals</p>	<p>Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders</p>	<ul style="list-style-type: none"> All staff are treated with respect and various viewpoints are dealt with quickly and efficiently School staff development plan addresses difficult conversations to improve and enhance student learning Principal reacts to difficult moments or feedback in calm and positive ways
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(continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Communicates with stakeholders	<p>Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience</p>	<p>Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience</p>	<p>Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills</p>	<p>Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff</p>	<ul style="list-style-type: none"> Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members Systems, processes, and structures are in place to share the current state of the school and solicit feedback Leadership team participates in professional development to learn and practice active listening skills



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New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

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IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 21 (Section 21): Teacher Evaluation Tools

Contents:

- Impact Public Schools' "Everyone Grows" Rubric for Classroom Instructors

Classroom Instructor's Name:

Coach's Name:

Grade Level:

Date:

IPS Mission

We prepare a diverse population to succeed in college and impact communities as the next generation of innovative, equity-driven leaders.

Purpose

This document defines excellent teaching at Impact Public Schools. In order to meet our mission for students, all educators at IPS will work towards advanced performance every day. In line with our core value, Everyone Grows, IPS provides pathways of growth for educators of different experience levels beginning with the most novice entering as Teaching Fellows, progressing to Teacher, and the most experienced serving as Lead Teacher. This rubric meets our educators in their differing points of experience as they will each typically meet or exceed the following points in the rubric: Teacher Fellows at or beyond "Working Towards"; Teachers at or beyond "Proficient", and Lead Teachers at "Proficient" or "Advanced". This tool, in conjunction with student performance data, defines when educators move to the next phase.

Context

This document is broken into six sections with room for comments and reflection at the end of each section. Click on each heading within the Table of Contents below to efficiently get to each section.

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CURRICULUM 6

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PROFESSIONALISM 13

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INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
<p>Establishing Learning Expectations and Student Engagement</p>	<ul style="list-style-type: none"> Serves as a model in establishing learning expectations, demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: “Right is Right”, “No Opt Out”, and “Cold Call”. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 	<ul style="list-style-type: none"> Establishes learning expectations, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: “Right is Right”, “No Opt Out”, and “Cold Call”. Has developed a classroom culture where 90% of the students are engaged in the learning activity. 	<ul style="list-style-type: none"> Inconsistently establishes learning expectations, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses “Right is Right”, “No Opt Out”, and “Cold Call”, or uses them at inappropriate times. Has developed a classroom culture where 80% of the students are engaged in the learning activity. 	<ul style="list-style-type: none"> Does not succeed in establishing learning expectations, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use “Right is Right”, “No Opt Out”, and “Cold Call” to establish expectations. Less than 80% of students are engaged in the learning activity.
<p>Use of Instructional Strategies</p>	<ul style="list-style-type: none"> Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging. Studio: Always ensures student learning through modeling, guided practice, and independent practice. Workshop: Always guides student learning through inquiry-based best practices. Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. Studio: Consistently ensures student learning through modeling, guided practice, and independent practice. Workshop: Consistently guides student learning through inquiry-based best practices. Seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. Studio: Inconsistently uses modeling, guided practice, and independent practice. Workshop: Inconsistently guides learning through inquiry-based practices. 	<ul style="list-style-type: none"> May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. Studio: Does not use modeling, guided practice, and independent practice with any regularity. Workshop: Does not guide learning through inquiry-based practices.

<p>Reaching the Range of Learners in a Classroom</p>	<ul style="list-style-type: none"> • Has established a consistent system of classroom procedures and assignments to reach a range of learners. • Constantly reflects on student learning to seek new ways to support all students, including students on both ends of the learning spectrum. 	<ul style="list-style-type: none"> • Regularly uses a system of classroom procedures and assignments to reach a range of learners. • Reflects on student learning to support all students, including students who have difficulties in the subject area. 	<ul style="list-style-type: none"> • Occasionally uses a system of classroom procedures and assignments to reach a range of learners, but most of the time, the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. 	<ul style="list-style-type: none"> • Does not use a system of classroom procedures and assignments to target different learners, and the teacher only targets the average learner in the classroom. • Does not reflect on student learning and does not support students on either end of the learning spectrum.
<p>Pace of Instruction</p>	<ul style="list-style-type: none"> • Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner. 	<ul style="list-style-type: none"> • Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning. 	<ul style="list-style-type: none"> • Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. 	<ul style="list-style-type: none"> • Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is not always for teaching and learning.
<p>Classroom Environment</p>	<ul style="list-style-type: none"> • Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. • Quality and updated student work is posted 	<ul style="list-style-type: none"> • Creates and regularly updates bulletin board boards and visual displays to support student learning, including the Blackboard Configuration. • The classroom is organized and free of clutter. 	<ul style="list-style-type: none"> • Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. • The classroom is somewhat disorganized or cluttered. 	<ul style="list-style-type: none"> • Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. • The classroom is disorganized and/or cluttered.

	<p>inside. The classroom is well organized, neat and free of clutter. Project Plan Descriptions are consistently well maintained.</p> <ul style="list-style-type: none"> • Models a high level of diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Demonstrates a consistent focus on diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Doesn't demonstrate a consistent focus on diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Not a positive learning environment • Doesn't demonstrate a focus on diversity, equity and inclusion in student interactions and instructional delivery.
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COMMENTS ON INSTRUCTION

Strengths:

Areas for Growth and Action Plans:

ASSESSMENT	Advanced	Proficient	Working Towards	Needs Improvement
<p>Checking for Understanding and Responsiveness to Daily Student Learning</p>	<ul style="list-style-type: none"> • Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific, personalized objectives 	<ul style="list-style-type: none"> • Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific, personalized objectives 	<ul style="list-style-type: none"> • Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives 	<ul style="list-style-type: none"> • Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives
<p>Ability to Analyze Assessment Results</p>	<ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly plans with detail to address learning needs. • Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. 	<ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and ensures that re-teaching a spiraling happens. 	<ul style="list-style-type: none"> • Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis • Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> • Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.

ASSESSMENT	Advanced	Proficient	Working Towards	Needs Improvement
Appropriateness of Response to Assessment Results	<ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned quickly. Always takes full responsibility for student failure and constantly works to respond to the students' learning needs. Uses small group and 1:1 support strategically to address student learning needs. 	<ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned within a reasonable amount of time. Takes full responsibility for student failure and works to respond to the students' learning needs. Uses small group and 1:1 support as a way to address needs. 	<ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. Graded work is returned to students late. Does not always take full responsibility for student failure, allowing large numbers of students to fail. Does not use small group and 1:1 support strategically. 	<ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their progress. Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure.
Students' Level of Growth	80% or more of students meet growth targets on NWEA MAP assessment.	75% of students meet growth targets on NWEA MAP assessment.	65% of students meet growth targets on NWEA MAP assessment.	Less than 65% of students meet growth targets on NWEA MAP assessment.

COMMENTS ON ADAPTING INSTRUCTION AND ASSESSMENT

Strengths:

Areas for Growth and Action Plans:

CURRICULUM	Advanced	Proficient	Working Towards/Fair	Needs Improvement
Intellectual Prep	Serves as model/leader for other teachers in GLT meetings	Actively participates in GLT meetings	Inconsistent engagement in GLT meetings	Isn't fully engaged in GLT meetings
Lesson Prep	<ul style="list-style-type: none"> • Lessons are clearly aligned with the objectives that are outlined in the curriculum. • All objectives are student centered, measurable, attainable, and challenging. • Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. • Goals and objectives are always being satisfied through the lesson's activities. • All activities and objectives are well aligned 	<ul style="list-style-type: none"> • Lessons are aligned with the content and skill objectives that are outlined in the curriculum. • Most objectives meet all of the following criteria: student centered, measurable, attainable, and challenging. • Lessons are detailed, with some scripted questions, and interspersed checking for understanding. • Goals and objectives are frequently being satisfied through the lesson's activities. • Activities and objectives are well aligned 	<ul style="list-style-type: none"> • Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. • Objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. • Goals and objectives are inconsistently being satisfied through the lesson's activities. • Activities are not always aligned with objectives 	<ul style="list-style-type: none"> • Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. • Objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons are superficial and incomplete. • Goals and objectives are not being satisfied through the lesson's activities. • Activities and objectives are not aligned
Lesson Materials	<ul style="list-style-type: none"> • All student materials are always rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Most student materials are rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work.

<p>Modification of Material for Students with Special Needs</p>	<ul style="list-style-type: none"> • Always makes necessary curriculum modifications for students with special needs, communicating frequently with the learning specialist(s). • Assumes full responsibility for student achievement and seeks innovative ways to support them. 	<ul style="list-style-type: none"> • Usually makes necessary curriculum modifications for students with special needs, communicating regularly with the learning specialist(s). • Assumes full responsibility for supporting all students. 	<ul style="list-style-type: none"> • Inconsistently makes curriculum modifications for students with special needs and inconsistently communicates with the learning specialist(s). • Does not always assume full responsibility for supporting all students. 	<ul style="list-style-type: none"> • Does not make necessary curriculum modifications for students with special needs and/or does not communicate with the learning specialist(s). • Fails to assume full responsibility for supporting all students.
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COMMENTS ON CURRICULUM

Strengths:

Areas for Growth and Action Plans:

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
<p>Classroom Tone: Strong Voice and Positive Framing</p>	<ul style="list-style-type: none"> The tone of classroom is always efficient, respectful, joyful and positive, creating a “Warm/Strict” environment. Frequently implements “Positive Framing” by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate the students instead of narrating what not to do. Ratio of positive comments to redirection exceeds 7:1. Always builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful, joyful and positive, creating a generally “Warm/Strict” environment. Implements “Positive Framing” by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate the students instead of narrating what not to do. Ratio of positive comments to redirection averages 7:1. Often builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, joyfulness and positivity. Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate students instead of narrating what not to do. Ratio of positive comments to redirection is less than 7:1. Rarely builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of classroom is inefficient, disrespectful, blaming and/or negative. Does not use “Positive Framing”, and does not work to motivate students Redirection exceeds number of positive comments. Does not use h “Strong Voice”, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.
<p>Alignment with School Culture</p>	<ul style="list-style-type: none"> School Agreements, IPS Core Values, and expectations for behavior are clearly enforced and emphasized. Implements a multitude of management strategies so well that students are 	<ul style="list-style-type: none"> School Agreements, IPS Core Values, and expectations for behavior are mostly enforced and emphasized. Implements several management 	<ul style="list-style-type: none"> School Agreements, IPS Core Values, and expectations for behavior are enforced and emphasized but with mixed effectiveness. Implements management strategies but with mixed effectiveness. Student 	<ul style="list-style-type: none"> Does not enforce or emphasize School Agreements, IPS Core Values, and expectations for behavior Management strategies are generally not employed or employed ineffectively & classroom

	empowered to effectively drive their own learning.	strategies well so that the students are beginning to drive their own learning.	behaviors can distract learning.	learning suffers from a lack of management.
Classroom Procedures and "What to Do"	<ul style="list-style-type: none"> • There is always a prompt start, smooth finish to class. • The classroom runs like clockwork, and students seem routinized to all procedures. • Hallway transitions are a model of respect and efficiency. • Gives "What to Do" directions that are specific, concrete, sequential, and observable. 	<ul style="list-style-type: none"> • There is usually a prompt start, a smooth finish to class. • The classroom runs efficiently, and students seem routinized to all procedures. • Hallway transitions are smooth, respectful and efficient. • Gives "What to Do" directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. 	<ul style="list-style-type: none"> • The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. • Hallway transitions are not consistently smooth, respectful and efficient. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. . 	<ul style="list-style-type: none"> • The classroom does not have a prompt start or a smooth finish. • There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. • Hallway transitions are inefficient, disrespectful and/or noisy. • Gives directions that are vague and difficult to follow/understand.
Level of On Task Behavior and 100%	<ul style="list-style-type: none"> • In a lesson, all students are on task at all times, and there are no side conversations. • The teacher always notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. 	<ul style="list-style-type: none"> • In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • The teacher usually notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.

<p>Ability to Refocus a Class and “Do It Again”</p>	<ul style="list-style-type: none"> • Always recognizes the need to refocus a class. • Successfully uses “Do It Again” when appropriate, and moments of “Do It Again” are always positive and end in success. • There is little recognizable need for “Do It Again” because there is 100% student ownership. 	<ul style="list-style-type: none"> • Usually recognizes the need to refocus a class. • Successfully uses “Do It Again” when appropriate, and moments of “Do It Again” are usually positive and end in success. • There is only an occasional need for “Do It Again” because student ownership is developing consistently. 	<ul style="list-style-type: none"> • Inconsistently recognizes the need to refocus a class and may allow problems to escalate. • Does not always use “Do It Again” when appropriate, and/or moments of “Do It Again” do not always end in success. 	<ul style="list-style-type: none"> • Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate. • Use of “Do It Again” escalates problems rather than refocuses students.
<p>Dealing with Challenging Situations and Students</p>	<ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of “Strong Voice” to address challenges. • Does not ever engage in student excuses/distractions during redirection of student misbehavior. Always follows up with student at an appropriate time. • Students nearly always respond respectfully to redirection as a sign of a strong relationship built on trust and mutual respect. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of “Strong Voice” to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. Usually follows up with student at an appropriate time. • Students usually respond respectfully to redirection as a sign of a strong relationship built on trust and mutual respect. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently applies elements of “Strong Voice” and students do not comply. • Sometimes engages in student excuses/distractions during correction of student behavior. Sometimes follows up with student at an appropriate time. • Students inconsistently respond respectfully. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may 	<ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Does not apply elements of “Strong Voice” and students do not respond respectively and/or do not comply. • Often engages in student excuses/distractions during correction of student behavior. Rarely follows up with student.. • Students do not respond respectfully to redirection, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.

			be too reliant on or does not utilize school leaders.	
CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Relationships with Students	<ul style="list-style-type: none"> Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. Positive relationships with students support learning in the classroom. Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students. 	<ul style="list-style-type: none"> Addresses students in a respectful and professional manner. Positive relationships with students usually support learning in the classroom. Willing to go above and beyond to help students. 	<ul style="list-style-type: none"> Does not consistently address students in a professional manner Fails to establish positive relationships with students that support learning. 	<ul style="list-style-type: none"> Does not address students in a professional manner. Relationships with students are inappropriate. Explanation:

COMMENTS ON CLASSROOM MANAGEMENT

Strengths:

Areas for Growth and Action Plans:

PROFESSIONALISM	Advanced	Proficient	Working Towards	Needs Improvement
Relationships with Families	<ul style="list-style-type: none"> Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students. Makes frequent, usually proactive phone calls, keeping parents informed of successes and struggles. Ratio is two positive calls for every concern call. Returns all phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates frequently with families to inform them of the instructional program and student progress. Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. Ratio is one positive phone call for each concern call. Returns most phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates sporadically with families to inform parents of the instructional program and student progress. Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. Infrequently makes positive calls. Does not consistently return phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Makes little or no attempt to inform families of student progress. Rarely makes phone calls to parents. Only makes concern calls. Does not regularly return phone calls to parents.
Relationships with Colleagues/ School	<ul style="list-style-type: none"> Relationships with colleagues are extremely positive, collaborative, and generous. Assumes leadership among colleagues, often supporting them and engaging in professional exchange. Exerts a positive influence on the entire faculty. Models all IPS Core Values regularly. 	<ul style="list-style-type: none"> Relationships with colleagues are positive and collaborative. Regularly engages in professional exchange with colleagues. Upbeat, positive and does not complain often. Often models IPS Core Values. 	<ul style="list-style-type: none"> Relationships with colleagues are uneven, and collaboration is not consistently evident. Occasionally engages in professional exchange with colleagues. Can be negative and or complain about school, job, and kids. Frequently models IPS Core Values. 	<ul style="list-style-type: none"> Relationships with colleagues negatively affect the working environment, and collaboration is not evident. Rarely engages in professional exchange with colleagues. Complains frequently and is negative about the school/job/kids. Doesn't model IPS Core Values.

<p>Additional Contributions and Responsibilities</p>	<ul style="list-style-type: none"> • Puts in an extraordinary amount of time and effort to contribute to student and school success. • Independently assumes additional responsibilities when necessary and demonstrates leadership. • Always willing to lead and /or pitch in with events or other school needs. 	<ul style="list-style-type: none"> • Puts in extra time and effort to contribute to student and school success. • Often assumes additional responsibilities when necessary, especially when asked. • Willing to pitch in and help with events or school needs. 	<ul style="list-style-type: none"> • Puts in sufficient time and effort to contribute to student and/or school success. • Occasionally assumes additional responsibilities. 	<ul style="list-style-type: none"> • Puts in minimal time and effort to contribute to student and school success. • Does not assume additional responsibilities.
<p>Timeliness (School Day, Classes, Meetings)</p>	<ul style="list-style-type: none"> • Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> • Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> • Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings. 	<ul style="list-style-type: none"> • Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
<p>Urgency</p>	<ul style="list-style-type: none"> • Always communicates a tangible, calm sense of urgency in tone, movement, intensity, enthusiasm and preparation. 	<ul style="list-style-type: none"> • Mostly communicates a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> • Inconsistently communicates a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> • Fails to communicate a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation).
<p>Ability to Meet Deadlines</p>	<ul style="list-style-type: none"> • Always meets deadlines for attendance, lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> • Usually meets deadlines for attendance, lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> • Inconsistently meets deadlines for attendance, lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> • Consistently does not make deadlines for attendance, lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.
<p>Organization</p>	<ul style="list-style-type: none"> • Always ensures google drive folder is organized, up-to-date and replicable 	<ul style="list-style-type: none"> • Usually ensures google drive folder is organized, up-to-date and replicable 	<ul style="list-style-type: none"> • Inconsistently ensures google drive folder is organized, up-to-date and replicable 	<ul style="list-style-type: none"> • Doesn't ensure google drive folder is organized, up-to-date and replicable

	<ul style="list-style-type: none"> Always ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Usually ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Inconsistently ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Doesn't ensure faculty webpage is current, relevant, and professional.
Professional Stance	<ul style="list-style-type: none"> Dress always models professional attire. Attitude is optimistic and respectful of students, families, colleagues, and school leaders. Always optimistic during faculty meetings and participates actively. Never uses cell phone during sacred class, professional development time or when responsible for student supervision (except in the case of an emergency). 	<ul style="list-style-type: none"> Dress is professional. Attitude is respectful of students, families, colleagues, and school leaders. Professional during faculty meetings and participates often. Never uses cell phone during sacred class, professional development time or when responsible for student supervision (except in the case of an emergency). 	<ul style="list-style-type: none"> Dress is mostly professional. Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. Sometimes disengaged in faculty meetings and/or participates infrequently. Sometimes uses cell phone during sacred class, professional development time or when responsible for student supervision. 	<ul style="list-style-type: none"> Dress is not professional. Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. Usually disengaged in faculty meetings and does not participate frequently. Uses cell phone during inappropriate times.

COMMENTS ON PROFESSIONALISM

Strengths:

Areas for Growth and Action Plans:

PROFESSIONAL DEVELOPMENT	Advanced	Proficient	Working Towards	Needs Improvement
<p>Professional Development Participation and Implementation</p>	<ul style="list-style-type: none"> • Has a leadership presence in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully and quickly implements strategies presented in PD in plans and classroom practice. • Actively supports other teachers in their developed expertise. 	<ul style="list-style-type: none"> • Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in PD in plans and classroom practice. 	<ul style="list-style-type: none"> • Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in PD, but does so inconsistently in plans. 	<ul style="list-style-type: none"> • Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in PD.
<p>Openness to Feedback</p>	<ul style="list-style-type: none"> • Consistently seeks leader's and other faculty members' support at appropriate times. • Eagerly reflects upon and responds to feedback with openness and a commitment to continuous improvement. • Immediately implements feedback from school leaders. • Actively contributes thoughtful, constructive, solutions-oriented, values-aligned feedback to school leaders and colleagues to ensure we 	<ul style="list-style-type: none"> • Frequently seeks leader's and other faculty members' support at appropriate times. • Reflects upon and responds to feedback with openness. • Implements feedback from school leaders. • Frequently contributes thoughtful, constructive, solutions-oriented, values-aligned feedback to school leaders and colleagues to ensure we meet our collective mission. 	<ul style="list-style-type: none"> • Seeks leader's and other faculty member' support infrequently, or not at appropriate times • Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. • Does not implement feedback from school leaders in a timely or consistent manner. • Inconsistently contributes feedback to school leaders and colleagues or contributes feedback that isn't always thoughtful, constructive, 	<ul style="list-style-type: none"> • Does not seek leader's or faculty members' support at necessary times. • Does not reflect upon or respond to feedback AND does not accept feedback with openness. • Does not implement feedback from school leaders. • Doesn't provide feedback and/or doesn't provide feedback that is thoughtful, constructive, solutions-oriented or values-aligned.

	meet our collective mission.		solutions-oriented or values-aligned.	
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COMMENTS ON PROFESSIONAL DEVELOPMENT**Strengths:****Areas for Growth and Action Plans:**

Classroom Instructor Reflection Form

After reflecting on my evaluation...

I am pleased about:

-
-
-
-

I plan to work on the following goals:

-
-
-
-

I have questions about or could use assistance with:

-

Classroom Instructor Signature

Date

School Leader Signature

Date



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 22 (Section 22): Professional Development Schedule

Contents:

- Professional Development Modules
- Sample Impact Institute (Summer PD) Agenda

Attachment 22: Professional Development Description and Schedule

IPS professional development occurs weekly on Wednesdays, and during focused, extended windows periodically throughout the year (including August). In addition, teachers have common planning times twice per week where they collaborate to analyze student data, score student work, and plan upcoming projects.

PD at Impact | Salish Sea Elementary adds up to over 50 days and approximately 344 hours of professional development each school year. The following table outlines general modules with relevant resources, organizers and time. All of these modules are covered (in some depth) during the summer prior to school opening. These modules serve as the building blocks for a formalized summer professional development schedule. A sample schedule for the “induction period” (referred to as Impact Institute) can be found following the modules.

Professional Development Modules

Module	Resources	Leader/Organizer	Time
Mission, Vision & Values, Community Context	School mission, educational philosophy, visits to community sites, panels of community members and families	CEO, Principal	Summer
Diversity, Equity & Inclusion	Quarterly book studies: <i>Between the World and Me</i> , ¹ <i>Schooltalk</i> , ² and <i>Other People’s Children</i> . ³	CEO, Principal	Summer, Fall, Winter, Spring
Learning Science	Book study: <i>Why Don’t Students Like School</i> . ⁴	Principal	Summer
Mentorship & Relationships	Book studies: <i>Our Kids: Building Relationships in the Classroom</i> ⁵ and <i>Fostering Resilient Learners</i> ⁶	Principal, SEL Coaches	Summer, Fall, Winter, Spring
Personalized Learning and Data-Driven Instruction	<i>Leverage Leadership</i> ⁷ , adaptive software dashboards	Principal, Teacher Leaders	Summer, Fall, Winter, Spring

	IPS Learning Management System		
Instructional Practices: 1:1 Conferences	Teachers College Reading and Writing Project ⁸	Principal, Teacher Leaders	Summer, Winter
Deeper Learning Skills: Project Based Learning	Book study of Transforming Schools ⁹ , and protocols reviewing student work	Principal	Summer, Fall
Habits of Leadership (SEL and DEI skills)	Valor Collegiate Academy Compass Program, ¹⁰ Character Lab ¹¹	Principal, SEL Coaches	Summer, Winter
Fountas & Pinnell Assessment (K-5)	F&P Assessment Kit ¹²	Principal, CAO	Summer, Fall, Winter, Spring
Restorative Justice	Book study of The Restorative Practices Handbook ¹³ and practice simulations.	CEO, Principal	Summer, Fall, Winter, Spring
Culturally Responsive Literacy Instruction and Responsive Classroom Environment	The Center for Culturally Responsive Teaching and Learning or similar	Tatiana Epanchin	Summer
GLAD	Project GLAD ¹⁴	Principal	Summer, Fall, Winter, Spring
Violence Prevention, First Aid, and School Safety Plan Training	OSPI School Safety Center ¹⁵	True Measure Collaborative Program Manager and Red Cross	Summer, Fall, Winter, Spring
Safety & Child Abuse Training	True Measure Collaborative	True Measure Collaborative Program Manager	Summer

Retirement and Benefits	DRS materials	Department of Retirement Services representative	Summer
Schoolwide Operations and Systems; Communicating with Families	IPS Staff Handbook; IPS Family Handbook	Principal, Director of Operations	Summer
Faculty Culture	Book study of Tribal Leadership. ¹⁶	Principal	Summer

¹ Coates, T. (2016). *Between the world and me*. Waterville, ME: Thorndike Press, a part of Gale Cengage Learning.

² Pollock, M. (2017). *Schooltalk: Rethinking what we say about--and to--students every day*. New Press, The.

³ Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

⁴ Willingham, D. T. (2009). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

⁵ Bowen, C. (2008). *Our kids: Building relationships in the classroom*. Denver, CO: Outskirts Press.

⁶ Souers, K., & Hall, P. A. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Alexandria, VA: ASCD.

⁷ Bambrick-Santoyo, P., & Peiser, B. M. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

⁸ Columbia University. (n.d.). Teacher's College Reading and Writing Project. Retrieved from <http://readingandwritingproject.org/>

⁹ Lenz, B., Wells, J., & Kingston, S. (2015). *Transforming schools using project-based learning, performance assessment, and common core standards*. San Francisco, CA: Jossey-Bass. ¹⁰ Valor Collegiate Academies. (n.d.). *Balanced education*. Retrieved March, 2017, from <http://valorcollegiate.org/why-were-unique/balanced-education/>

¹¹ Character Lab. (n.d.). Retrieved March, 2017, from <https://characterlab.org/>

¹² Fountas & Pinnell Literacy. (n.d.). *Fountas & Pinnell Benchmark Assessment System*. Retrieved from <https://www.fountasandpinnell.com/assessment/>

¹³ Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices.

disciplinarians and administrators. Bethlehem, PA: International Institute for Restorative Practices.

¹⁴ BE GLAD LLC. (n.d.). Project GLAD. Retrieved from <http://begladtraining.com/>

¹⁵ Office of Superintendent of Public Instruction. (n.d.). Conferences, Trainings and Professional Development. Retrieved from <http://www.k12.wa.us/safetycenter/Training/default.aspx>

¹⁶ Logan, D., King, J., & Fischer-Wright, H. (2011). *Tribal leadership: Leveraging natural groups to build a thriving organization*. New York: Harper Business.

Impact Institute Sample Agenda

P.D. Objectives:

- Faculty will understand and embrace ownership of the mission and vision for the school year.
- Faculty will understand and experience each of the IPS Core Values.
- Faculty will understand and be prepared to implement IPS curriculum.
- Faculty will learn about the strengths of the community, connect with IPS families and be ready to welcome students on day one.
- Faculty will know they are an integral part of the team in the mission to close the opportunity gap, serve our students and families, and collaborate together.
- Faculty will know they are supported and have a clear understanding of IPS Leadership Team roles as well as Lead Teacher, Teacher, and Teacher Fellow roles and responsibilities.

MONDAY, AUGUST 6TH, 9AM-4:30PM	
Welcome to Impact	
Time	Session Title
9:00	Welcome & Intros
9:30	Norms
10:00	WA Charters History
10:45	Core Values Highlight: Diversity, Equity & Inclusion (DEI)
12:00	Community Integration & Lunch
1:45	IPS Founders!
2:15	Teaching Teams
2:30	Operations Overview
3:00	IPS WayFinder
3:30	Circle
4:15	Feedback

TUESDAY, AUGUST 7TH, 9AM-3:30PM	
Benefits Overview and Literacy Day 1: Phonics Training	
Time	Session Title
8:15	IPS Leadership Team Makes Breakfast!
9:00	Welcome & Review Norms
9:15	Benefits Overview

9:45	Success For All (SFA) Phonics Training
12:00	<i>Lunch</i>
12:45	Community Builder
1:00	SFA Shared Stories Training
3:00	Operations Information
3:20	Feedback

WEDNESDAY, AUGUST 8TH, 9AM-4:15PM - Everyone Grows and Literacy Day 2: Literacy Studio

Time	Session Title
8:00	IPS Team Office Hours - Optional
9:00	Welcome & Review Norms
9:15	Everyone Grows
10:15	Literacy Studio Overview
11:15	Fountas & Pinnell Assessment Training
12:15	Lunch
1:00	Community Builder
1:15	Guided Reading
3:30	Operations
4:00	Feedback

THURSDAY, AUGUST 9TH, 9AM-6:30PM Retreat Day 1 and Workshop Deep Dive

Time	Session Title
8:00	IPS Team Office Hours - Optional
9:00	Welcome & Review Norms
9:10	Operations
9:30	Intro of Retreat Days
9:45	Workshop Intro Deep Dive
12:00	Lunch

12:45	Travel
1:15	Arts Corps Partnership
2:15	Story Mapping
4:30	2 Hour Team Evening Electric Boat Ride!

Friday, AUGUST 10th, 9AM-5PM I | PSE Retreat Day 2 and School Culture

Time	Session Title
8:00	IPS Team Office Hours - Optional
9:00	Welcome & Review Norms
9:15	School Culture
12:00	Lunch - IPS Potluck
1:00	Social Emotional Learning
3:30	Operations
3:40	I PSE Circle
4:40	Feedback
5:00	I PSE Snacks and Happy Hour

Monday, AUGUST 13th, 8:30AM-4:45PM Math Day 1

Time	Session Title
8:00	IPS Team Office Hours - Optional
8:30	Welcome & Review Norms
8:45	Math Training
12:00	Lunch
1:00	Community Builder
1:15	Math Training
4:10	Operations Information
4:30	Feedback

Tuesday, AUGUST 14th, 8:30AM-4:45PM Math Day 2

Time	Session Title
8:00	IPS Team Office Hours
8:30	Welcome & Review Norms
8:40	OPS
9:00	Math Training
12:00	Lunch
1:00	Community Builder
1:15	ST Math Training
4:10	Operations Information
4:30	Feedback

Wednesday, AUGUST 15th, 9AM-4:30PM K Lead Teachers at WA Kids Training, First Grade Workshop, Enrichments & Art Expeditions

Time	Session Title
9:00	Welcome & Review Norms
9:15	First Grade Lead Teacher Workshop Build Teachers and Teacher Fellows Classroom Management
12:00	Lunch
1:00	First Grade Lead Teacher Workshop Build Teachers and Teacher Fellows Enrichment Build
4:15	Feedback
4:45	I PSE Snacks and Happy Hour

Thursday, AUGUST 16th, 9AM-4:30PM K Lead Teachers at WA Kids Training, First Grade Workshop, Enrichments & Art Expeditions

Time	Session Title
9:00	Welcome & Review Norms
9:15	First Grade Lead Teacher Workshop Build Teachers and Teacher Fellows Art Expedition Build

12:00	Lunch
1:15	First Grade Lead Teacher Workshop Build Teachers and Teacher Fellows Art Expedition Build
4:15	Feedback

Friday, AUGUST 17th, 9AM-4:45PM RTI, SPED, Mentoring & SIS

Time	Session Title
8:00	IPS Team Office Hours - Optional
9:00	Welcome and Review Norms
9:15	RTI/SPED
11:00	Mentoring at IPS
12:00	Lunch
1:00	Community Builder
1:15	Student Information System Training
3:10	Operations Information
3:30	Circle
4:30	Feedback

Monday, AUGUST 20th, 8:30AM-4:30PM Classroom Set-Up & Home Visits

Time	Session Title
8:00	IPS Team Office Hours - Optional
8:30	Welcome & Review Norms
8:45	IPS Classroom
9:15	Plan Your Classroom
12:00	Lunch
1:00	Mentor Meetings, Classroom Set Up and Home Visits
3:40	Operations Information
4:00	Closing Session

4:15	Feedback
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Tuesday AUGUST 21st, 8:30AM-4:30PM Dress Rehearsal, Mentor Meetings, Classroom Set-Up & Home Visits

Time	Session Title
8:00	IPS Team Office Hours
8:30	Welcome & Review Norms
9:00	Dress Rehearsal Plan
10:00	Mentor Meetings, Classroom Set-Up and Home Visits
12:00	Lunch
1:00	Mentor Meetings, Classroom Set-Up and Home Visits
3:40	Operations Information
4:00	Closing Session
4:15	Feedback

Wednesday, August 22nd 8:30AM-3:30PM Mentor Meetings, Classroom Set-Up & Home Visits

Time	Session Title
8:00	IPS Team Office Hours
8:45	Mentor Meetings, Classroom Set-Up and Home Visits
10:00	Classroom Set Up and Home Visits
12:00	Lunch
1:00	Mentor Meetings, Classroom Set- Up and Home Visits
2:40	Operations Info
3:00	Closing Session
3:15	Feedback

Thursday, August 23rd, 9:00AM-7:00PM Dress Rehearsal, Mentor Meetings, Classroom Set-Up & Home Visits

Time	Session Title
8:00	IPS Team Office Hours - Optional
9:00	Dress Rehearsal Practice & Ribbon Cutting Run-Through
10:30	Operations
10:50	Mentor Meetings, Classroom Set-Up and Home Visits
12:00	Lunch
1:00	Mentor Meetings, Classroom Set-Up and Home Visits
5:00	Ribbon Cutting & Dress Rehearsal with Families

Friday, AUGUST 24th, 8:30AM-4PM Classroom Set-Up, Home Visits, Circle & Celebration	
Time	Session Title
8:00	IPS Team Office Hours - Optional
8:30	Welcome
8:45	Classroom Set Up and Home Visits
12:00	Lunch
1:00	Classroom Set Up and Home Visits
1:40	Operations Info
2:00	Circle
3:00	Feedback
3:15	Celebration



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PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 23 (Section 23): Mission-Specific Goals

Contents:

- Impact | SSE Mission-Specific Goals Form (Commission Template)

Mission-Specific Goals

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Please incorporate your mission-specific goals on this form. There should be one table completed for each proposed measure. All measures are subject to modification and approval by the Commission. For any questions, please contact: Paula Kitzke, Deputy Director, paula.kitzke@k12.wa.us

<p>School Mission and Vision</p>	<p>Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Goal Name</p>	<p>Student Academic Growth - Reading</p>
<p>Indicator <i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	<p>This indicator will measure students' growth in reading skills. It is different from other measures and framework indicators in that it 1) focuses on students' growth rather than absolute proficiency; and 2) assesses students in grades K-5, unlike the Smarter Balanced Assessment that begins in 3rd grade.</p>
<p>Mission-Specific Performance Goal <i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	<p>At least 60% of students meet or exceed their growth targets on the NWEA MAP reading assessment from fall - spring.</p>
<p>Goal <i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	<p>All students will take the NWEA MAP assessment three times per year (fall, winter and spring). We studied the research for potential reading and math measures. A growth measure was particularly important for us. We studied the generalizability, reliability, validity, affordability and efficiency, among other factors in making this important decision.</p> <p>Results will be shared with all key stakeholders, including students in weekly 1:1 mentor coaching conversations, parents/guardians in conferences, funders in monthly/quarterly check-ins and the Commission during quarterly reviews.</p>
<p>Target-Setting Standards <i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p>Exceeds: 61%+ of students meet/exceed their growth targets in the NWEA reading assessment.</p> <p>Meets: 60% of students meet/exceed growth targets in the NWEA reading assessment.</p> <p>Approaching: 50% - 59% of students meet/exceed growth targets in the NWEA reading assessment.</p>

	Does Not Meet: 49% of students (or less) meet/exceed growth targets in the NWEA reading assessment.
<p style="text-align: center;">Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	<p>The reading growth goal is critical because literacy is the foundation for developing a strong academic identity and for accessing all other content areas. While we are focused on mastery and achievement on the 3rd grade SBAC, the annual growth of each individual scholar is equally as important to us.</p> <p>In addition, this goal is important because in order to understand the impact that our school has for students, we need to consider where they started and where they finished. This is the same benchmark target we have in our funding agreement with Charter School Growth Fund.</p> <p>We will collect data for this goal at least three times per year. Results will be shared with all key stakeholders, including students in weekly 1:1 mentor coaching conversations, parents/guardians in conferences, funders in monthly/quarterly check-ins, board members in quarterly meetings, and the Commission during quarterly reviews.</p>

School Mission and Vision	Impact Public Schools (IPS) is a Washington state charter management organization with a bold mission. We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
Goal Name	Organizational Performance & Culture - Faculty Satisfaction
<p style="text-align: center;">Indicator</p> <p><i>Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators?</i></p>	This indicator will measure faculty satisfaction at Impact SSE through survey questions. It is different from other measures and framework indicators in that it focuses on our faculty's experience with our program and their development as an educator.
<p style="text-align: center;">Mission-Specific Performance Goal</p> <p><i>Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal?</i></p>	80% or more of faculty will respond positively to the following survey question: "Has your practice improved as a result of coaching, professional development and support at Impact Public Schools?"
<p style="text-align: center;">Goal</p> <p><i>How will you quantify this goal? (You must identify the methodology used to determine, document and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.)</i></p>	Overall (average) score on annual faculty survey: Impact SSE will administer a survey to all faculty annually. Faculty will be asked to respond to the question "Has your practice improved as a result of coaching, professional

	<p>development and support at Impact Public Schools?” among other questions. The answers are rated on a 5-point scale and 4s and 5s will qualify as satisfied. Results will be tabulated and faculty satisfaction will be measured. The survey will be anonymous and 100% of faculty will participate. The survey question was developed from the Gallup Q12 Employee Engagement Survey.</p>
<p style="text-align: center;">Target-Setting Standards</p> <p><i>What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points?</i></p>	<p>Exceeds: 81% + or more faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.</p> <hr/> <p>Meets: 80% of faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.</p> <hr/> <p>Approaching: 70 - 79% of faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.</p> <hr/> <p>Does Not Meet: Less than 69% of faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.</p>
<p style="text-align: center;">Goal Selection Details</p> <p><i>Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal?</i></p>	<p>Faculty satisfaction and retention is an essential indicator of school success, as our teachers are the most critical component of our work. The faculty survey will collect team member responses on a number of key components, including faculty morale, support, model design, decision making, and more.</p> <p>This goal is critical because faculty satisfaction is an indicator of a healthy school community. One of Impact Public School Core Values is “Everyone Grows.” We believe that our adults must grow professionally, while our students grow. At IPS, we invest a lot of time and resources into ensuring our faculty receives world-class professional development and coaching support. The most accurate way to assess faculty satisfaction is through a survey (given twice a year, so we can analyze the data and adjust) and eventually through faculty retention, which we will also track carefully.</p> <p>We will collect data from the survey twice per year. Results will be shared with all key stakeholders, including parents/guardians in conferences, funders in monthly/quarterly check-ins, board members at quarterly meetings, and the Commission during quarterly</p>

reviews.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary Attachment 24 (Section 24): Facility Documents

Contents:

- Timeline to Secure Facility
- Photos and Map of Proposed Facility Space (1 page)
- Statement of Assurances for Lease of Religious Facility
- Sample Letter of Intent to be used in negotiations
- Letters of Support from Funders
 - Raza Development Fund - Amanda Sanchez
 - Raza Development Fund - Jennifer Molina
 - Washington Charter School Development Fund - James Hugas
- Project Management Agreement with Washington Charter School Development Fund
- Facility Supporting Documents
 - Floor plans of Proposed Facility (7 pages)
 - Alternative Facility Options (if needed – 2 pages)

Timeline for Securing Impact | Salish Sea Elementary Facility

Activity	Timeline
Lease Negotiations	February - March, 2019
Signed Lease	March 29, 2019
Architectural Plans Finalized	April 30, 2019
Financing Finalized	May 31, 2019
Renovation	December 2019 - July 2020
School Opening	August 2020

Exterior Photos and Map of Proposed Facility Space



Statement of Assurances for Lease of Religious Facility

In the case that Impact | Salish Sea Elementary will lease a religious facility, we will adhere to the following guidance of the Washington State Charter School Commission.

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

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

¹ Washington State Charter School Commission. Feb 2015.

Sample Letter of Intent for Facility Lease

Note: Lease negotiations are in process with the Archdiocese of Seattle. This LOI will be filled out according to negotiation outcomes and sent to the proposed landlord for review. Outstanding information will be readily available during the capacity interview this spring.

RE: Lease Proposal – 620 20th Ave S, Seattle WA

Dear Sir or Madam:

I am pleased to present a Proposal to Lease the building located at **620 20th Ave S** in Seattle, Washington.

- 1. **Tenant:** Impact | Salish Sea Elementary
- 2. **Use:** Public Charter School for up to 504 students
- 3. **Landlord:** Archdiocese of Seattle
- 4. **Premises:** **620 20th Ave S**
Seattle, Washington
- 5. **Square Footage:** Approximately 40,321 square feet of existing office.
- 6. **Lease Commencement:** [____], with early occupancy for tenant improvements on [_____].

Due Diligence Investigations:

Tenant shall have [_____] ([____]) days following execution of the Lease to conduct such investigations of the Premises as it deems necessary to satisfy itself that the Premises may be used or are suitable for its intended use as a public charter school. Such investigations to include but not be limited to the condition of title, environmental assessments, and governmental approvals.

- 7. **Tenant Improvements:** Landlord shall provide a tenant improvement allowance of \$[_____] or \$[____]/sf to be used by the tenant for improvements specific for the leased premises
- 8. **Parking:** Tenant shall be allowed a minimum of [_____] ([____]) parking stalls for the term of the lease. Location of the stalls to be mutually agreed upon.
- 9. **Access:** Tenant shall access the [_____] entrance and have one dedicated elevator and staircase for the use of students and faculty, except for emergency purposes.
- 10. **Monthly Rent:** The yearly rental schedule for the term of the deal shall follow the below schedule.

- [_____]
11. **Lease Term:** [_____] months, with [_____] ([____]) [_____-]year option.
12. **Free Rent:** [_____] ([____]) months
13. **Rental Increases:** [_____] percent per year ([_____]%)
14. **Additional Expenses/ (NNN):** [Tenant shall be responsible for all maintenance of the Premises, all applicable taxes, insurance costs, and utilities.]
15. **Mechanical and Operating Systems:** Landlord shall deliver the premises with the lighting, mechanical, roof, structure and operating systems in good condition and up to code. The mechanical and operating systems shall include, but not limited to, HVAC, electrical, plumbing, sprinkler, doors and lighting within the subject space. Landlord will warrant all operation and mechanical for 6 months.
16. **Signage:** Compliant with City of Seattle.
17. **Security Deposit:** Amount equal to last month of rent.
18. **Agency Disclosure:** Landlord shall pay all commissions relating to the lease agreement.

All parties acknowledge receipt of “The Law of Real Estate Agency” pamphlet. Double click on icon to view and print.

Agency
Pamphlet.pdf

This letter shall not constitute a formal and binding agreement. This Proposal reflects the basic terms and conditions of the Lease Agreement. Landlord and Tenant expect that the definitive Lease Agreement, when prepared, will be generally consistent with this proposal.

This proposal does not create any legal rights or obligations between Landlord and Tenant, nor does this proposal attempt to be comprehensive on those issues which are addressed. It is intended that all legal rights and obligations of Landlord and Tenant shall only be those which are set forth in the definitive Lease Agreement which is approved and executed by Landlord and Tenant. Please provide us a written response to our proposal by [_____].

Sincerely,

Impact Public Schools



February 21, 2019

VIA ELECTRONIC MAIL

To Whom It May Concern:

On behalf of the Raza Development Fund, Inc. (“RDF”), a high performing non-profit Community Development Financial Institution (“CDFI”) that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Impact Public Schools (“IPS”), an emerging Charter Management Organization (“CMO”). IPS intends to open its second school, Salish Sea Elementary (“SSE”), in Central/South Seattle in Washington State, for the 2020/2021 school year.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. The fund has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state’s first, high-quality charter schools including IPS’s flagship school, Puget Sound Elementary (“PSE”), which has proven to be a high-quality, example of charter school excellence.

In our experience funding emerging charter schools, nationwide, we have found that enrollment is almost always a major component of the highest performing charter schools’ long-term strategic planning – it predictably leads to high quality academic outcomes and sustainable financial results, overtime. IPS’s flagship school has had a steady waiting list of approximately 80 families; and to date has received several hundred petition signatures for the launch of its second school, SSE. With such a high demand for excellent educational opportunities in the community, it is essential that IPS expand to Central/South Seattle and serve more families.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options like IPS, as it continues to grow and operate multiple schools throughout Washington State. Should you or any other parties involved with Jen Wickens or the charter school movement in Washington State, have questions about how we can work together to develop a healthy, a charter school infrastructure and ecosystem, please feel free to contact me at (602) 910-0159 or via email at asanchez@razafund.org.

Sincerely,

Amanda Sanchez

Amanda Sanchez
Director | Pacific Northwest Region



February 21, 2019

VIA ELECTRONIC MAIL

To Whom It May Concern:

As a Seattle native, actively engaged in the community, and a strong advocate for school choice, I am honored to support Impact Public Schools (“IPS”), which plans open its second school, Salish Sea Elementary (“SSE”), in Center/South Seattle in Washington State. Through my position at Raza Development Fund (“RDF”), a high performing non-profit Community Development Financial Institution (“CDFI”) that support organization working to demonstrably outperform traditional public school alternatives and close the achievement gap in low- income communities of color across the country. I’ve had the opportunity to experience high-quality education first hand.

Growing up in Seattle, I was able to see the great disparity across the different communities; specifically, when it came to education. The lack of quality education options in South Seattle is unacceptable, while the opportunity gap is widening in the South Seattle schools.

SSE would be the first elementary public charter school located in the community. Families in South Seattle have access to high-quality charter schools serving middle and high school students (6-12), there are no charter school options for the elementary students (K-5). SSE would give families in South Seattle a solid end-to-end (K-12) program, they deserve.

Should you or any other parties involved have any questions about my level of support to IPS | SSE, or the charter school movement in Washington State. Please feel free to contact me directly at (206) 380-6080 or via email at jmolina@razafund.org.

Sincerely,

Jennifer Arlem Molina

Investment Associate | Pacific Northwest Region



February 14, 2019

Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

On behalf of Washington Charter School Development (“WCSD”), I am writing to express my strong support for Impact Public Schools (IPS) and their efforts to establish a new K-5 school in the South Puget Sound. Led by the team of Jen Wickens and Kristen McCaw, Impact Public Schools is focused on serving thier community with the implementation of a ground breaking diverse-by-design and fully inclusive elementary school program.

This alternative public education option will lead to the closing the student achievement gap and developing a new generation of equity-driven and college leaders. Both Jen and Kristen bring a wealth of experience associated with developing new school curriculum and establishing and operating charter schools in previously underserved communities. In addition, IPS have already identified a new school principal, Baionne Coleman who, as resident school leader at the current IPS school, has a strong track record of engaging with the community the school serves and successfully delivering the school’s program.

All this experience means that I have the utmost confidence in IPS’s ability to launch and sustain a new high-quality public charter school in the South Puget Sound.

As the Vice President of WCSD, I am delighted to be working again with IPS in establishing this new elementary school. The early success of the initial IPS school located in Tukwila can be measured simply by the overwhelming parent demand for this form of public education option. We are particularly proud of our investment in the first IPS school and are excited once again to be partnering with them on this new project.

We fully support the school’s leadership and are eager to work with the school and its families. We urge you to approve Impact Public School’s application. Thank you for your consideration.

Sincerely,

James Heugas
Vice President
Washington Charter School Development, Inc.

PROJECT MANAGEMENT AGREEMENT

by and between

IMPACT PUBLIC SCHOOLS

and

WASHINGTON CHARTER SCHOOL DEVELOPMENT, INC.

dated as of February 28, 2019

PROJECT MANAGEMENT AGREEMENT

This Project Management Agreement (this “**Agreement**”) is dated as of February 28, 2019 by and between IMPACT PUBLIC SCHOOLS, a Washington non-profit corporation (“**Client**”), and WASHINGTON CHARTER SCHOOL DEVELOPMENT, INC., a Delaware registered charitable non-stock corporation (“**WCSD**”), for professional services in connection with the project described on Exhibit A (the “**Project**”). Client and WCSD are herein referred to individually as a “**Party**” and collectively as the “**Parties**”.

RECITALS

A. The Client is in the process of negotiating a long-term lease (the “**Lease**”), substantially in the form attached and incorporated into this Agreement as Exhibit B, for the occupancy and use of a building located on that certain real property commonly known as 3438 South 148th Street, Tukwila, Washington, and more particularly described in Exhibit C attached hereto (the “**Property**”).

B. Prior to the Client taking occupancy of the buiding, the Archdiocese of Seattle (“**Lessor**”) will undertake a series of seismic and structural improvements to bring the main brick building on the Property up to current seismic code.

C. Additionally, prior to occupancy but following completion of the seismic upgrades undertaken by the Lessor, Client intends on performing minimal improvements to the Property to allow for occupancy and use as a public charter school facility by or around August 1, 2020. Additional alterations may be completed after occupancy and will be considered during the acquisition due diligence period; however, such alternations and additional services are explicitly excluded from this Agreement at this time.

D. The Parties understand that the development and construction of the Project (including improvements to the existing facility, existing portable classrooms, paved areas, and raw unimproved land), will be subject to certain laws, rules and regulations related to the construction of public school facilities in the City of Seattle and the parties currently anticipate that the completion of the Project will cost approximately _____ Thousand Dollars (\$_____), as more particularly described in Exhibit D attached hereto (the “**Budget**”).

E. Client desires to retain WCSD to provide project management and development services to facilitate the development of the Project.

F. To fund certain Project costs and aid in the affordability of the Project, WCSD intends to provide a WCSD Grant (“**Grant**”) of up to One Hundred Fifty Thousand Dollars (\$150,000), with disbursements of such Grant (each a “**Grant Disbursement**”) to be completed in accordance with the procedures set forth in Section 3 below.

G. For the avoidance of doubt, the Parties acknowledge, understand and agree that WCSD and Client previously executed a separate Project Management Agreement dated as of September 26, 2017 for the performance of project management services at a separate, unrelated facility in Tukwila; and this Agreement and the obligations hereunder are separate and standalone from such prior agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the Parties hereby agree that all the foregoing recitals are a part of the obligations of the Parties and further agree as follows:

AGREEMENT

1. WCSD'S ENGAGEMENT AND SERVICES.

1.1 **Services.** WCSD agrees to provide to Client the development and project management services described in Exhibit E and elsewhere in this Agreement for the Project (collectively, the "**Services**"). WCSD shall provide sufficient organization and management to perform such Services in an expeditious and economical manner consistent with the interests of Client.

1.2 **Term.** The term of WCSD's engagement shall be deemed to have commenced as of March ___ 2019 ("**Effective Date**") and shall continue, subject to earlier termination or extension as provided below, until the earlier of (i) completion of the Project and (ii) twenty-four (24) months from the Effective Date. The Parties agree to negotiate in good faith an extension of the Term if the Project has not been completed by the termination date referenced in the immediately preceding sentence.

1.3 **Changes to Services.** Client may not make any changes to the Services, including additions, deletions, or revisions to its scope nor extend or shorten its duration, without WCSD's prior written consent, except for a termination for cause or convenience as provided below.

1.4 Termination for Cause or Convenience.

(a) **Termination for Cause.** Either Party may terminate this Agreement for cause if the other Party (the "**Breaching Party**") commits a breach of any part of this Agreement and does not cure such breach within ten (10) calendar days of receipt of the other Party's (the "**Non-Breaching Party**") written notice to the Breaching Party of such breach demanding such cure. If such breach is curable but not within such ten (10) calendar day period, then the Non-Breaching Party shall grant the Breaching Party additional time to cure, provided that the Breaching Party provides within such ten (10) calendar day period a written cure plan that is reasonably acceptable to the Non-Breaching Party, and then diligently commences and continues such cure according to the approved written plan.

(b) Termination for Convenience.

i. **By Client.** Client may terminate this Agreement at any time, without cause, by giving WCSD not less than thirty (30) calendar days prior written notice of its election to terminate this Agreement. Unless a later date is specified in a termination notice given by Client pursuant to this Section 1.4(b) the termination shall be effective thirty (30) calendar days following the date the termination notice is received by WCSD.

ii. **By WCSD.** WCSD may terminate this Agreement at any time, without cause, by giving Client not less than thirty (30) calendar days prior written notice of its election to terminate this Agreement. Unless a later date is specified in a termination notice given by WCSD pursuant to this Section 1.4(b) the termination shall be effective thirty (30) calendar days following the date the termination notice is received by Client.

(c) **Effect of Termination.**

i. **Return of Materials.** In the event of any termination, WCSD shall deliver to Client all materials relating to the Project received by WCSD from Client or received from third parties.

ii. **Payment of Fees.** Upon any termination of this Agreement, unless otherwise agreed to by the Parties, WCSD shall discontinue the provision of any Services on the date the termination is effective. Upon termination, Client shall assume and become liable for all obligations, commitments, and unsettled claims that WCSD had previously undertaken or incurred in good faith on behalf of and with the consent of Client in connection with the Project and in accordance with the terms of this Agreement.

iii. **Discontinuation of Grant.** Upon termination of this Agreement by Client for any reason, WCSD's obligation to disburse the Grant as set forth herein shall be discontinued even if the full amount of the Grant has not been disbursed to Client.

2. **WCSD AND OWNER'S RESPONSIBILITIES.**

2.1 **WCSD Responsibility.** WCSD shall perform the Services in a timely and professional manner, utilizing best practices consistent with the time constraints set forth in this Agreement. Client shall delegate to WCSD the overall responsibility for making decisions in respect to the Project consistent with WCSD's scope of Services as defined herein, and after WCSD's consultation with Client's Representative. WCSD shall, subject to Section 1.3, accede to Client's decisions in all such matters so long as such decisions do not interfere with WCSD's obligations under this Agreement. WCSD shall be entitled to rely upon the accuracy and completeness of information, surveys, and reports provided by Client and parties acting by or through Client. WCSD's representative for the Services provided is James Heugas. Unless otherwise agreed to by the parties, WCSD agrees to coordinate a meeting with Client every two weeks to review budget and schedule updates.

2.2 **Client Responsibility.**

(a) Client shall cooperate fully with WCSD's efforts in completing the tasks to be undertaken by WCSD under this Agreement.

(b) During the disbursement of the Grant as laid out in Section 3.2 below, with WCSDs assistance, Client will be responsible for final approval of vendor invoices submitted by WCSD, making payments to vendors upon receipt of Grant funds from WCSD, and providing evidence of such payments to WCSD in a timely manner. Following full disbursement of the Grant, Client shall be responsible for paying all remaining invoices for the Project directly from its own funds, including those submitted to Client by WCSD that are received by WCSD from third parties and which WCSD has reviewed for accuracy, in a timely manner and before such invoices become past due. WCSD and Client shall cooperate to insure that all third party invoices are submitted to Client. Upon receipt, WCSD shall forward any third party invoices received for the Project to Client. WCSD shall review and provide a recommendation regarding payment of said invoices.

(c) Client shall: (i) provide to WCSD full information regarding the Project; and (ii) designate a representative who shall be fully acquainted with the Project and have authority to approve matters requiring Client's approval and to render decisions promptly. Client's representative for the Project is Jen Wickens.

(d) Unless otherwise agreed to by the parties, Client representative agrees to attend a meeting with Client every two weeks to review budget and schedule updates.

3. PROFESSIONAL SERVICES FEE, WCSD GRANT AND PROJECT COSTS.

3.1 Project Services Fee. The Parties understand and agree that Client will reimburse WCSD for incurred and reasonably anticipated costs and fees related to the provision of Services under this Agreement in addition to a professional services fee in an amount equal to THIRTY THOUSAND DOLLARS (\$30,000). This fee will be charged to the project in three monthly installments of \$10,000 a month. WCSD will invoice for these Services first of each month beginning with the initial payment which will be due on April 1, 2019. Each invoice will be payable within 30 calendar days of invoice date. For Project budget development purposes WCSD will consider these costs and the Professional Services Fee as part of the overall costs of the Project.

3.2 WCSD Grant. Upon WCSD's receipt of Client's counterpart signature to this Agreement, WCSD shall make available to Client or one of its affiliates, provided that such affiliate is acceptable to WCSD in its absolute and sole discretion, funds in an amount not to exceed ONE HUNDRED AND FIFTY THOUSAND DOLLARS (\$150,000) (the "Grant") to finance a portion of the costs of the Project. The process for disbursement of these funds is described in Section 3.5 below.

3.3 Pre-Development Costs. Client represents and warrants to WCSD that as of the Effective Date Client had not incurred any Pre-Development Costs (defined below). For purposes of this Agreement, "Pre-Development Costs" shall mean all fees, costs and other expenses incurred for the Project and shall include, without limitation, fees, costs and other expenses relating to architectural, entitlement, plan checking, permitting, acquisition and environmental matters.

3.4 Budget; Grant Disbursement Process.

(a) **Budget.** WCSD acknowledges that Client submitted to WCSD a preliminary project budget that summarized all capital costs of the Project including but not limited to construction, design, entitlement, permit, and financing costs. Client acknowledges that WCSD reviewed and modified the preliminary project budget, resulting in creation of the Budget, as set forth in Exhibit D. Any further changes to the Budget must be agreed to in writing by WCSD and Client.

Client will forward all Project invoices that it receives from vendors to WCSD. On a monthly basis, supporting documents associated with all Project costs will be gathered and reviewed by WCSD as part of the Services and transmitted to Client. Supporting documents and a monthly draw statement evidencing Project costs paid to date, due and payable, and outstanding balances owed by Client and WCSD hereunder, will be provided to Client for its review and approval. The actual schedule for collection of supporting documents, submittal of monthly draw package, approval by Client, disbursement of Grant funds, and payment of vendors by Client will be established immediately following execution of this Agreement.

(b) **Disbursement Process.** The process for making Grant disbursements and paying vendor invoices will be as follows:

(i) WCSD will hold and manage the balance of the Grant until it collects and

approves vendor invoices associated with approved Project costs,

(ii) On a monthly basis, WCSD will submit to Client approved invoices along with a summary of the Grant funds expended-to-date and an updated amount of remaining Grant funds held by WCSD,

(iii) Upon receipt of Client approval of the invoices, WCSD will disburse Grant funds to Client for all the stated amount,

(iv) Client will make Project costs payments to each of the vendors directly,

(v) Client will provide evidence of payment in the form of cancelled checks and/or bank statements showing payment detail and such evidence shall be a prerequisite for release of any future Grant disbursements, and

(vi) Once the Grant has been fully disbursed WCSD will continue to collect and track expenses relative to the Budget per the process described above in this section, provided however, Client will then be responsible for making payments to the vendors directly from its own funds.

3.5 Construction. Assuming the Project proceeds to construction, then all Project costs (including all constructions costs) will be paid by Client, however, WCSD will continue to review and approve third-party invoices for payment.

4. INDEPENDENT CONTRACTOR.

4.1 Status. WCSD is an independent contractor of Client and shall not perform the Services under this Agreement as an employee of Client. Client shall have no right to control or direct the method, details or means by which WCSD performs the Services required under this Agreement. WCSD shall have no authority to enter into any contract or incur any liability or obligation on behalf of Client without the prior written approval of Client.

4.2 No Fiduciary Responsibility. The duties and obligations of WCSD hereunder shall be determined solely by the express provisions of this Agreement, and WCSD is not acting as a fiduciary for Client. WCSD shall not be liable to Client except as set forth in this Agreement and, consequently, no implied covenants or obligations or fiduciary duties shall be read into this Agreement against WCSD.

4.3 Compliance. WCSD assumes full responsibility for the payment of all taxes pertaining to services rendered and compensation paid under this Agreement. WCSD further assumes full responsibility for compliance with any and all applicable worker's compensation insurance or similar laws pertaining to WCSD's employees for services rendered and compensation paid under this Agreement.

5. INSURANCE AND INDEMNITY.

5.1 Client's Liability Insurance. Client shall maintain insurance policies for commercial general liability insurance, builder's risk insurance, and such other insurance for the Project as will protect Client and WCSD against claims – including construction defect claims – which may arise from the Project and/or this Agreement. Any such policies shall name WCSD as an additional insured.

5.2 Contractors Liability Insurance. Client shall require all contractors, subcontractors and suppliers performing work or providing materials to the Project to maintain commercial general liability

insurance in the minimum amount of Two Million Dollars (\$2,000,000.00) and to cause Client and WCSD to be named as additional insureds on such policies. All written contracts with contractors, subcontractors and suppliers shall require the above.

5.3 **Indemnity by Client.** Client shall indemnify, defend and hold harmless WCSD and its employees, agents and representatives from and against any and all claims, demands, damages, losses, liabilities, obligations, costs and expenses, including attorneys' fees (collectively, "**Losses and Liabilities**"), arising out of or in connection with claims asserted by third parties (including without limitation any governmental agency, homeowners association, or similar organization) relating to the Project, or any breach by Client of its obligations hereunder, or any willful misconduct or negligence of Client, but excepting therefrom any Losses and Liabilities which arise out of or in connection with any gross negligence or willful misconduct of WCSD or any breach by WCSD of this Agreement. This indemnity specifically includes acts taken by WCSD in connection any services provided by WCSD prior to the execution of this Agreement.

5.4 **Indemnity by WCSD.** WCSD shall indemnify, defend and hold harmless Client and its employees, agents and representatives from and against any and all claims, demands, damages, losses, liabilities, obligations, costs and expenses, including attorneys' fees arising out of or in connection with any willful misconduct or gross negligence of WCSD or any breach by WCSD of this Agreement, but excepting therefrom any Losses and Liabilities which arise out of or in connection with any active negligence, gross negligence or willful misconduct of WCSD or any breach by WCSD of this Agreement.

5.5 **Consequential Damages.** In no event shall either Party be liable for the other's indirect, special or consequential damages.

6. **DISPUTE RESOLUTION.**

6.1. **Waiver of Jury Trial.** ANY DISPUTE ARISING BETWEEN THE PARTIES RELATING TO THE TERMS OR PERFORMANCE OF THIS AGREEMENT SHALL BE ADDRESSED AS PROVIDED BELOW, AND THE PARTIES EXPRESSLY WAIVE ANY RIGHT TO HAVE THEIR DISPUTES RESOLVED THROUGH TRIAL BY JURY TO THE EXTENT ALLOWED BY LAW.

6.2. **Claim Requirements.** As a condition precedent to a Party pursuing a claim, such Party shall first file with the other Party a written claim setting forth its position, which must at least include the following: (i) a narrative of pertinent events; (ii) citation to relevant provisions of this Agreement; (iii) such Party's theory and justification for entitlement; and (iv) requested resolution.

6.3. **Informal Resolution.** In the event of a dispute, the Parties shall meet and confer in good faith in an effort to resolve such dispute. Each Party shall continue performing its obligations under this Agreement throughout the course of any dispute.

6.4. **Mediation.** If the Parties are unable to resolve their disputes informally as provided above, the Parties shall seek to resolve their disputes through good faith mediation conducted by a mediator mutually acceptable to the Parties.

6.5. **Arbitration.** If mediation does not resolve the dispute, then either Party may submit the matter to binding arbitration. The Parties may conduct discovery prior to arbitration in accordance with Washington State law. The arbitration will be conducted through the initiating Party's selection of the

American Arbitration Association or JAMS to administer the arbitration process. Arbitration will be held in the County where the Project is located and conducted before a single neutral retired judge or attorney with experience in real estate or construction law. The arbitrator shall have authority to specifically enforce any provision of this Agreement. Any arbitration fees will be divided equally between the Parties. If either Party refuses or fails to timely furnish required payments or information demanded, or participate in the arbitration, then arbitration may proceed before an arbitrator named by the participating Party, and the arbitrator is hereby authorized to decide the dispute ex parte (without the other Party's participation), based on the information presented to the arbitrator.

6.6. **Survival.** The duty to mediate and arbitrate shall survive termination of this Agreement or either party's performance of it.

7. GENERAL PROVISIONS.

7.1 **Attorneys' Fees.** If any Party commences or is made a Party to a lawsuit, arbitration or other proceeding to enforce or interpret this Agreement, the prevailing Party in such proceeding shall be entitled to recover from the other Party all reasonable attorneys' fees and other costs incurred in connection with such proceeding, including without limitation any appeal or enforcement of any judgment or decision rendered in such proceeding.

7.2 **Notices.** All notices, requests, demands and other communications under this Agreement shall be in writing and shall be deemed duly given (i) on the date of delivery if personally delivered, (ii) one (1) business day after delivery by overnight courier or facsimile (provided that the sender retains a printed confirmation of delivery to the facsimile number provided below), or (iii) three (3) business days after mailing if mailed by first class mail certified or registered, postage prepaid, return receipt requested, to the Parties at their addresses set forth below, or such other address designated from time to time in writing by such Party to the other Party.

Washington Charter School Development, Inc.
600 Wilshire Blvd., Ste. 200
Los Angeles, CA 90017
Fax: (213) 542-4701
Attention: John Sun, CEO

Impact Public Schools
3438 S 148th St
Tukwila, WA 98168
Phone: (206) 712 7640
Attention: Jen Wickens

7.3 **Amendment and Waiver.** This Agreement may be amended only by a written document signed by all Parties to this Agreement. Waiver of any provision of this Agreement shall not be deemed or constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver.

7.4 **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, beneficiaries, legal representatives, successors and assigns. This Agreement may only be assigned with the prior written approval of the other Party.

7.5 **Governing Law and Severability.** This Agreement shall be governed by and construed under the laws of the State of Washington, without regard to its conflicts of law's provisions. If any provision of this Agreement is invalid or unenforceable, and if the deletion of such provision would not adversely affect the receipt of any material benefit of the bargain by either Party hereto, such provision shall (i) be modified to the minimum extent necessary to render it valid and enforceable, or (ii) if it cannot be so modified, be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of the remaining provisions.

7.6 **Counterparts.** This Agreement may be executed in any number of counterparts, and each set of duly delivered identical counterparts, which includes all signatories, shall be deemed to be an original instrument.

7.7 **Construction.** This Agreement has been negotiated at arm's length and each Party has been represented by legal counsel. Accordingly, any rule of law (including without limitation California Civil Code Section 1654) or legal decision that would require interpretation of any ambiguities in this Agreement against the Party drafting it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to effectuate the intent of the Parties and the purpose of this Agreement.

7.8 **Further Assurances.** The Parties covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out this Agreement.

7.9 **Entire Agreement.** This Agreement represents the entire agreement between the Parties with respect to the subject matter set forth above, and supersedes all previous oral and written agreements, communications, representations, and commitments between WCSD, Client, and their respective predecessors.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties have executed this Project Management Agreement effective as of the date set forth above.

IMPACT PUBLIC SCHOOLS

By: _____
Name: _____
Title: _____

WASHINGTON CHARTER SCHOOL DEVELOPMENT, INC.

By: _____
Name: John Sun
Title: Chief Executive Officer

**EXHIBIT A
PROJECT DESCRIPTION**

This project will be the second school that the Client will open in the State of Washington. Similar to the previous project that WCSD invested in and managed, this new school will be K-5 program with a projected total enrollement of approximately 400 students. The Client is currently in the process of applying to the Washington State Charter School Commission for a new charter and, once the charter is approved, plans to begin the first year of operations in August of 2020. The school plans to enroll approximately 100 in the first year and growing by 50 students each year thereafter. In parallel with the applicatgion for a charter, Impact Public Schools are also in the process of securing a facility to act as a long term (30 Year+) home for the new school. A draft copy of this lease, for the the real property located at 620 20th Ave S, Seattle, WA 98144, Washington.

The proposed property is an existing 3-story school building that is part of the St Mary’s church campus in the Central District of Seattle. The property also includes a paved play areas and three existing portable classrooms with a raised wood deck and elementary student play structure. The main 3-story building is an unreinforced masonry structure and it is our understanding that the church will undertake, under a separate contract, the necessary structural improvements to bring this building into compliance with current structural seiemic retrofit building codes. The 3-story school building is currently housing the Giddens School of Seattle, a private elementary school that is scheduled to relocate to an alternative facility at the end of the 2018-19 academic year. It is understood that the lease will also include the use of the adjacent church parking lot that includes approxiamtely 50 parking spots and potentially the use of an additional residential structure and garden that is located at the east side of the church campus.

Client intends to perform minimal improvements to the property prior to the first year of occupancy to create or update 11 classrooms. These classrooms along with the three portables that are onsite should be able to accommodate the first four years of enrollment. A second phase consisting of the placement of two more portable classrooms will be required in year 5 to accomidate the final full enrollement. It is our understanding that the current building does not have a certificate of occupancy, primarilily die to the vintage of the structure. We anticipate that as part of the improvements associated with the new school lease Impact Public Schools will be required to obtain a conditional use permit will be required in order to allow the conversion of the property for public school use.

Building Owner:	Impact Public Schools, or its assignee
Tenant:	Impact Public Schools
Architect:	TBD
Project Contractor:	TBD
School:	TBD, serving grades K-5
Seats Created:	400 total
Total Building Size:	Approx. 32,000 sf gross
Total Property Size:	Approx. 48,000 sf
Project Costs:	\$TBD
Timeline:	Due Diligence: March 2019 – August 2019 CUP Approvals: October 2019 Permits (If required): December 2019 Tenant Improvements: January2020 – July 2020 Occupancy: August 2020

Exhibit B
Lease Agreement

Exhibit C

Legal Description

Exhibit D

Budget

EXHIBIT E

SERVICES

Roles and Responsibilities

Scope of Work

February 28, 2019

Project:

	Responsible Party	
	Primary	Supporting
PLANNING PHASE		
Administration		
Establish protocols and procedures with project leadership.	WCSD	CLIENT
Issue and maintain project directory	WCSD	
Original Budget and Financing		
Create full project budget (excluding FF&E)	WCSD	CLIENT
Create FF&E project budget	CLIENT	WCSD
Prepare project cash flow and update as needed	WCSD	
Analyze potential financing structure and facilitate selection	CLIENT	WCSD
Source potential funders and lenders	CLIENT	WCSD
Create, submit, coordinate requests for financing packages	CLIENT	WCSD
Address potential lender needs (requests, due diligence)	CLIENT	WCSD
Manage selection of funder and lender and negotiate terms	CLIENT	WCSD
Manage application and filing of closing documents	CLIENT	WCSD
Apply for government financing if applicable	CLIENT	WCSD
Apply for government grants if applicable	CLIENT	WCSD
Schedule		
Generate project schedule and update as needed	WCSD	
Identify key Client and Project milestones	WCSD	CLIENT

Scope of Work

February 28, 2019

Project:

Responsible Party

Site Control		
Negotiate LOIs (if applicable)	CLIENT	WCSD
Arrange for right of entry (if applicable)	CLIENT	WCSD
Negotiate purchase/lease terms (as applicable)	CLIENT	WCSD
Collect existing due diligence materials (ex. haz mat assessments, topo survey)	WCSD	CLIENT
Coordinate transaction components (ex. ALTA, title)	WCSD	CLIENT
Manage entitlements and variances	WCSD	CLIENT
Manage easements and covenants	CLIENT	WCSD
Team Assembly - A&E / Consultants / Preconstruction Contractor		
Manage RFP preparation, proposal review, interview, and selection process of various Client contracts and services	CLIENT	WCSD
- Architect & Engineering (MEP, Structural, etc.)	WCSD	CLIENT
- Civil Engineer	WCSD	CLIENT
- General Contractor	WCSD	CLIENT
- Surveyor (ALTA, Topo, wall check, building plat, etc.)	WCSD	CLIENT
- Geotech Engineer (if required)	WCSD	CLIENT
- Environmental Consultant (Phase 1, Hazmat Surveys, etc)	WCSD	CLIENT
- Industrial Hygienist	WCSD	
- Traffic Engineer	WCSD	
- LEED Consultant (if required)	WCSD	
- Commissioning Agent (if required)	WCSD	
- Permit Expeditor (if required)	WCSD	

Scope of Work

February 28, 2019

Project:

	Responsible Party	
- Materials Testing & Inspections (if required)	WCSD	
- 3rd Party Code Inspections (if required)	WCSD	
- Audio / Visual subject to receiving programmatic guidance from CLIENT re requirements	WCSD	CLIENT
- Access Control / Security subject to receiving programmatic guidance from CLIENT re requirements	WCSD	CLIENT
- Communication Cabling subject to receiving programmatic guidance from CLIENT re requirements	WCSD	CLIENT
- Signage	WCSD	CLIENT
Negotiate and finalize contract terms including fees	WCSD	
Coordinate any documentation needed by financing	CLIENT	WCSD
Coordinate submission to any local state entities	WCSD	CLIENT
DESIGN PHASE		
Administrative		
Facilitate design meetings, including setting agenda	WCSD	
Prepare and maintain issue tracking log	WCSD	
Review and edit A&E meeting minutes and submit notes to file as needed	WCSD	
Establish requirements for permit and bid package issuances	WCSD	
Attend project presentations to School and/or Charter School Board, as needed	WCSD	
Coordinate Client's relationship with neighbors (informational meetings, community outreach, approval meetings, update meetings, newsletters)	CLIENT	WCSD
Programming		

Scope of Work

February 28, 2019

Project:

	Responsible Party	
Prepare outline program of spaces (indoor and outdoor)	WCSD	CLIENT
Verify LEED / CHPs / Sustainability strategy	WCSD	CLIENT
Generate performance criteria / specifications for Client's technical systems:		
- information technology	CLIENT	WCSD
- access control / security	CLIENT	WCSD
- communications	CLIENT	WCSD
- audio-visual	CLIENT	WCSD
Budget & Schedule Tracking		
Manage contractor cost estimating of design packages	WCSD	
If required, manage value engineering effort to ensure costs are consistent with Client budget goals	WCSD	
Provide regular budget updates (hard and soft cost line items budget/commitments/actual expenditures):	WCSD	
Update cash flow projections	WCSD	
Review and approve all invoices related to project budget commitments	WCSD	
Package and coordinate monthly draw request for funding	WCSD	
Manage design team to ensure various design packages are issued in accordance with Project Schedule	WCSD	
Monitor and maintain overall project schedule	WCSD	
Quality Control		
Provide design reviews/mark-ups of drawings and specifications at various stages of design	WCSD	

Scope of Work

February 28, 2019

Project:

	Responsible Party	
Draft and issue approval memo to proceed into next phase of design	WCSD	
Issue updates to Program Document, as required	CLIENT	WCSD
FF&E		
Prepare and update list of FF&E items to be purchased	CLIENT	WCSD
Facilitate design coordination with FF&E requirements	WCSD	CLIENT
Permitting & Utilities		
Monitor and participate in researching, submitting and securing approvals from all applicable agencies (e.g., environmental, regulatory, etc.)	WCSD	CLIENT
Monitor and participate in applying for and securing new and/or replacement utility services (as required):		
- Water	WCSD	CLIENT
- Gas	WCSD	CLIENT
- Electricity	WCSD	CLIENT
- Phone	CLIENT	WCSD
- Wireless	CLIENT	WCSD
CONSTRUCTION PHASE		
Administrative		
Attend regular construction team meetings	WCSD	
Review and edit contractor meeting minutes or submit notes to file as needed	WCSD	
Manage questions/issues raised by contractor and facilitate resolution	WCSD	

Scope of Work

February 28, 2019

Project:

	Responsible Party	
Bidding		
Review actual proposed General Conditions	WCSD	
Review overall proposed Schedule of Values	WCSD	
Create a wish list for contingency and capital campaign efforts	CLIENT	WCSD
Coordinate proposed change order process, including documentation requirements	WCSD	
Budget & Schedule Tracking		
Prepare and maintain construction contract log	WCSD	
Review, manage and negotiate Proposed Change Orders	WCSD	
Attend Change Order meetings with contractor and design team	WCSD	
Track construction costs and identify variances from budgeted amounts, including exposures against construction contingencies	WCSD	
Provide regular budget updates (hard and soft cost line items/budget/commitments/actual expenditures)	WCSD	
Update cash flow projections as needed	WCSD	
Review all invoices related to project budget commitments, and where payment is recommended, release project grant amounts to CLIENT for payment	WCSD	
Track and report draw down of all grant funds to CLIENT		
Pay all project invoices	CLIENT	
Package and coordinate monthly draw request for funding	WCSD	
Track contractor's schedule progress and flag items of concern for contractor's response	WCSD	
Monitor and maintain overall project schedule	WCSD	

Scope of Work

February 28, 2019

Project:

	Responsible Party	
Quality Control		
Monitor work of contractor to ensure compliance with design documents and quality of work (WCSD may rely on the opinion of 3 rd parties such as architects and inspectors to confirm compliance)	WCSD	
FF&E		
Assist in coordinating contractor's work with installation of FF&E	WCSD	
Assist in coordinating contractor's work with installation of other Owner-provided work (telecom, security, A/V, etc)	WCSD	
Utilities		
Facilitate coordination between utility companies and contractor regarding new services into Project	WCSD	
Coordinate between Client and utilities in establishing billing accounts	CLIENT	WCSD
Substantial / Final Completion		
Facilitate final inspection approvals and issuance of Certificate of Occupancy	WCSD	
Coordinate development of punch-list and contractor's completion thereof	WCSD	
Facilitate turnover of project from construction team to property management and/or school operations (including systems training)	WCSD	
Manage contractor's assembly of closeout materials (including O&M information as required)	WCSD	

Scope of Work

February 28, 2019

Project:

	Responsible Party	
- ensure proper distribution to operational personnel	CLIENT	
Coordinate receipt/distribution of as-built documents	WCSD	
If GMP, review final construction costs and negotiate final GMP amount and appropriate distribution of project savings, if any	WCSD	
Confirm receipt of lien waivers and other closeout documents required for contractor's final payment	WCSD	
POST CONSTRUCTION PHASE		
Administrative		
Facilitate resolution to any construction/warranty issues raised during first [six (6)] weeks of occupancy	WCSD	
Provide final archive to Client of all key project documents.	WCSD	
Assist Client in preparing any financing/funding entity closeout requirements	WCSD	

EXCLUDED SERVICES:

In accordance with this Agreement, WCSD may oversee the management and/or scheduling of third-party licensed professionals, contractors and vendors in the course of rendering the services set forth in this Exhibit D. However, WCSD shall not have any formal control over or charge of and shall not be responsible for construction means, methods, techniques, sequences, or procedures, acts, omissions, or for safety precautions and programs of any third-party professionals, contractors, or vendors providing the following services on or at the Project (each an “Excluded Service” and collectively the “Excluded Services”):

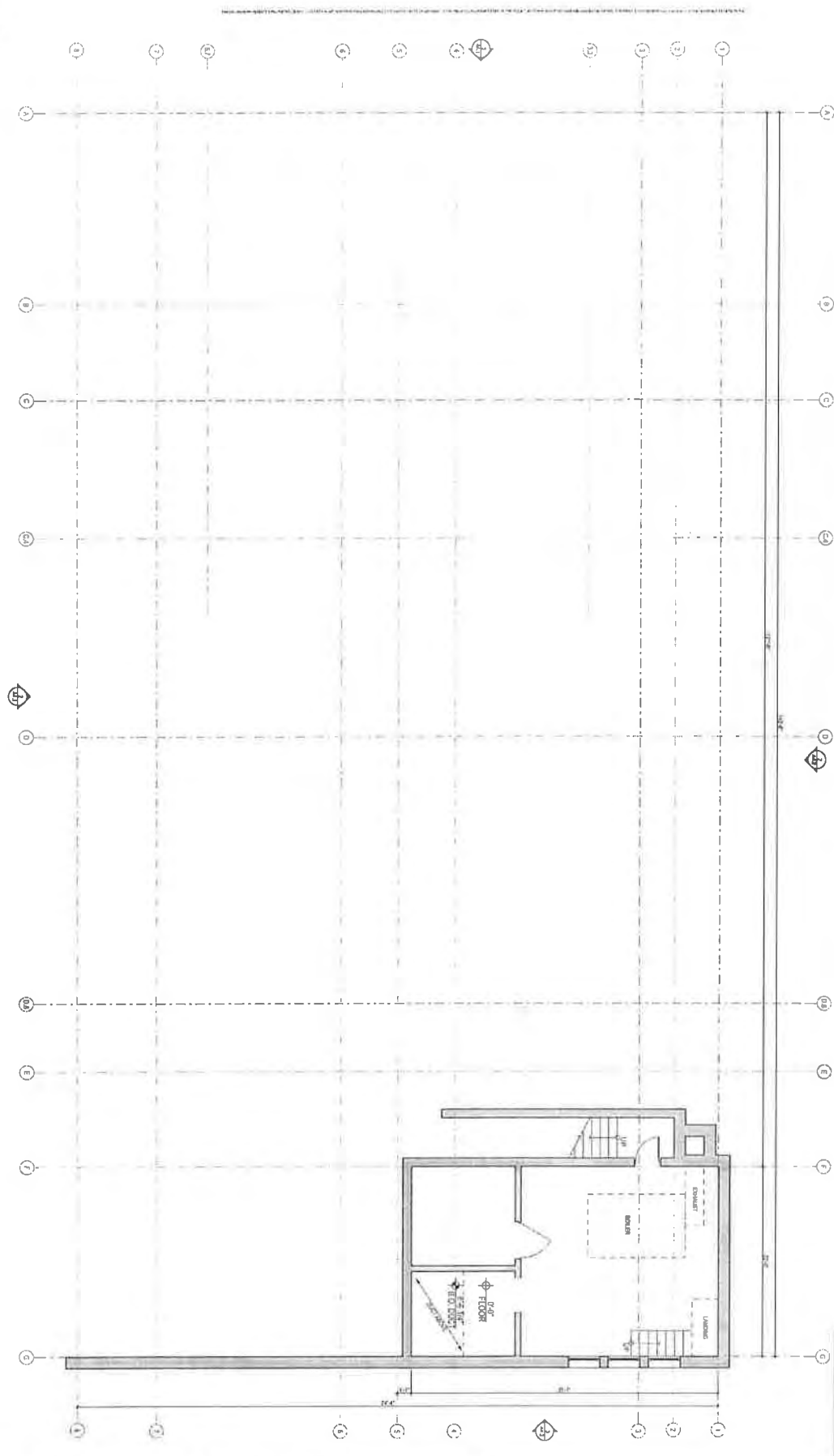
- ◆ Architectural, Engineering or other Design Services or the conformance of any design or implementation with any applicable legal standards or requirements
- ◆ General Contracting
- ◆ Legal Services
- ◆ Safety Program Design or Enforcement
- ◆ Accounting Services
- ◆ Investment Advisory Services
- ◆ Municipal Advisory Services
- ◆ Environmental Assessment, related Mitigation or Monitoring
- ◆ Quantity Surveying or Cost Estimating
- ◆ FF&E procurement or coordination, including, but not limited to the following items:
 - ◆ Lunch Tables
 - ◆ Exterior Canopies & Awnings
 - ◆ Playground Surfacing or Equipment
 - ◆ School & Office Equipment or Furnishings
- ◆ Low Voltage Data, Phone, PA System, Clock, Security, or Card Reader Wiring/Equipment/Planning
- ◆ Kitchen, Food Prep, and Food Serving Equipment or Health Department Permitting
- ◆ Equipment needed to execute future maintenance
- ◆ Any permits or fees needed to secure the right of Client to operate as a business
- ◆ Property Management

As such, WCSD shall not be named as a party to any action brought by Client in matters of design errors and omissions, construction defects, jobsite accidents, or any other event relating to or arising out of any of the above Excluded Services and shall be specifically indemnified by Client and by the general contractors, sub-contractors, architects and other design consultants contracted with by Client and working on the Project against actions brought by others against WCSD for Excluded Services, unless directly resulting from WCSD’s gross negligence or willful misconduct. Client shall cause its contracts with such third parties to contain a written indemnification of WCSD in form reasonably satisfactory to WCSD, as determined in its sole discretion.

Moreover, WCSD shall not be responsible for the GC's failure to carry out the Project in accordance with any contract documents or any permits associated with the Project but shall work with the GC to prepare a construction schedule approved by Client and shall not do anything that interferes with the GC's ability to perform according to the Schedule except as necessary to ensure WCSD's compliance with its obligations under this Agreement.. WCSD shall not have control over or charge of acts or omissions of the GC, its subcontractors, the Architect or other design professionals, or their agents or employees, or of any other persons engaged by or on behalf of any party to perform work on the Project. WCSD shall have no responsibility for ensuring that such the Project design or its implementation is in compliance with applicable laws and codes. WCSD shall have no responsibility for the discovery, presence, handling, removal, or disposal of or exposure of persons to hazardous materials in any form at or around the Project site.

[END OF SCOPE OF SERVICES]

FLOOR PLAN - BASEMENT



LEGEND

	DOOR NUMBER, SIZE, SWING, HANDING
	ELEVATION NUMBER
	SECTION NUMBER
	DETAIL NUMBER
	CONSTRUCTION NOTE

A2.1

DATE	11/19/18
BY	ARCHITECT

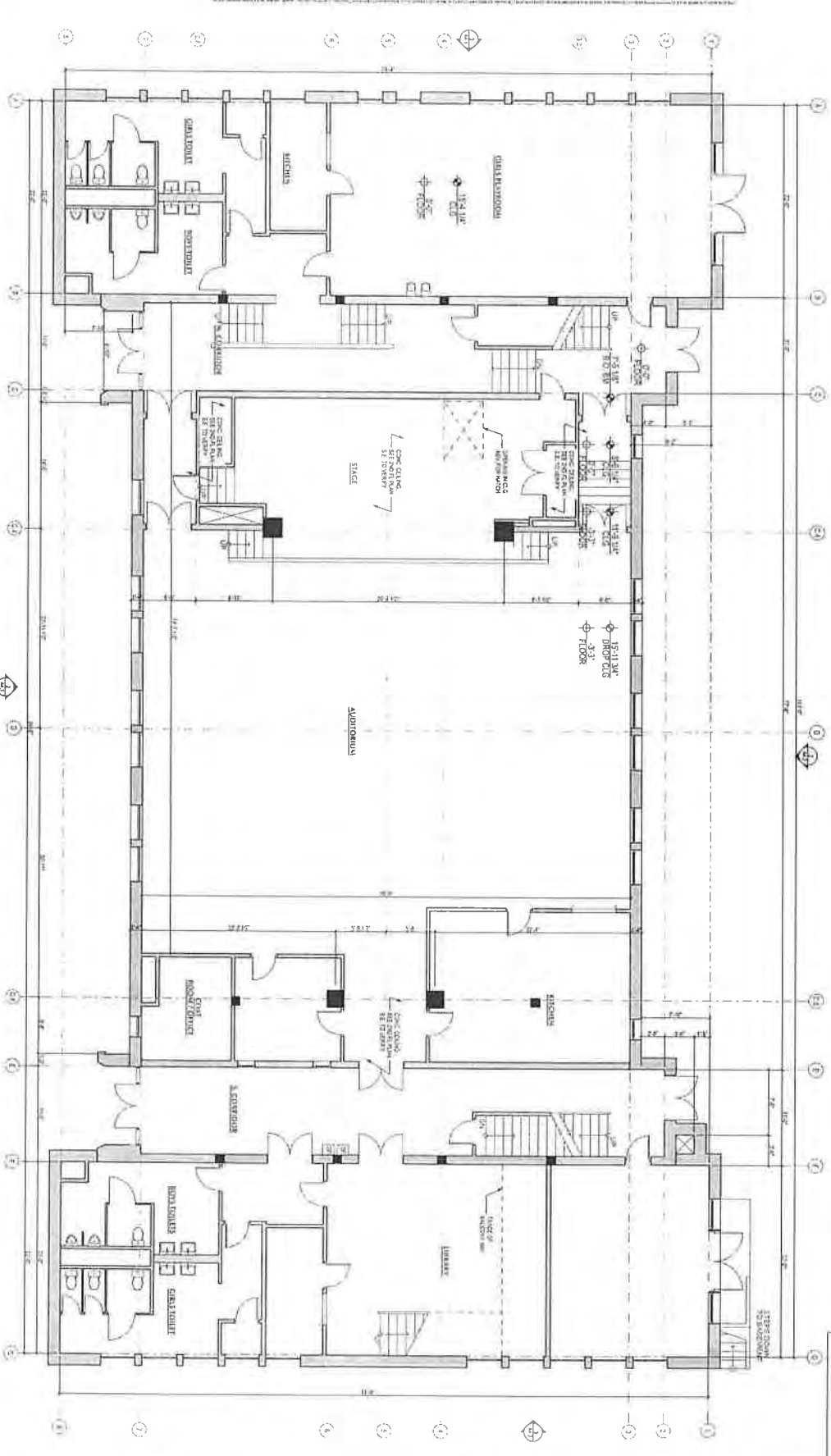
BRODERICK ARCHITECTS
 55 S ATLANTIC STREET, SUITE #301
 SEATTLE, WASHINGTON 98134 206.682.7525

ST. MARY'S SCHOOL
 SEISMIC UPGRADES

620 20TH AVE S • SEATTLE, WA 98144

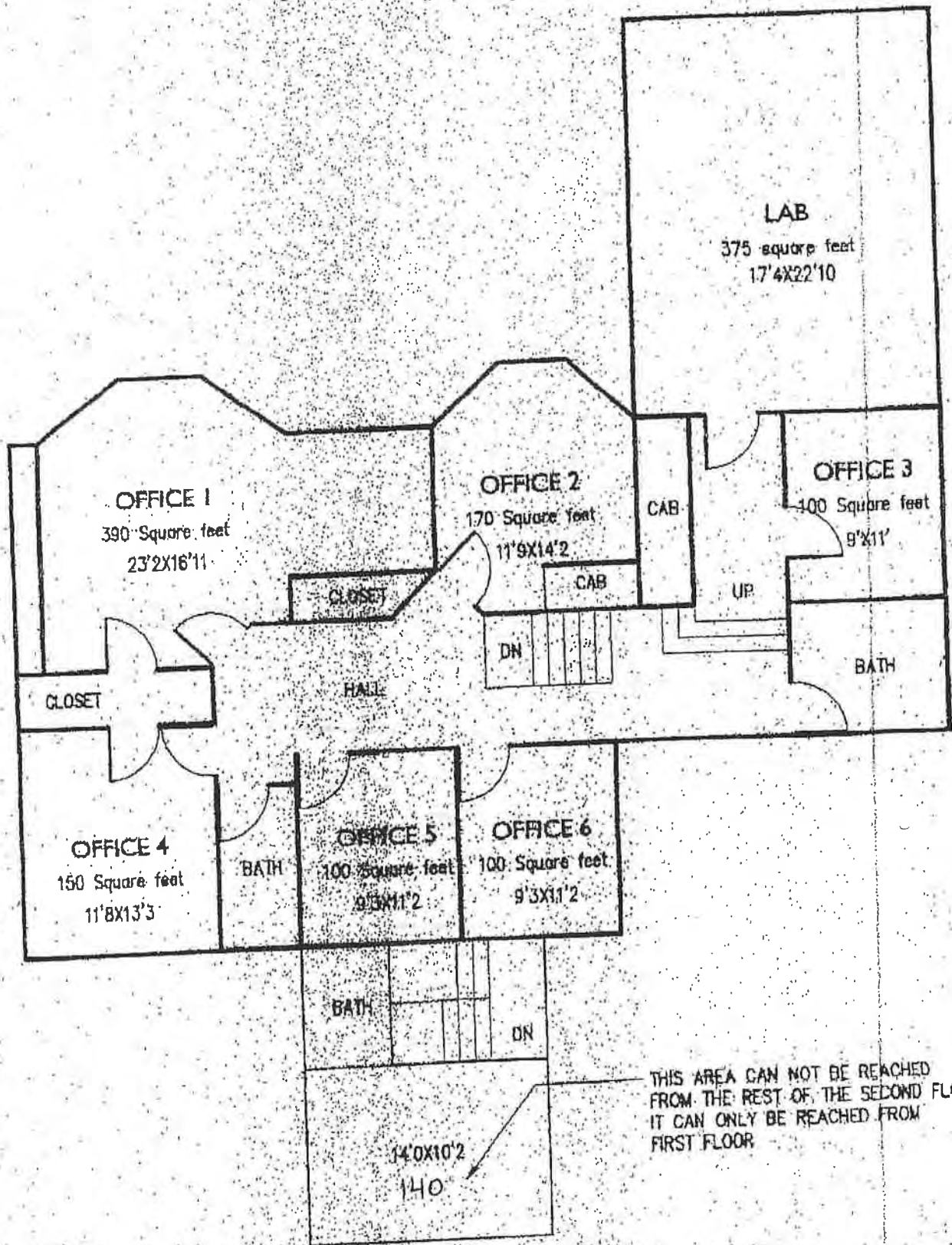


FLOOR PLAN - 1ST FLOOR



LEGEND

	DOOR MARKER, SEE REVISIONS
	EQUIPMENT MARKER
	SECTION MARKER
	DETAIL MARKER
	CONSTRUCTION MARKER, SEE REVISIONS



THIS AREA CAN NOT BE REACHED FROM THE REST OF THE SECOND FLOOR. IT CAN ONLY BE REACHED FROM FIRST FLOOR

© A/R/B 2004

HAPPY MEDIUM SCHOOL

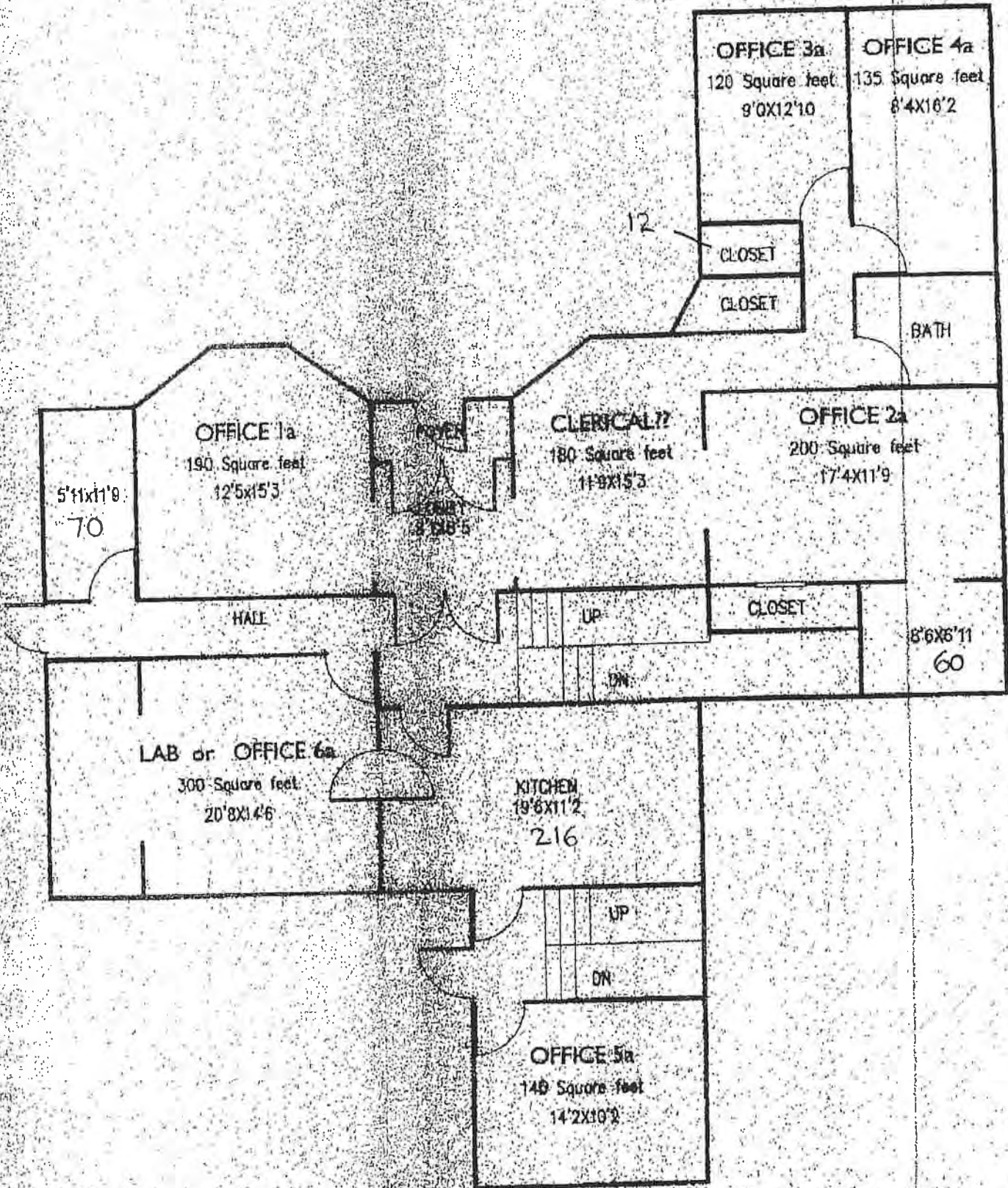
620 20TH AVENUE SOUTH, SEATTLE WA

CONVENT - SECOND FLOOR

SCALE: 1/8"=1'-0"

DATE 10-13-04

A2.1



HAPPY MEDIUM SCHOOL

625 20TH AVENUE SOUTH SEATTLE WA

© April 2004

CONVENT - FIRST FLOOR
SCALE: 1/8" = 1'-0"
DATE: 10-13-04

A2.0

For Lease



**1401 E Jefferson St
Jefferson Bldg
Capitol Hill/Central Dist
Seattle, WA 98122**



View Detail
 Remove from Results

For Sale

This property is not currently for sale.

For Lease

Total Avail	1,717 SF	Smallest Space	1,717 SF
		Max Contiguous	1,717 SF
		Total Spaces Avail	1
Asking Rent	\$29.00/sf Full Service Gross		

Building

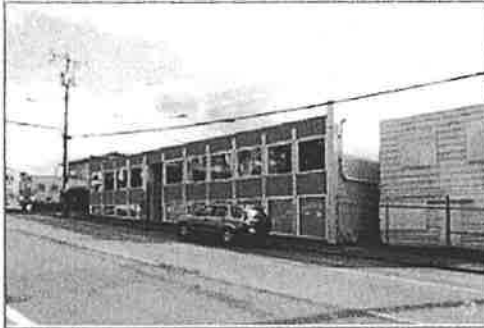
Type	2 Star Office	Year Built	1970
RBA	44,000 SF	Land Area	16,553 SF
Stories	5	Parking Ratio	0.88/1,000 SF
Typical Floor	11,000 SF		
Tenancy	Multi		

Building Vacancy **3.9%**
Capitol Hill/Central Dist Office 1-3 Star Va... **1.7%**

For Lease



1621 S Jackson St
S Seattle
Seattle, WA 98144



[View Detail](#)

[Remove from Results](#)

For Sale

This property is not currently for sale.

For Lease

Total Avail	5,637 SF	Smallest Space	2,045 SF
		Max Contiguous	3,592 SF
		Total Spaces Avail	2
Asking Rent	\$20.00-24.00/sf Triple Net		

Building

Type	2 Star Office	Year Built	1960
RBA	10,000 SF	Land Area	18,731 SF
Stories	2	Parking Ratio	1.04/1,000 SF
Typical Floor	5,000 SF		
Tenancy	Multi		
Building Vacancy		56.4%	
S Seattle Office 1-3 Star Vacancy		7.8%	

Matt Wickens

President

Pine Forest Properties, Inc.

11980 NE 24th Street, Suite 200 | Bellevue, WA 98005

Phone: 425-454-1900

Cell: 206-818-0849

matt@burnstead.com

www.pineforestproperties.com

From: Jen Wickens [mailto:jwickens@impactps.org]

Sent: Thursday, January 24, 2019 9:51 AM

To: Matt Wickens

Subject: QQ

[Quoted text hidden]



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 25 (Section 25): Start Up Plan

Contents:

- Impact | SSE Detailed Start Up Plan: 2018-2020



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 26 (Section 25): Insurance Coverage

Contents:

- List of Insurance with Levels of Coverage

Attachment 26: Insurance Coverage

IPS will maintain adequate insurance necessary for the operation of Impact | Salish Sea Elementary, including but not limited to indemnity, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below.

- **Comprehensive general liability:** \$3,000,000
- **Worker's Comp (L&I)** and **Unemployment** insurance are both mandatory and run through the state. IPS has budgeted for those as a % of salaries in the Benefits section of the budget. Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of the school's contract.
- **Officers, directors and employees errors and omissions:** \$50,000
- **Professional liability insurance:** \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- **Data Breach Insurance:** \$1,000,000
- **Property insurance:** As required by landlord or lender
- **Transportation/Motor vehicle liability** (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- **Fidelity/Crime Coverage:** \$500,000
- **Bonding:**
 - The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.
 - Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be for the amount of each year's allocation based on projected enrollment.
 - The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

The estimated cost built into the financial workbook are based on information from Impact | Puget Sound Elementary actuals.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 27 (Section 27): Financial Plan Workbook

Contents:

- Financial Plan Workbook (Commission Template)

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL EIGHT tabs to the right of the 'New Application Budget -->' placeholder tab.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section: Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section: Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

OSPI Estimator Tool

- This tab is a tool created by OSPI to assist in establishing an accurate per pupil amount for the '3100 - Apportionment' revenue line.
- Enter in enrollment for YRs 1-5 (one year at a time; cells B3-B7). The tool will produce a per pupil amount for that year based on enrollment entered and district chosen (cell B17). Enter those yearly per pupil amounts in cells H33 - L33 on the 'Assumptions' tab. The per pupil amount entered will then be multiplied by the enrollment entered on the 'Enrollment' tab and will carry through to the '5 YR Budget' tab.

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, 2 or 3.
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 a per staff basis. For example, if an estimation of \$1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$1,000. If the school's FTE count is 20 then the total for that line will be \$20,000 in Year 1.
Option 3; 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 orange) enter in \$25,000.

New Application Budget and Cash Flow Template Instructions

- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
*** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns D - J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Impact | Salish Sea Elementary

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Jen Wickens
Contact Email:	jwickens@impactps.org
Contact Phone:	206-712-7640
Year One:	2020-21
School Days:	182

	Enter Enroll
K-3 FTE	168.00
4 FTE	
5-6 FTE	
7-8 FTE	-
9-12 FTE	-
Total Enroll	168.00
Regionalization	1.18
Revenue 3100	1,950,579.91
Per Pupil	11,610.59

District	Regionalization (Pick from Drop-Down in A17)
Battle Ground	1.06
Bellevue	1.18
Bellingham	1.12
Bremerton	1.18
Federal Way	1.12
Ferndale	1.12
Highline	1.18
Kennewick	1.00
Kent	1.18
Pasco	1.00
Renton	1.18
Richland	1.06
Tacoma	1.12
Tukwila	1.18

Directions: Pick the district nearest to the proposed location of your school

REVENUE AND EXPENSE ASSUMPTIONS

2020-21 2021-22 2022-23 2023-24 2024-25

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

Enter the % increase below for which the amount entered in column F should increase each year.

REVENUE

1000 - LOCAL TAXES

1100 - Local Property Tax	-	0.00%	0.00%	0.00%	0.00%	0.00%
1900 - Other Local Taxes	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom LOCAL TAXES	-	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL LOCAL TAXES

2000 - LOCAL SUPPORT - NON-TAX

2200 - Sale Of Goods, Supplies, & Services - Unassigned	3 12,643.00	0.00%	50.00%	33.33%	25.00%	20.00%
2500 - Gifts Grants, and Donations (Local)	3 375,000.00	0.00%	-98.67%	3900.00%	-100.00%	0.00%
Custom LOCAL SUPPORT - NON-TAX	-	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL LOCAL SUPPORT - NON-TAX

3000 - STATE REVENUE - GENERAL PURPOSE

3100 - Apportionment		\$ 11,610.59	\$ 10,941.51	\$ 10,940.31	\$ 10,379.57	\$ 10,005.17
3121 - Special Education - General Apportionment						
Custom STATE REVENUE - GENERAL PURPOSE		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL STATE REVENUE - GENERAL PURPOSE		0.00%	0.00%	0.00%	0.00%	0.00%

4000 - STATE REVENUE - SPECIAL PURPOSE

4121 - Special Education - State	1 8,873.00	1.80%	1.80%	1.80%	1.80%	1.80%
4155 - Learning Assistance	1 954.00	1.80%	1.80%	1.80%	1.80%	1.80%
4165 - Transitional Bilingual	1 1,295.00	1.80%	1.80%	1.80%	1.80%	1.80%
4174 - Highly Capable	1 590.00	1.80%	1.80%	1.80%	1.80%	1.80%
4198 - School Food Service	3 6,557.00	2.04%	49.99%	33.34%	25.00%	20.00%
4199 - Transportation - Operations	1 526.00	1.80%	1.80%	1.80%	1.80%	1.80%
Custom STATE REVENUE - SPECIAL PURPOSE	-	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL STATE REVENUE - SPECIAL PURPOSE

5000 - FEDERAL REVENUE - GENERAL PURPOSE

5200 - General Purpose Direct Fed. Grants - Unassigned	-	0.00%	0.00%	0.00%	0.00%	0.00%
Title I	1 340.00	2.00%	2.00%	2.00%	2.00%	2.00%
Title II	-	0.00%	0.00%	0.00%	0.00%	0.00%
Title III	-	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Funding	1 1,352.52	2.00%	2.00%	2.00%	2.00%	2.00%
CSP	3 305,000.00	0.00%	-8.20%	-100.00%	0.00%	0.00%

Total 5200 - General Purpose Direct Fed. Grants - Unassigned

Custom FEDERAL REVENUE - GENERAL PURPOSE	-	0.00%	0.00%	0.00%	0.00%	0.00%
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TOTAL FEDERAL REVENUE - GENERAL PURPOSE

REVENUE AND EXPENSE ASSUMPTIONS

			2020-21	2021-22	2022-23	2023-24	2024-25
ASSUMPTION KEY							
1	PER STUDENT						
2	PER STAFF						
3	PER SCHOOL						
6000 - FEDERAL REVENUE - SPECIAL PURPOSE							
6100 - Special Purpose - OSPI Unassigned		-	0.00%	0.00%	0.00%	0.00%	0.00%
6198 - School Food Services			0.00%	53.00%	36.00%	27.50%	22.40%
Free Breakfast Reimbursement	1	1.34	2.04%	2.00%	2.00%	2.00%	2.00%
Reduced Breakfast Reimbursement	1	1.12	2.04%	2.00%	2.00%	2.00%	2.00%
Paid Breakfast Reimbursement	1	0.03	2.04%	2.00%	2.00%	2.00%	2.00%
Free Lunch Reimbursement	1	2.98	2.04%	2.00%	2.00%	2.00%	2.00%
Reduced Lunch Reimbursement	1	2.62	2.04%	2.00%	2.00%	2.00%	2.00%
Paid Lunch Reimbursement	1	0.08	2.04%	2.00%	2.00%	2.00%	2.00%
Snack Reimbursement		-	0.00%	0.00%	0.00%	0.00%	0.00%
Total 6198 - School Food Services							
Custom FEDERAL REVENUE - SPECIAL PURPOSE		-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE							
7000 - OTHER SCHOOL DISTRICTS							
7100 - Program Participation, Unassigned		-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER SCHOOL DISTRICTS		-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER SCHOOL DISTRICTS							
8000 - OTHER ENTITIES							
8100 - Governmental Entities		-	0.00%	0.00%	0.00%	0.00%	0.00%
8200 - Private Foundations		-	0.00%	0.00%	0.00%	0.00%	0.00%
8500 - Educational Service Districts		-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER ENTITIES		-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER ENTITIES							
9000 - OTHER FINANCING SOURCES							
9500 - Long-Term Financing		-	0.00%	0.00%	0.00%	0.00%	0.00%
9900 - Transfers		-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER FINANCING SOURCES		-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER FINANCING SOURCES							
TOTAL REVENUE							

REVENUE AND EXPENSE ASSUMPTIONS

2020-21 2021-22 2022-23 2023-24 2024-25

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	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

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

- Teachers - Regular
- Teachers - SPED
- Substitute Teachers
- Teaching Assistants
- Specialty Teachers
- Aides
- Therapists & Counselors
- Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

NON-INSTRUCTIONAL PERSONNEL COSTS

- Nurse
- Librarian
- Custodian
- Security
- Other - Non-Instructional

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

- Social Security
- Medicare
- State Unemployment
- Worker's Compensation Insurance
- WA Family & Medical Leave
- Custom Other Tax #2
- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Retirement Contribution
- Custom Fringe #1
- Custom Fringe #2

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
2.50%	2.55%	2.60%	2.65%	2.71%	
0.54%	0.55%	0.56%	0.57%	0.59%	
0.15%	0.15%	0.15%	0.16%	0.16%	
0.00%	0.00%	0.00%	0.00%	0.00%	
10.34%	11.27%	12.29%	13.39%	14.60%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.01%	0.01%	0.01%	0.01%	0.01%	
15.41%	15.72%	16.03%	16.35%	16.68%	
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

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

2020-21 2021-22 2022-23 2023-24 2024-25

CONTRACTED SERVICES

Accounting / Audit	3	5,000.00
Legal	3	10,000.00
Oversight Fee (3%)	3	-
Management Company Fee	3	246,931.44
Nurse Services	3	2,000.00
Food Service / School Lunch	1	780.00
Payroll Services		-
Special Ed Services	1	310.00
Titlment Services (i.e. Title I)		-
Dues & Membership	3	15,606.00
Technology Services	3	25,000.00
Custom Contracted Services #3		-

Enter the % increase below for which the amount entered in column F should increase each year.					
0.00%	100.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
0.00%	43.75%	33.87%	20.56%	17.23%	
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL CONTRACTED SERVICES

SCHOOL OPERATIONS

Board Expenses		-
Classroom / Teaching Supplies & Materials	1	203.00
Special Ed Supplies & Materials	3	4,000.00
Textbooks / Workbooks	3	37,699.00
Supplies & Materials other	1	156.00
Equipment / Furniture	3	29,654.00
Telephone	1	10.00
Technology	3	89,754.00
Student Testing & Assessment	1	31.00
Field Trips	1	26.00
Transportation (student)	1	753.00
Student Services - other	3	6,242.00
Office Expense	3	22,032.00
Staff Development	3	15,606.00
Staff Recruitment		-
Student Recruitment / Marketing	3	10,000.00
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Student Information System	3	4,731.00
Banking Fees	3	1,040.00
Internet/Web Site	3	16,188.00

0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	25.00%	20.00%	16.70%	15.00%	
0.00%	21.12%	18.10%	15.90%	-26.56%	
0.00%	-50.00%	2.00%	2.00%	2.00%	
0.00%	2.00%	2.00%	2.00%	-42.69%	
0.00%	2.00%	2.00%	2.00%	2.00%	
0.00%	20.01%	15.11%	13.61%	-58.40%	
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%	53.01%	35.99%	27.50%	22.40%	
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%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	23.27%	18.90%	15.91%	13.74%	
0.00%	2.00%	2.00%	2.00%	2.00%	
0.00%	2.00%	2.00%	2.00%	2.00%	

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	1	67.00
Janitorial Services	1	131.00
Building and Land Rent / Lease	3	345,000.00
Repairs & Maintenance	1	107.00
Equipment / Furniture		-
Security Services	3	1,428.00
Utilities	3	62,424.00
Custom Facilities Operations #1		-
Custom Facilities Operations #2		-
Custom Facilities Operations #3		-

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%	2.00%	2.00%	2.00%	2.00%	
0.00%	2.00%	2.00%	2.00%	2.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

3	231,185.61
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0.00%	-69.64%	528.93%	-70.65%	-18.58%
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TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

	-
--	---

0.00%	0.00%	0.00%	0.00%	0.00%
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NET OPERATING INCOME (including Depreciation)

NOTES / INSTRUCTIONS

Family payments for meals

Enter in enrollment for YRs 1-5 (one year at a time; cells B3-B15) in the 'OSPI Estimator Tool' tab. The tool will produce a per pupil amount for that year based on enrollment entered and district chosen (cell B17). Enter those yearly per pupil amounts in cells H33 - L33 (do not enter an amount in cell F33). The per pupil amount entered will then be multiplied by the enrollment entered on the 'Enrollment' tab and will carry through to the '5 YR Budget' tab.

Advised by SAFS that published rate for Special Education listed below includes 3121 as well.

Calculates as total FRPL enrollment multiplied by per pupil amount entered in cell F40

Calculates as 5% total enrollment multiplied by per pupil amount entered in cell F42
Y1 increases by 2.04% because initial calculation based on 18-19 rates.



NOTES / INSTRUCTIONS

Assumptions includes NSLP reimbursement * percentage of students expected to take meals, 2.04%



NOTES / INSTRUCTIONS

Includes 2% annual increase
Includes 2% annual increase

Includes 9% increase annually
Included in health insurance line item
Included in health insurance line item
Actuals are below 1% so this is conservative
Includes 2% year over year increase, which is conservative

NOTES / INSTRUCTIONS

Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199
Calculated as 10% of state and federal revenue excluding CSP

Included in CMO Management Fee

Ongoing technology support

CMO covers these costs
Includes \$173 per student for general classroom supplies, and \$30 per student for art, music and PE

Leveled libraries and readers budgeted at \$275 per new student with a 30% replacement budget annually
Instructional software, such as ST math and Lexia

Includes \$9364 per new classrooms for projectors, speakers, tech, tables, and chairs. On reaching scale,

Includes student laptops at \$351/student and faculty laptops at \$1144 per FTE with 2% annual increase

Includes substitute coverage

Listed under contracted services

Includes hosting and support (\$2634) and per student cost (\$12 per student)

Addressed above

Reflects the additional amount of reserve that needs to be saved each year in order to hit targets of 30 days

Impact | Salish Sea Elementary
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Percentage of Assumptions

	2024-25	2025-26	2026-27	2027-28	2028-29
REVENUE					
Final Revenue	4,383,370	4,383,300	4,371,110	4,360,743	4,354,503
Total Expenses	(3,247,433)	(3,176,000)	(3,260,117)	(3,249,302)	(3,231,944)
Net Revenue	1,135,937	1,207,300	1,110,993	1,111,441	1,122,559
Revenue Per Pupil	18,810	19,200	18,811	18,716	18,743
Expenses Per Pupil	52,712	51,421	52,723	52,406	52,000
	1048.1	1048.2	1048.3	1048.4	1048.5
	2024.21	2024.22	2024.23	2024.24	2024.25
EXPENSES					
1000 - LOCAL TAXES					
1000 - Property Tax	-	-	-	-	-
1000 - Other Local Taxes	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-
TOTAL LOCAL TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
2000 - LOCAL SUPPORT - NON TAX					
2200 - Out-of-Country, Supplies, & Services - Unassigned	12,643	18,965	25,285	31,607	37,828
2300 - Grants, and Donations (Local)	379,000	5,500	200,000	-	-
Custom LOCAL SUPPORT - NON TAX	-	-	-	-	-
TOTAL LOCAL SUPPORT - NON TAX	\$ 391,643	\$ 24,465	\$ 225,285	\$ 31,607	\$ 37,828
3000 - STATE REVENUE - GENERAL PURPOSE					
3100 - Apportionment	6,950,375	6,737,261	6,675,944	6,630,459	6,642,408
3121 - Special Education - General Apportionment	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ 6,950,375	\$ 6,737,261	\$ 6,675,944	\$ 6,630,459	\$ 6,642,408
4000 - STATE REVENUE - SPECIAL PURPOSE					
4111 - General Education - State	182,100	278,066	277,428	480,277	584,707
4115 - Learning Resources	136,852	161,841	218,808	279,706	318,608
4116 - Instructional Materials	36,277	40,383	55,285	70,286	81,829
4117 - Health Services	5,085	7,284	10,437	13,206	15,520
4138 - Student Food Service	4,891	10,035	13,381	16,737	20,073
4139 - Transportation - Operations	48,679	88,813	93,226	118,400	144,618
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ 373,484	\$ 657,613	\$ 769,366	\$ 1,078,762	\$ 1,355,271
5000 - FEDERAL REVENUE - GENERAL PURPOSE					
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-
Totals	37,871	57,842	78,801	100,471	122,977
Taxes	-	-	-	-	-
Totals	37,871	57,842	78,801	100,471	122,977
CFP	-	-	-	-	-
CFP Funding	37,871	42,552	57,871	73,766	90,114
CFP	-	-	-	-	-
TOTAL 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ 37,871	\$ 57,842	\$ 78,801	\$ 100,471	\$ 122,977
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 37,871	\$ 57,842	\$ 78,801	\$ 100,471	\$ 122,977
6000 - FEDERAL REVENUE - SPECIAL PURPOSE					
6100 - Special Education - CIP - Unassigned	-	-	-	-	-
6101 - Special Education - CIP - Unassigned	-	-	-	-	-
6102 - Special Education - CIP - Unassigned	-	-	-	-	-
6103 - Special Education - CIP - Unassigned	-	-	-	-	-
6104 - Special Education - CIP - Unassigned	-	-	-	-	-
6105 - Special Education - CIP - Unassigned	-	-	-	-	-
6106 - Special Education - CIP - Unassigned	-	-	-	-	-
6107 - Special Education - CIP - Unassigned	-	-	-	-	-
6108 - Special Education - CIP - Unassigned	-	-	-	-	-
6109 - Special Education - CIP - Unassigned	-	-	-	-	-
6110 - Special Education - CIP - Unassigned	-	-	-	-	-
6111 - Special Education - CIP - Unassigned	-	-	-	-	-
6112 - Special Education - CIP - Unassigned	-	-	-	-	-
6113 - Special Education - CIP - Unassigned	-	-	-	-	-
6114 - Special Education - CIP - Unassigned	-	-	-	-	-
6115 - Special Education - CIP - Unassigned	-	-	-	-	-
6116 - Special Education - CIP - Unassigned	-	-	-	-	-
6117 - Special Education - CIP - Unassigned	-	-	-	-	-
6118 - Special Education - CIP - Unassigned	-	-	-	-	-
6119 - Special Education - CIP - Unassigned	-	-	-	-	-
6120 - Special Education - CIP - Unassigned	-	-	-	-	-
6121 - Special Education - CIP - Unassigned	-	-	-	-	-
6122 - Special Education - CIP - Unassigned	-	-	-	-	-
6123 - Special Education - CIP - Unassigned	-	-	-	-	-
6124 - Special Education - CIP - Unassigned	-	-	-	-	-
6125 - Special Education - CIP - Unassigned	-	-	-	-	-
6126 - Special Education - CIP - Unassigned	-	-	-	-	-
6127 - Special Education - CIP - Unassigned	-	-	-	-	-
6128 - Special Education - CIP - Unassigned	-	-	-	-	-
6129 - Special Education - CIP - Unassigned	-	-	-	-	-
6130 - Special Education - CIP - Unassigned	-	-	-	-	-
6131 - Special Education - CIP - Unassigned	-	-	-	-	-
6132 - Special Education - CIP - Unassigned	-	-	-	-	-
6133 - Special Education - CIP - Unassigned	-	-	-	-	-
6134 - Special Education - CIP - Unassigned	-	-	-	-	-
6135 - Special Education - CIP - Unassigned	-	-	-	-	-
6136 - Special Education - CIP - Unassigned	-	-	-	-	-
6137 - Special Education - CIP - Unassigned	-	-	-	-	-
6138 - Special Education - CIP - Unassigned	-	-	-	-	-
6139 - Special Education - CIP - Unassigned	-	-	-	-	-
6140 - Special Education - CIP - Unassigned	-	-	-	-	-
6141 - Special Education - CIP - Unassigned	-	-	-	-	-
6142 - Special Education - CIP - Unassigned	-	-	-	-	-
6143 - Special Education - CIP - Unassigned	-	-	-	-	-
6144 - Special Education - CIP - Unassigned	-	-	-	-	-
6145 - Special Education - CIP - Unassigned	-	-	-	-	-
6146 - Special Education - CIP - Unassigned	-	-	-	-	-
6147 - Special Education - CIP - Unassigned	-	-	-	-	-
6148 - Special Education - CIP - Unassigned	-	-	-	-	-
6149 - Special Education - CIP - Unassigned	-	-	-	-	-
6150 - Special Education - CIP - Unassigned	-	-	-	-	-
6151 - Special Education - CIP - Unassigned	-	-	-	-	-
6152 - Special Education - CIP - Unassigned	-	-	-	-	-
6153 - Special Education - CIP - Unassigned	-	-	-	-	-
6154 - Special Education - CIP - Unassigned	-	-	-	-	-
6155 - Special Education - CIP - Unassigned	-	-	-	-	-
6156 - Special Education - CIP - Unassigned	-	-	-	-	-
6157 - Special Education - CIP - Unassigned	-	-	-	-	-
6158 - Special Education - CIP - Unassigned	-	-	-	-	-
6159 - Special Education - CIP - Unassigned	-	-	-	-	-
6160 - Special Education - CIP - Unassigned	-	-	-	-	-
6161 - Special Education - CIP - Unassigned	-	-	-	-	-
6162 - Special Education - CIP - Unassigned	-	-	-	-	-
6163 - Special Education - CIP - Unassigned	-	-	-	-	-
6164 - Special Education - CIP - Unassigned	-	-	-	-	-
6165 - Special Education - CIP - Unassigned	-	-	-	-	-
6166 - Special Education - CIP - Unassigned	-	-	-	-	-
6167 - Special Education - CIP - Unassigned	-	-	-	-	-
6168 - Special Education - CIP - Unassigned	-	-	-	-	-
6169 - Special Education - CIP - Unassigned	-	-	-	-	-
6170 - Special Education - CIP - Unassigned	-	-	-	-	-
6171 - Special Education - CIP - Unassigned	-	-	-	-	-
6172 - Special Education - CIP - Unassigned	-	-	-	-	-
6173 - Special Education - CIP - Unassigned	-	-	-	-	-
6174 - Special Education - CIP - Unassigned	-	-	-	-	-
6175 - Special Education - CIP - Unassigned	-	-	-	-	-
6176 - Special Education - CIP - Unassigned	-	-	-	-	-
6177 - Special Education - CIP - Unassigned	-	-	-	-	-
6178 - Special Education - CIP - Unassigned	-	-	-	-	-
6179 - Special Education - CIP - Unassigned	-	-	-	-	-
6180 - Special Education - CIP - Unassigned	-	-	-	-	-
6181 - Special Education - CIP - Unassigned	-	-	-	-	-
6182 - Special Education - CIP - Unassigned	-	-	-	-	-
6183 - Special Education - CIP - Unassigned	-	-	-	-	-
6184 - Special Education - CIP - Unassigned	-	-	-	-	-
6185 - Special Education - CIP - Unassigned	-	-	-	-	-
6186 - Special Education - CIP - Unassigned	-	-	-	-	-
6187 - Special Education - CIP - Unassigned	-	-	-	-	-
6188 - Special Education - CIP - Unassigned	-	-	-	-	-
6189 - Special Education - CIP - Unassigned	-	-	-	-	-
6190 - Special Education - CIP - Unassigned	-	-	-	-	-
6191 - Special Education - CIP - Unassigned	-	-	-	-	-
6192 - Special Education - CIP - Unassigned	-	-	-	-	-
6193 - Special Education - CIP - Unassigned	-	-	-	-	-
6194 - Special Education - CIP - Unassigned	-	-	-	-	-
6195 - Special Education - CIP - Unassigned	-	-	-	-	-
6196 - Special Education - CIP - Unassigned	-	-	-	-	-
6197 - Special Education - CIP - Unassigned	-	-	-	-	-
6198 - Special Education - CIP - Unassigned	-	-	-	-	-
6199 - Special Education - CIP - Unassigned	-	-	-	-	-
6200 - Special Education - CIP - Unassigned	-	-	-	-	-
6201 - Special Education - CIP - Unassigned	-	-	-	-	-
6202 - Special Education - CIP - Unassigned	-	-	-	-	-
6203 - Special Education - CIP - Unassigned	-	-	-	-	-
6204 - Special Education - CIP - Unassigned	-	-	-	-	-
6205 - Special Education - CIP - Unassigned	-	-	-	-	-
6206 - Special Education - CIP - Unassigned	-	-	-	-	-
6207 - Special Education - CIP - Unassigned	-	-	-	-	-
6208 - Special Education - CIP - Unassigned	-	-	-	-	-
6209 - Special Education - CIP - Unassigned	-	-	-	-	-
6210 - Special Education - CIP - Unassigned	-	-	-	-	-
6211 - Special Education - CIP - Unassigned	-	-	-	-	-
6212 - Special Education - CIP - Unassigned	-	-	-	-	-
6213 - Special Education - CIP - Unassigned	-	-	-	-	-
6214 - Special Education - CIP - Unassigned	-	-	-	-	-
6215 - Special Education - CIP - Unassigned	-	-	-	-	-
6216 - Special Education - CIP - Unassigned	-	-	-	-	-
6217 - Special Education - CIP - Unassigned	-	-	-	-	-
6218 - Special Education - CIP - Unassigned	-	-	-	-	-
6219 - Special Education - CIP - Unassigned	-	-	-	-	-
6220 - Special Education - CIP - Unassigned	-	-	-	-	-
6221 - Special Education - CIP - Unassigned	-	-	-	-	-
6222 - Special Education - CIP - Unassigned	-	-	-	-	-
6223 - Special Education - CIP - Unassigned	-	-	-	-	-
6224 - Special Education - CIP - Unassigned	-	-	-	-	-
6225 - Special Education - CIP - Unassigned	-	-	-	-	-
6226 - Special Education - CIP - Unassigned	-	-	-	-	-
6227 - Special Education - CIP - Unassigned	-	-	-	-	-
6228 - Special Education - CIP - Unassigned	-	-	-	-	-
6229 - Special Education - CIP - Unassigned	-	-	-	-	-
6230 - Special Education - CIP - Unassigned	-	-	-	-	-
6231 - Special Education - CIP - Unassigned	-	-	-	-	-
6232 - Special Education - CIP - Unassigned	-	-	-	-	-
6233 - Special Education - CIP - Unassigned	-	-	-	-	-
6234 - Special Education - CIP - Unassigned	-	-	-	-	-
6235 - Special Education - CIP - Unassigned	-	-	-	-	-
6236 - Special Education - CIP - Unassigned	-	-	-	-	-
6237 - Special Education - CIP - Unassigned	-	-	-	-	-
6238 - Special Education - CIP - Unassigned	-	-	-	-	-
6239 - Special Education - CIP - Unassigned	-	-	-	-	-
6240 - Special Education - CIP - Unassigned	-	-	-	-	-
6241 - Special Education - CIP - Unassigned	-	-	-	-	-
6242 - Special Education - CIP - Unassigned	-	-	-	-	-
6243 - Special Education - CIP - Unassigned	-	-	-	-	-
6244 - Special Education - CIP - Unassigned	-	-	-	-	-
6245 - Special Education - CIP - Unassigned	-	-	-	-	-
6246 - Special Education - CIP - Unassigned	-	-	-	-	-
6247 - Special Education - CIP - Unassigned	-	-	-	-	-
6248 - Special Education - CIP - Unassigned	-	-	-	-	-
6249 - Special Education - CIP - Unassigned	-	-	-	-	-
6250 - Special Education - CIP - Unassigned	-	-	-	-	-
6251 - Special Education - CIP - Unassigned	-	-	-	-	-
6252 - Special Education - CIP - Unassigned	-	-	-	-	-
6253 - Special Education - CIP - Unassigned	-	-	-	-	-
6254 - Special Education - CIP - Unassigned	-	-	-	-	-
6255 - Special Education - CIP - Unassigned	-	-	-	-	-
6256 - Special Education - CIP - Unassigned	-	-	-	-	-
6257 - Special Education - CIP - Unassigned	-	-	-	-	-
6258 - Special Education - CIP - Unassigned	-	-	-	-	-
6259 - Special Education - C					

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	525,000
Total Expenses	504,774
Net Income	20,226
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period

REVENUE	
1000 - LOCAL TAXES	
1100 - Local Property Tax	-
1900 - Other Local Taxes	-
Custom LOCAL TAXES	-
TOTAL LOCAL TAXES	\$ -
2000 - LOCAL SUPPORT - NON-TAX	
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-
2500 - Gifts Grants, and Donations (Local)	325,000
Custom LOCAL SUPPORT - NON-TAX	-
TOTAL LOCAL SUPPORT - NON-TAX	\$ 325,000
3000 - STATE REVENUE - GENERAL PURPOSE	
3100 - Apportionment	-
3121 - Special Education - General Apportionment	-
Custom STATE REVENUE - GENERAL PURPOSE	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ -
4000 - STATE REVENUE - SPECIAL PURPOSE	
4121 - Special Education - State	-
4155 - Learning Assistance	-
4165 - Transitional Bilingual	-
4174 - Highly Capable	-
4198 - School Food Service	-
4199 - Transportation - Operations	-
Custom STATE REVENUE - SPECIAL PURPOSE	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ -
5000 - FEDERAL REVENUE - GENERAL PURPOSE	
5200 - General Purpose Direct Fed. Grants - Unassigned	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	200,000
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ 200,000
Custom FEDERAL REVENUE - GENERAL PURPOSE	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 200,000
6000 - FEDERAL REVENUE - SPECIAL PURPOSE	
6100 - Special Purpose - OSPI Unassigned	-
6198 - School Food Services	-
Free Breakfast Reimbursement	-
Reduced Breakfast Reimbursement	-
Paid Breakfast Reimbursement	-
Free Lunch Reimbursement	-
Reduced Lunch Reimbursement	-
Paid Lunch Reimbursement	-
Snack Reimbursement	-
Total 6198 - School Food Services	\$ -
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	525,000
Total Expenses	504,774
Net Income	20,226
Revenue Per Pupil	
Expenses Per Pupil	
Start-Up Period	
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ -
7000 - OTHER SCHOOL DISTRICTS	
7100 - Program Participation, Unassigned	-
Custom OTHER SCHOOL DISTRICTS	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -
8000 - OTHER ENTITIES	
8100 - Governmental Entities	-
8200 - Private Foundations	-
8500 - Educational Service Districts	-
Custom OTHER ENTITIES	-
TOTAL OTHER ENTITIES	\$ -
9000 - OTHER FINANCING SOURCES	
9500 - Long-Term Financing	-
9900 - Transfers	-
Custom OTHER FINANCING SOURCES	-
TOTAL OTHER FINANCING SOURCES	\$ -
TOTAL REVENUE	\$ 525,000

Description of Assumptions

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		<u>Description of Assumptions</u>
Total Revenue	525,000	
Total Expenses	504,774	
Net Income	20,226	
Revenue Per Pupil		
Expenses Per Pupil		
	Start-Up Period	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	111,550	School Leader in Residence
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	20,600	Partial year School Manager
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 132,150	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	36,722	August Professional Development
Teachers - SPED	1,989	August Professional Development
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	5,968	August Professional Development
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 44,679	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	
TOTAL PERSONNEL EXPENSES	\$ 176,829	
PAYROLL TAXES AND BENEFITS		
Social Security	11,433	
Medicare	2,674	
State Unemployment	2,657	
Worker's Compensation Insurance	5,149	
WA Family & Medical Leave	-	
Custom Other Tax #2	-	
Health Insurance	13,366	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	27,660	
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 62,939	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 239,768	
CONTRACTED SERVICES		
Accounting / Audit		Will be covered by CMO
Legal		Will be covered by CMO

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	525,000
Total Expenses	504,774
Net Income	20,226
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period	
Oversight Fee (3%)	-
Management Company Fee	-
Nurse Services	2,000
Food Service / School Lunch	5,000
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Dues & Membership	-
Technology Services	40,000
Custom Contracted Services #3	-
TOTAL CONTRACTED SERVICES	\$ 47,000

Services to set up building for technology (projector setup, internet setup,

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		<u>Description of Assumptions</u>
Total Revenue	525,000	
Total Expenses	504,774	
Net Income	20,226	
Revenue Per Pupil		
Expenses Per Pupil		
	Start-Up Period	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	5,000	Initial supply purchases of pens/pencils, art supplies, paper, book baggies, name
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	46,200	Leveled libraries and readers for Year 1; purchased in advance to allow time for
Supplies & Materials other	-	
Equipment / Furniture	\$57,184	\$9,364 per new classroom for Year 1 (projectors, speakers, chairs, tables, tech,
Telephone	-	
Technology	77,272	1:1 Chromebooks for all students in Year 1. Purchasing in advance to allow time
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	5,000	
Staff Development	5,600	School visits and expert-led professional development
Staff Recruitment	-	Covered by CMO
Student Recruitment / Marketing	18,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Student Information System	2,750	Setup and training costs
Banking Fees	1,000	
Internet/Web Site	-	
TOTAL SCHOOL OPERATIONS	\$ 218,006	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial Services	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	
RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	\$ 504,774	
NET OPERATING INCOME (before Depreciation)	\$ 20,226	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	\$ 20,226	

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY							
Total Revenue	325,000	-	-	30,000	60,000	110,000	525,000
Total Expenses	81,359	102,318	122,406	45,801	51,051	101,838	504,774
Net Income	243,641	(102,318)	(122,406)	(15,801)	8,949	8,162	20,226
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	243,641	141,322	18,916	3,115	12,064	-
Ending Cash Balance	243,641	141,322	18,916	3,115	12,064	20,226	20,226

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

March	April	May	June	July	August	TOTAL

REVENUE

1000 - LOCAL TAXES							
1100 - Local Property Tax	-	-	-	-	-	-	-
1900 - Other Local Taxes	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-
TOTAL LOCAL TAXES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 - LOCAL SUPPORT - NON-TAX							
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	-	-
2500 - Gifts Grants, and Donations (Local)	325,000	-	-	-	-	-	325,000
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-
TOTAL LOCAL SUPPORT - NON-TAX	\$ 325,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 325,000
3000 - STATE REVENUE - GENERAL PURPOSE							
3100 - Apportionment	-	-	-	-	-	-	-
3121 - Special Education - General Apportionment	-	-	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - STATE REVENUE - SPECIAL PURPOSE							
4121 - Special Education - State	-	-	-	-	-	-	-
4155 - Learning Assistance	-	-	-	-	-	-	-
4165 - Transitional Bilingual	-	-	-	-	-	-	-
4174 - Highly Capable	-	-	-	-	-	-	-
4198 - School Food Service	-	-	-	-	-	-	-
4199 - Transportation - Operations	-	-	-	-	-	-	-
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 - FEDERAL REVENUE - GENERAL PURPOSE							
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	-	-
CSP	-	-	-	30,000	60,000	110,000	200,000
Total 5200 - General Purpose Direct Fed. Grants -	\$ -	\$ -	\$ -	\$ 30,000	\$ 60,000	\$ 110,000	\$ 200,000
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ -	\$ -	\$ -	\$ 30,000	\$ 60,000	\$ 110,000	\$ 200,000
6000 - FEDERAL REVENUE - SPECIAL PURPOSE							
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	-	-
6198 - School Food Services	-	-	-	-	-	-	-
Free Breakfast Reimbursement	-	-	-	-	-	-	-
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-
Paid Breakfast Reimbursement	-	-	-	-	-	-	-
Free Lunch Reimbursement	-	-	-	-	-	-	-
Reduced Lunch Reimbursement	-	-	-	-	-	-	-
Paid Lunch Reimbursement	-	-	-	-	-	-	-
Snack Reimbursement	-	-	-	-	-	-	-
Total 6198 - School Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 - OTHER SCHOOL DISTRICTS							
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000 - OTHER ENTITIES							
8100 - Governmental Entities	-	-	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-	-	-
Custom OTHER ENTITIES	-	-	-	-	-	-	-
TOTAL OTHER ENTITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9000 - OTHER FINANCING SOURCES							
9500 - Long-Term Financing	-	-	-	-	-	-	-
9900 - Transfers	-	-	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 325,000	\$ -	\$ -	\$ 30,000	\$ 60,000	\$ 110,000	\$ 525,000

This funding is available and so can be received early

Planning based on receipt of this funding source

(200,000)

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY							
Total Revenue	325,000	-	-	30,000	60,000	110,000	525,000
Total Expenses	81,359	102,318	122,406	45,801	51,051	101,838	504,774
Net Income	243,641	(102,318)	(122,406)	(15,801)	8,949	8,162	20,226
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	243,641	141,322	18,916	3,115	12,064	-
Ending Cash Balance	243,641	141,322	18,916	3,115	12,064	20,226	20,226

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

March	April	May	June	July	August	TOTAL
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	-	-	-	-	-	-
Instructional Management	65,071	9,296	9,296	9,296	9,296	9,296	111,550
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	3,433	3,433	3,433	3,433	3,433	3,433	20,600
Administrative Staff	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 68,504	\$ 12,729	\$ 12,729	\$ 12,729	\$ 12,729	\$ 12,729	\$ 132,150

March reflects 6 prior months as well, because the

INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	36,722	36,722
Teachers - SPED	-	-	-	-	-	1,989	1,989
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	5,968	5,968
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,679	\$ 44,679

This is for August PD

This is for August PD

This is for August PD

NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL PERSONNEL EXPENSES	\$ 68,504	\$ 12,729	\$ 12,729	\$ 12,729	\$ 12,729	\$ 57,408	\$ 176,829
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PAYROLL TAXES AND BENEFITS							
Social Security	1,474	1,474	1,474	1,474	1,474	4,066	11,433
Medicare	345	345	345	345	345	951	2,674
State Unemployment	295	295	295	295	295	1,181	2,657
Worker's Compensation Insurance	858	858	858	858	858	858	5,149
WA Family & Medical Leave	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	1,485	1,485	1,485	1,485	1,485	5,940	13,366
Dental Insurance	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-
Retirement Contribution	3,565	3,565	3,565	3,565	3,565	9,834	27,660
Custom Fringe #1	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 8,022	\$ 8,022	\$ 8,022	\$ 8,022	\$ 8,022	\$ 22,830	\$ 62,939

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 76,526	\$ 20,751	\$ 20,751	\$ 20,751	\$ 20,751	\$ 80,238	\$ 239,768
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CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Oversight Fee (3%)	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	667	667	667	2,000
Food Service / School Lunch	833	833	833	833	833	833	5,000
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-
Dues & Membership	-	-	-	-	-	-	-
Technology Services	-	8,000	8,000	8,000	8,000	8,000	40,000
Custom Contracted Services #3	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 833	\$ 8,833	\$ 8,833	\$ 9,500	\$ 9,500	\$ 9,500	\$ 47,000

Expect this to occur over several months

Impact | Salish Sea Elementary
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY							
Total Revenue	325,000	-	-	30,000	60,000	110,000	525,000
Total Expenses	81,359	102,318	122,406	45,801	51,051	101,838	504,774
Net Income	243,641	(102,318)	(122,406)	(15,801)	8,949	8,162	20,226
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	243,641	141,322	18,916	3,115	12,064	-
Ending Cash Balance	243,641	141,322	18,916	3,115	12,064	20,226	20,226

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

	March	April	May	June	July	August	TOTAL
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SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	2,500	2,500	5,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	11,550	11,550	11,550	11,550	-	46,200
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	57,184	-	-	-	-	57,184
Telephone	-	-	-	-	-	-	-
Technology	-	-	77,272	-	-	-	77,272
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	833	833	833	833	833	833	5,000
Staff Development	-	-	-	-	-	5,600	5,600
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	3,000	3,000	3,000	3,000	3,000	3,000	18,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Student Information System	-	-	-	-	2,750	-	2,750
Banking Fees	167	167	167	167	167	167	1,000
Internet/Web Site	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 4,000	\$ 77,734	\$ 92,822	\$ 15,550	\$ 20,800	\$ 12,100	\$ 218,006

Purchasing April - July to be ready for launch
 Will place order early to prepare for launch

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

RESERVES / CONTINGENCY

TOTAL EXPENSES	\$ 81,359	\$ 102,318	\$ 122,406	\$ 45,801	\$ 51,051	\$ 101,838	\$ 504,774
NET OPERATING INCOME (before Depreciation)	\$ 243,641	\$ (102,318)	\$ (122,406)	\$ (15,801)	\$ 8,949	\$ 8,162	\$ 20,226
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 243,641	\$ (102,318)	\$ (122,406)	\$ (15,801)	\$ 8,949	\$ 8,162	\$ 20,226

Impact | Salish Sea Elementary
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY

Total Revenue	605,274	267,931	176,816	251,494	273,984	255,992	255,992	255,992	176,530	187,882	227,035	227,035	-	3,161,957
Total Expenses	251,220	225,012	225,012	230,012	225,012	225,012	225,012	344,420	225,012	225,012	204,709	438,496	-	3,043,944
Net Income	354,053	42,919	(48,196)	21,482	48,972	30,980	30,980	(88,428)	(48,482)	(37,131)	22,326	(211,461)	-	118,013
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	20,226	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	20,226
Ending Cash Balance	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	138,239	138,239

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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REVENUE

1000 - LOCAL TAXES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1100 - Local Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1900 - Other Local Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LOCAL TAXES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

2000 - LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 - Sale Of Goods, Supplies, & Services - Unassigned	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	1,264	-	-	-	12,643
2500 - Gifts Grants, and Donations (Local)	375,000	-	-	-	-	-	-	-	-	-	-	-	-	375,000
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LOCAL SUPPORT - NON-TAX	\$ 376,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ 1,264	\$ -	\$ -	\$ -	\$ 387,643

3000 - STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3100 - Apportionment	175,552	175,552	107,282	175,552	175,552	175,552	175,552	175,552	107,282	117,035	195,058	195,058	-	1,950,579
3121 - Special Education - General Apportionment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ 175,552	\$ 175,552	\$ 107,282	\$ 175,552	\$ 175,552	\$ 175,552	\$ 175,552	\$ 175,552	\$ 107,282	\$ 117,035	\$ 195,058	\$ 195,058	\$ -	\$ 1,950,579

4000 - STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4121 - Special Education - State	16,389	16,389	10,015	16,389	16,389	16,389	16,389	16,389	10,015	10,926	18,210	18,210	-	182,100
4155 - Learning Assistance	-	19,089	5,833	9,545	9,545	9,545	9,545	9,545	5,833	6,363	10,605	10,605	-	106,052
4165 - Transitional Bilingual	-	-	6,246	2,392	2,392	2,392	2,392	1,462	1,595	2,658	2,658	-	-	26,577
4174 - Highly Capable	-	908	277	454	454	454	454	454	277	303	505	505	-	5,045
4198 - School Food Service	-	1,338	669	669	669	669	669	669	669	669	669	-	-	6,691
4199 - Transportation - Operations	-	-	-	22,490	4,498	4,498	4,498	4,498	4,498	4,498	-	-	-	44,979
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ 16,389	\$ 37,725	\$ 23,041	\$ 29,449	\$ 51,938	\$ 33,947	\$ 33,947	\$ 33,947	\$ 22,755	\$ 24,353	\$ 31,977	\$ 31,977	\$ -	\$ 371,444

5000 - FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	-	-	-	37,871
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Funding	2,781	2,781	2,781	2,781	2,781	2,781	2,781	2,781	2,781	2,781	-	-	-	27,812
CSP	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	-	-	-	305,000
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ -	\$ -	\$ -	\$ 370,683
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ 37,068	\$ -	\$ -	\$ -	\$ 370,683

6000 - FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6198 - School Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Free Breakfast Reimbursement	-	3,900	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	-	-	19,498
Reduced Breakfast Reimbursement	-	1,060	530	530	530	530	530	530	530	530	-	-	-	5,300
Paid Breakfast Reimbursement	-	64	32	32	32	32	32	32	32	32	-	-	-	322
Free Lunch Reimbursement	-	8,653	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	-	-	-	43,265
Reduced Lunch Reimbursement	-	2,484	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	-	-	12,420
Paid Lunch Reimbursement	-	161	80	80	80	80	80	80	80	80	-	-	-	804
Snack Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6198 - School Food Services	\$ -	\$ 16,322	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ -	\$ -	\$ -	\$ 81,609
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ -	\$ 16,322	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ 8,161	\$ -	\$ -	\$ -	\$ 81,609

7000 - OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

8000 - OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8100 - Governmental Entities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER ENTITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

9000 - OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9500 - Long-Term Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9900 - Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL REVENUE	\$ 605,274	\$ 267,931	\$ 176,816	\$ 251,494	\$ 273,984	\$ 255,992	\$ 255,992	\$ 255,992	\$ 176,530	\$ 187,882	\$ 227,035	\$ 227,035	\$ -	\$ 3,161,957
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Impact | Salish Sea Elementary
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	605,274
Total Expenses	251,220
Net Income	354,053
Cash Flow Adjustments	-
Beginning Cash Balance	20,226
Ending Cash Balance	374,279

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
Total Revenue	605,274	267,931	176,816	251,494	273,984	255,992	255,992	255,992	176,530	187,882	227,035	227,035	-	3,161,957
Total Expenses	251,220	225,012	225,012	230,012	225,012	225,012	344,420	225,012	225,012	204,709	438,496	-	-	3,043,944
Net Income	354,053	42,919	(48,196)	21,482	48,972	30,980	(88,428)	(48,428)	(48,482)	(37,131)	22,326	(211,461)	-	118,013
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	20,226	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	20,226
Ending Cash Balance	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	138,239	138,239

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	9,583.33	-	115,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CEO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	10,574.67	-	126,896
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ 20,158	\$ -	\$ 241,896

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	49,212.50	-	590,550
Teachers - SPED	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	5,670.83	-	68,050
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	7,956.75	-	95,481
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ 62,840	\$ -	\$ 754,081

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL PERSONNEL EXPENSES

TOTAL PERSONNEL EXPENSES	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ 82,998	\$ -	\$ 995,977
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PAYROLL TAXES AND BENEFITS

Social Security	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	5,145.88	-	61,751
Medicare	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	1,203.47	-	14,442
State Unemployment	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	2,074.95	-	24,899
Worker's Compensation Insurance	449.19	449.19	449.19	449.19	449.19	449.19	449.19	449.19	449.19	449.19	449.19	449.19	-	5,390
WA Family & Medical Leave	121.74	121.74	121.74	121.74	121.74	121.74	121.74	121.74	121.74	121.74	121.74	121.74	-	1,461
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Insurance	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	8,584.04	-	103,008
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life Insurance	10.21	10.21	10.21	10.21	10.21	10.21	10.21	10.21	10.21	10.21	10.21	10.21	-	122
Retirement Contribution	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	12,790.00	-	153,480
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ 30,379	\$ -	\$ 364,554
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ 113,378	\$ -	\$ 1,360,531

CONTRACTED SERVICES

Accounting / Audit	-	-	-	5,000	-	-	-	-	-	-	-	-	-	5,000
Legal	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	-	10,000
Oversight Fee (3%)	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	5,788.33	-	69,460
Management Company Fee	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	20,577.62	-	246,931
Nurse Services	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	-	2,000
Food Service / School Lunch	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	13,104.00	-	131,040
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	5,208.00	-	52,080
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dues & Membership	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	-	15,606
Technology Services	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	-	25,000
Custom Contracted Services #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 49,095	\$ 49,095	\$ 49,095	\$ 54,095	\$ 49,095	\$ 49,095	\$ 49,095	\$ 49,095	\$ 49,095	\$ 49,095	\$ 49,095	\$ 30,583	\$ 30,583	\$ 557,117

Impact | Salish Sea Elementary
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY														
Total Revenue	605,274	267,931	176,816	251,494	273,984	255,992	255,992	255,992	176,530	187,882	227,035	227,035	-	3,161,957
Total Expenses	251,220	225,012	225,012	230,012	225,012	225,012	344,420	225,012	225,012	204,709	438,496	-	-	3,043,944
Net Income	354,053	42,919	(48,196)	21,482	48,972	30,980	30,980	(88,428)	(48,482)	(37,131)	22,326	(211,461)	-	118,013
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	20,226	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	20,226
Ending Cash Balance	374,279	417,198	369,002	390,484	439,455	470,435	501,415	412,987	364,505	327,374	349,700	138,239	138,239	138,239

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	1,705.20	8,526.00	8,526.00	-	34,104
Special Ed Supplies & Materials	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	-	4,000
Textbooks / Workbooks	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	1,884.95	9,424.75	9,424.75	-	37,699
Supplies & Materials other	26,208.00	-	-	-	-	-	-	-	-	-	-	-	-	26,208
Equipment / Furniture	-	-	-	-	-	-	29,654.00	-	-	-	-	-	-	29,654
Telephone	140.00	140.00	140.00	140.00	140.00	140.00	140.00	140.00	140.00	140.00	140.00	140.00	-	1,680
Technology	-	-	-	-	-	-	89,754.00	-	-	-	-	-	-	89,754
Student Testing & Assessment	434.00	434.00	434.00	434.00	434.00	434.00	434.00	434.00	434.00	434.00	434.00	434.00	-	5,208
Field Trips	364.00	364.00	364.00	364.00	364.00	364.00	364.00	364.00	364.00	364.00	364.00	364.00	-	4,368
Transportation (student)	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	12,650.40	-	126,504
Student Services - other	520.17	520.17	520.17	520.17	520.17	520.17	520.17	520.17	520.17	520.17	520.17	520.17	-	6,242
Office Expense	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	1,836.00	-	22,032
Staff Development	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	1,300.50	-	15,606
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	-	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Information System	394.25	394.25	394.25	394.25	394.25	394.25	394.25	394.25	394.25	394.25	394.25	394.25	-	4,731
Banking Fees	86.67	86.67	86.67	86.67	86.67	86.67	86.67	86.67	86.67	86.67	86.67	86.67	-	1,040
Internet/Web Site	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	1,349.00	-	16,188
TOTAL SCHOOL OPERATIONS	\$ 50,040	\$ 23,832	\$ 23,832	\$ 23,832	\$ 23,832	\$ 23,832	\$ 23,832	\$ 143,240	\$ 23,832	\$ 23,832	\$ 24,242	\$ 26,843	\$ -	\$ 435,018

FACILITY OPERATION & MAINTENANCE

Insurance	938.00	938.00	938.00	938.00	938.00	938.00	938.00	938.00	938.00	938.00	938.00	938.00	-	11,256
Janitorial Services	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	2,200.80	-	22,008
Building and Land Rent / Lease	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	28,750.00	-	345,000
Repairs & Maintenance	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	1,498.00	-	17,976
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security Services	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	-	1,428
Utilities	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	5,202.00	-	62,424
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 38,708	\$ 36,507	\$ 36,507	\$ -	\$ 460,092

RESERVES / CONTINGENCY

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TOTAL EXPENSES	\$ 251,220	\$ 225,012	\$ 225,012	\$ 230,012	\$ 225,012	\$ 225,012	\$ 225,012	\$ 344,420	\$ 225,012	\$ 225,012	\$ 204,709	\$ 438,496	\$ -	\$ 3,043,944
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NET OPERATING INCOME (before Depreciation)	\$ 354,053	\$ 42,919	\$ (48,196)	\$ 21,482	\$ 48,972	\$ 30,980	\$ 30,980	\$ (88,428)	\$ (48,482)	\$ (37,131)	\$ 22,326	\$ (211,461)	\$ -	\$ 118,013
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DEPRECIATION & AMORTIZATION

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NET OPERATING INCOME (including Depreciation)	\$ 354,053	\$ 42,919	\$ (48,196)	\$ 21,482	\$ 48,972	\$ 30,980	\$ 30,980	\$ (88,428)	\$ (48,482)	\$ (37,131)	\$ 22,326	\$ (211,461)	\$ -	\$ 118,013
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IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 28 (Section 27): Budget Narrative

Contents:

- Detailed Budget Narrative

Attachment 28: Budget Narrative

The attached budget and cash flow projections reflect estimates of actual revenues and costs to implement Impact | SSE as described in the application. The projections and the narrative below reflect the budget for Impact | SSE, not the budget for the Charter Management Organization (CMO), and are based on actuals from Impact's experience operating Impact | Puget Sound Elementary.

This narrative describes the assumptions on which the budget and cash flow are based. The budget reflects a positive operating income across the five-year period and a strong reserve of at least 30 days cash on hand in Years 1 and 2, and 60 days in Years 3 and beyond. Month-end cash is projected to remain positive throughout the five-year period. Impact | SSE can sustain operations on the public dollar in its fourth year of operation.

Demographics

Impact | SSE will open in the 2020-2021 school year with 168 students in grades K-1. In Year 1, grades K-1 will be fully enrolled with 84 students in each grade. In Year 2, grades K-2 will be fully enrolled with 84 students in each grade for a total of 252 students. The school will continue to add a grade level and 84 students each year until it reaches full capacity in Year 5, with 504 students total.

The Charter School is assumed to have the following demographics:

- 96% Average Daily Membership
- 95% Average Daily Attendance
- 12% Special Education Students
- 12% English Language Learners and Transitional Bilingual (TBIP)
- 49% Free Lunch Qualifying
- 16% Reduced Lunch Qualifying
- 60% Learning Assistance Program (LAP)
- 5% Highly Capable (HiCap)
- 50% Participation in transportation program

Revenues

Grants and Donations

Impact | SSE has included grants from foundations that have funded and/or expressed interest in funding the Charter School. \$325,000 has been included in the planning period, \$375,000 has been included in Year 1, \$5,000 has been included in Year 2, and \$200,010 has been included in Year 3 for a total of \$905,010. Revenue from the following funders is reflected, and exceeds the amount included in the budget for a total of \$1,330,000.

- \$500,000 from Charter Schools Growth Fund. Please see their letter of commitment in **Attachment 29**.
 - \$100,000 received in December 2018
 - \$400,000 to be received in December 2019
- \$600,000 from the Washington Charter Schools Association, which has previously funded Impact | PSE and has already indicated its strong support of Impact | SSE. Please see their letter of support in **Attachment 29**.
- \$215,000 from New Schools Venture Fund (NSVF). NSVF has previously funded Impact | PSE for

upwards of \$744,000 and has indicated interest in funding Impact | SSE at higher levels as well. Please see their letter of support and anticipated funding commitment in **Attachment 29**.

Impact | SSE is evaluating other grant opportunities, none of which are currently included in the budget.

In addition, Impact | SSE has included grant revenue from the Charter Schools Program (CSP) grant, administered by the state. The budget includes \$200,000 in the startup period, \$305,000 in the first operating year, and \$280,000 in the second operating year, for a grant total of \$785,000. The timing of this revenue is aligned with the associated expenditures (see **Section 30**). If this funding were not secured, Impact | SSE would use the remaining philanthropic funding that is listed above to cover costs.

State Apportionment

The Washington State Charter School Commission included an OSPI Estimated Per Pupil Allocation Tool in the budget template. The worksheet suggests a Basic Ed Allocation of \$11,610 per student. The budget assumes this per student allocation as a base, and uses the other categorical per pupil allocations published by the Charter School Commission, applying a 1.8% annual increase. The base rates used are \$8,873 per Special Education student, \$954 per LAP-eligible student, \$1,295 per TBIP student, \$590 per HiCap student, and \$526 per student using transportation.

Other Revenues

Food Service

Revenues associated with the food service program are based on published reimbursement rates, expected meal usage rates, enrollment, and days of meal service. Projections assume that 90% of students eligible for free and reduced price lunch (FRL students) receive lunch, 75% of FRL students receive breakfast, 25% of non-FRL students receive lunch, and 10% of non-FRL students receive breakfast. Reimbursement Rates for the National School Lunch Program (NSLP), the Student Breakfast Program (SBP), and the State Match and Support Rates are based on the published 2018-19 rates plus 2% annual inflation. These assumptions result in \$81,609 of federal receipts, \$12,643 in family repayments, and \$6,691 in state receipts.

Federal Funding

Previously, EdTec reviewed charter schools and districts with similar enrollments and SPED student percentages to project federal IDEA funding. Impact has used these as a reference and updated the projections for the number of students anticipated. Based on this benchmarking, Impact | SSE is projected to receive \$27,812 in Year 1, \$42,553 in Year 2, and \$57,871 in Year 3, increasing at 2% annually thereafter.

Based on benchmarking with other charter schools in Washington State, Impact | SSE is projected to receive \$340 per FRL student in federal Title I funding in Year 1, increasing 2% annually thereafter.

Expenses

Staffing and Benefits

All dollar amounts listed in this section are in 2020-21 dollars unless otherwise noted. The budget includes projected annual increase of 3% COLA.

Staff

Each classroom at Impact | SSE will have one Lead Teacher. Kindergarten, First Grade, and Second Grade classrooms will also have Teachers/Teaching Fellows (T/TFs) supporting their classrooms (1 T/TF per classroom in K-1, and .5 T/TF per classroom in 2nd grade). There will be a Special Education Teacher on site as 1 FTE in Year 1 and in future years. Each grade level will have a Grade Level Team Lead and there will be one Culture Lead for the school. These roles will be filled by Lead Teachers who have demonstrated their leadership capacity. Teacher salaries are set annually and are based on analysis of current and projected salaries for Highline Public Schools, Seattle Public Schools, Tukwila School District, Renton Public Schools, and Federal Way Public Schools. For Lead Teachers, the average is \$68,050 and for Teachers the average is \$59,750. Teaching Fellows are non-certified intern positions (\$31,827).

Impact | SSE will also open with one Principal (\$115,000), an Assistant Principal of Operations (\$84,460), and a School Manager (\$42,436). In Year 2, the school will add a Dean of Student Supports (\$41,200).

Benefits

Based on actual insurance invoices for Impact | Puget Sound Elementary, health insurance (including dental, vision, life, etc.) is budgeted at 10.34% per full-time eligible employee, growing at 9% per year. Retirement assumptions reflect 15.41% of payroll, based on the higher of the state actuary projected employer contribution rates for TRS and SERS, published in December 2018. All employees are presumed to pay into social security at 6.2% and Medicare at 1.45%. The budget also assumes state unemployment insurance at 2.5% per the first \$46,308 of pay per person. Worker's Compensation is budgeted at .54% based on observed actuals. Lastly, less than 1% of payroll is budgeted to include other employer taxes such as Family & Medical Leave Act premiums. Overall, benefits are roughly 36-37% of payroll.

Contracted Services

Dollar amounts in this section are listed in 2020-2021 dollars and assumed to increase at 2% annually unless otherwise noted.

Food Service

As mentioned previously food service costs are based on information about contracts with food service providers gathered for the operation of Impact | PSE. Costs total \$131,040 in Year 1. In addition, an extra \$5,000 is included in the start-up budget for program set-up and equipment.

Special Education

Impact | SSE has included a budget for Special Education contractors in addition to the positions on payroll, including the Special Education Teacher, who would focus primarily on students with IEPs, and the Principal, who would spend a smaller percentage of time overseeing the Special Education Program. The estimated cost for these services is based on the Seneca Washington State staffing model for an elementary school. Based on this staffing model, an elementary school the size of Impact | SSE would require 1 FTE SPED Teacher, 0.2 FTE School Psychologist, 0.10 FTE Occupational Therapist, 0.25 FTE Speech and Language Pathologist, 0.20 Mental Health Therapist, and 2 FTE Behavioral Intervention Specialist. The staffing requirements would increase as the school scales. The functions of the SPED Teacher, the Mental Health Therapist, and one of the Behavior Intervention Specialists are assumed to be provided with the staff in-house. The resulting cost of Special Ed services from Seneca is \$52,080 in Year 1, increasing to \$108,368 in Year 3. In addition, membership to the True Measure Collaborative is

included in Dues and Memberships. Supplies and materials are also budgeted at \$4,000 in Year 1, increasing by \$1,000 annually.

Other Services

Impact | SSE has budgeted to contract with a CPA firm for an audit and 990 filings. This expense is smaller in Year 1 at \$5,000 then increases in Year 2, when the first full-year audit will occur, to \$10,000. In addition, Impact | SSE has set aside \$10,000 annually for legal expenses.

The annual CMO fee is budgeted at 10% of government revenues, not including the CSP grant. Impact | SSE has confirmed that this amount is sufficient to cover the operating expenses of the CMO. The CMO will provide numerous back office services, including professional development, coaching, human resources, finance, accounting and payroll.

Student health screenings and nurse services are budgeted at \$2,000 annually. Technology support services are budgeted at \$25,000 annually.

The budget includes expenses for dues and memberships, including the Washington State Charter Schools Association membership fee. It also includes the Charter Commission authorizer fee at 3% of apportionment dollars.

School Operations

Dollar amounts in this section are listed in 2020-2021 dollars and assumed to increase at 2% annually unless otherwise noted. Many of the operating expenses and cost rates were estimated based on review of benchmarking data from other charter schools, and actuals for Impact | PSE.

The budget assumes \$173 per student in classroom and teaching supplies and materials. In addition, \$275 per new student is included to cover leveled libraries and readers with a 30% annual replacement cost also included. For art, music, and PE supplies, the budget includes \$30 per student. Faculty furniture will be donated, but the budget includes \$1,000 for any extra faculty furniture needs. For classroom furniture and equipment, including projectors, speakers, tech, tables, and chairs, the budget includes \$9,364 for each new classroom. On reaching scale, \$1,000 annually per classroom is included for furniture/equipment replacement costs. For one to one Chromebooks, \$351 per student is budgeted. In addition, faculty computers are budgeted at \$1,144 per full-time employee. A 30% annual replacement cost is also included. The student software budget is \$156 per student, to cover instructional software such as ST Math.

Student testing and assessment is budgeted at \$31 per student and field trips are budgeted at \$26 per student. For a student information system, prices are based on Skyward at \$2,634 for hosting plus \$12 per student, plus \$2,750 for set up and training before the school opens. For substitutes, the budget includes \$1,000 per classroom, or enough to cover roughly 4-5 days for each classroom teacher.

Based on a review of historical data for charters in Washington State and experience at Impact | PSE, \$753 per student has been budgeted for transportation.

A budget of \$22,032 annually is included for office expenses, postage, and printing (copier lease and supplies). Internet, web site, and phone are based on benchmarking of other charter schools and prior experience at Impact | PSE. The professional development budget is \$15,606 annually, with a significant portion of the professional development performed in-house by the leadership team. Student

recruitment and marketing is \$10,000 annually. The budget includes \$1,040 annually in banking fees.

Facilities

Dollar amounts in this section are listed in 2020-21 dollars and assumed to increase at 2% annually unless otherwise noted.

To project a monthly rent cost, Impact | SSE used an average of the rent paid at Impact | PSE and estimates received for potential spaces. Total rent in Year 1 is \$345,000. Insurance is budgeted at \$67 per student, based on benchmarking data and actuals at Impact | PSE. Janitorial is budgeted at \$131 per student, based on Seattle-area charter schools of similar enrollment and actuals at Impact | PSE. Repairs and maintenance are budgeted at \$107 per student, benchmarked based on other Washington charter schools and actuals at Impact | PSE. Utilities are benchmarked based on similar schools.

Start-Up Expenses

The Principal is assumed to start in July 2019, with 12 months on payroll before the start of the first operating year. The School Manager is assumed to start in January, with 6 months on payroll before the start of the first operating year. Benefits are calculated based on the aforementioned rates.

To cover startup and planning year expenses and costs, the budget includes \$5,000 in office expenses, \$5,000 for initial classroom supply purchases, \$46,200 for leveled libraries and readers in preparation for the first year, \$57,184 for new equipment and furniture, \$77,272 for one-to-one Chromebooks for students, \$40,000 for technology setup, \$2,750 for student information system setup, \$1,000 for banking fees, \$5,600 for school visits and expert-led professional development, \$2,000 for nurse consultation and setup, \$5,000 for food service setup, and \$18,000 for student recruitment and marketing.

Cash Flow

Assumptions

The cash flow projects philanthropy according to the dates mentioned previously. All state revenue is modeled according to the OSPI payment schedule, with a predetermined percentage coming each month. Certain revenues that IPS has observed to start later (transportation, food service) have been included later in order to be conservative. Expenses have been allocated based on the experience of similar charter schools and Impact | PSE. For Year 1, August teacher professional development is included in the start-up budget. Thereafter, it will appear in August. First year classroom set up expenses are included in the start-up budget, as well, and generally appear in the year prior to which they are needed to allow sufficient time for them to arrive and be set up.

Spending for books and supplies is heavier in the summer months as the school purchases curriculum and supplies for the upcoming school year. Equipment and technology is ordered in April so it is available and ready for the upcoming school year.

Contingency for Year 1 and Beyond

A cash flow shortage would be a highly unlikely situation. A “break-even” point, where month-end cash drops to \$0 would be caused if the budget took a hit of \$327,374. This could occur through three mechanisms: a loss of private funding, a loss of public funding, or an unexpected increase in expenses.

On the private funding side, the budget includes \$905,010 in philanthropic funding. Impact | SSE expects to receive a total of \$1.3 million, as described above. Of this funding, \$500,000 from Charter Schools Growth Fund and \$215,000 from New Schools Venture Fund is already secured and the Washington Charter Schools Association funding of \$600,000 is pending authorization of the school. However, in the unlikely event that a funder pulled out, that alone would not be sufficient enough to cause cash flow concerns. The loss of that particular funding source, while highly unlikely, would need to be combined with a loss of public revenue and/or an unexpected increase in expenses to cause cash flow concerns.

On the public revenue side, all sources of funding are highly likely, so any loss in public funding would likely be due to a loss in enrollment. Extreme enrollment loss would result in associated expense cuts. However, if each grade level was under-enrolled by 20 students, then you could imagine a situation with an enrollment of only 128 students and no staffing cuts. In this situation, the Basic Ed Allocation would decrease by \$464,423.60, using the Commission's per pupil rate. However, assuming the current prototypical funding formula structure is still in place, this drop in enrollment would enable Impact | SSE to benefit from class size compliance and small schools funding, making the impact of the enrollment loss less pronounced. Therefore, even in a scenario of extreme enrollment loss, IPS would expect the financial impact to be less than the amount of its additional philanthropy combined with its breakeven point. Moreover, IPS has successfully over-enrolled its first school by 10 students (6%) in Year 1 and developed a waiting list even as of February for Year 2, has recruitment practices that have demonstrated efficacy, and intends to continue to emphasize enrollment.

On the expense side, several unexpected expenses could potentially negatively impact the budget. Rent, for example, is budgeted based on prior operating history and actual estimates received for potential properties, but could potentially be higher than budgeted for. High-needs students can also cause unexpected increases to Special Ed expenses. However, because our current expenses are on the conservative side, IPS anticipates sufficient cushion in the budget to absorb the impact of any unforeseen expenses. Additionally, transportation and food service are budgeted conservatively. A well-run food service or transportation program would result in savings. It can be difficult to anticipate Special Ed expenses or the ability to run a more efficient Special Ed program until the needs of the student population are assessed. However, the availability of Safety Net funding provides a backstop to fall back on in the event of high Special Ed expenses. Because of the cushion created by the conservative budget assumptions, IPS doesn't anticipate an increase in expenses to cause cash flow issues.

However, in the highly unlikely event that some combination of a decrease in private revenue, a decline in enrollment and public funding, and/or an increase in expenses results in cash flow issues, Impact | SSE would consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising to cover any short-term gaps in cash flow. Impact | SSE plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that the Charter School needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month. Short-term loans would be considered to the extent a board or local connection would offer such a transaction on favorable terms. In the break-even situation, the cash shortage does not occur until the end of June. The timing would provide enough time for Impact | SSE to make it through the school year without having to hold payroll and provide the Charter School to prepare for potential action to mitigate cash flow concerns. However, based on the current funding

projections, conservative expense assumptions, and the leadership team's track record in fundraising, cash flow issues are highly unlikely.

To further backstop against potential issues in the first year and beyond, the school is budgeting to set aside resources to achieve 30 days cash on hand in Years 1 and 2, and 60 days in Year 3 and beyond.

Contingency in Advance of Opening

The first apportionment will arrive at the end of September 2020. Because of this, Impact | SSE will rely on private philanthropy for startup expenditures, the first month of operating expenditures, and any faculty on payroll prior to the receipt of the first apportionment payment. The likelihood of receiving the various grants and philanthropic dollars was addressed in the previous section. In the unlikely event that one or more of these revenue streams does not come through, Impact | SSE would hold off on expenditures until receipt of sufficient funding. Given the commitments from various organizations to funding in the startup year and the leadership team's track record in fundraising, cash flow issues are highly unlikely in advance of opening.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 29 (Section 27): Evidence of Philanthropic Funding Commitments

Contents:

- Washington State Charter Schools Association - Intent to Commit Funding
- Charter School Growth Fund - Grant Award Agreement for Impact Public Schools
- New Schools Venture Fund - Intent to Commit Funding



Washington State Charter Schools Association

210 S Hudson St, Suite 324 | Seattle, WA 98134

206.832.8505 | info@wacharters.org

February 11, 2019

Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to support the growth of a high-quality charter public school sector across the state of Washington. As a catalyst to improve academic outcomes for every student in Washington, WA Charters partners with talented leaders and community-based organizations to design charter public schools that meet the diverse needs of historically underserved students and the communities in which they reside.

On behalf of WA Charters, I am writing to express my strong support for Impact Public Schools' application for its second K-5 charter elementary: IPS | Salish Sea Elementary. The successful launch of the network's first school, IPS | Puget Sound Elementary in Fall 2018, has resulted in significant parent demand for more high-quality elementary school options in the region. As Puget Sound Elementary prepares to welcome 144 new families for its second year, more families remain on the waitlist.

According to data made available by the Road Map Project, significant opportunity and achievement gaps are already present in existing elementary schools across South Puget Sound, with low income students, English language learners, and racial minorities entering middle school behind their peers. Authorizing Impact Public Schools' second school will help address these gaps.

For the South Puget Sound community, the authorization of a second IPS school means another truly innovative public elementary school for its community's youngest members and their families – a model that offers rigorous, yet personalized instruction capable of meeting the needs of a diverse population. As the waitlists at IPS | Puget Sound Elementary show, South Puget Sound families are demanding more high-quality public elementary schools. To meet this demand, and to ensure that all families know their options, the IPS network is taking a proactive and inclusive approach to family and community engagement and parent participation.

All students who matriculate from Impact Public Schools will have strong core skills in reading, writing, and mathematics, and they will demonstrate mastery of the Common Core standards through fifth grade. Utilizing a modified version of the 21st Century Leadership Framework, Impact Public Schools will ensure that students are prepared for middle school by developing students' non-cognitive skills, habits, and mindsets, such as growth mindset and hunger for learning. In terms of its faculty and staff, IPS is attracting local and national talent, leaders and teachers who are committed to the network's mission to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. WA Charters believes strongly that South Puget Sound families deserve the option to send their children to a school that offers this kind of transformative education.

WA Charters has upmost confidence in the capacity of founder and CEO Jen Davis Wickens to continue growing a high-quality network focused on equity, innovation, and community partnership, and we believe that Impact is ready to open its second school. As Chief Regional Officer for Summit Public Schools, Ms. Wickens oversaw the successful launch of two high-quality charter public schools in Seattle and Tacoma and laid the groundwork for the launch of a third campus in West Seattle. At both Summit and IPS, she has formed many successful partnerships with community-based organizations and traditional school districts that effectively serve the entire charter public school sector. I am confident that IPS will continue to develop critical partnerships with traditional school districts and community-based organizations to share best practices, and that students

matriculating from IPS will want to matriculate into programs that have similar characteristics, like Summit Public Schools and Green Dot Public Schools.

To demonstrate our commitment to communities across the state, WA Charters has created a competitive grant program to support the startup of new “standalone” charter public schools. Since its inception in 2014, this program has granted planning and implementation funds for nine different standalone startup charter public school models, including Impact’s.

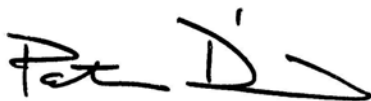
To date, WA Charters’ Planning and Implementation Grants have totaled \$5.4 million and will have created 3,800 high-quality charter school seats once these schools reach full enrollment. Each standalone charter public school that is authorized to operate in Washington state is eligible to apply for this funding. Historically, each authorized standalone school has received an award of at least \$600,000.

While grant funds cannot be guaranteed prior to approval, Impact Public Schools | Salish Sea Elementary, if authorized, will benefit from intensive academic, organizational, and financial support from WA Charters over the course of their startup year in order to prepare for a successful school opening. WA Charters is committed to continuing to work with IPS’ leadership throughout the start-up phase and beyond.

Not only will IPS | Salish Sea positively impact South Puget Sound students, families, and communities, it will critically support the continued growth and quality of Washington’s charter public school sector. Given the experience and success of the Impact Public Schools team, the demand from families for another high-quality and truly innovative public school option that will be responsive to the needs of South Seattle, I urge the Commission to authorize Impact | Salish Sea Elementary.

Thank you for your time and consideration.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Patrick D'Amelio". The signature is stylized and written in a cursive-like font.

Patrick D'Amelio
CEO, WA Charters

GRANT AWARD AGREEMENT

To: IMPACT PUBLIC SCHOOLS, a Washington nonprofit corporation
("Grantee")
Tax I.D.#: 81-4086218
Grant No.: IMP-F3-NATL-SC-2017-2Q
Dated: October 2, 2017
Grant Amount: One Million Dollars (\$1,000,000)

This *Grant Award Agreement* ("Grant Award Agreement"), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee's agreement with and commitment to CHARTER FUND, INC, a Delaware nonprofit non-stock corporation doing business as Charter School Growth Fund, ("Grantor") as follows:

I. GRANTEE'S LEGAL STATUS:

This grant is specifically conditioned upon Grantee's status as an eligible grantee of the Grantor in accordance with this paragraph. Grantee warrants and represents that it is a duly incorporated nonprofit corporation and a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and is not a private foundation as defined in Section 509(a) of the Code or an organization described in Section 170(c)(1) or Section 511(a)(2)(B) of the Code. Grantee has provided the Grantor with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect and has not been materially modified. Grantee will notify the Grantor immediately of any actual or proposed change in federal and/or state tax status, including any substantial or material change in sources of support for any taxable year affected by this grant, within the meaning of Section 1.170A-9 of the Treasury Regulations. Grantee warrants and represents that this grant shall not change Grantee's status as described above under the Code.

II. PURPOSE OF AWARD:

The purpose of this grant is for the general support of Grantee in providing funding for Grantee's management organization that supports all of the charter schools operated by the Grantee in carrying out its charitable tax-exempt purposes (the "Project"). This Grant Award Agreement summarizes the terms and conditions pursuant to which the Grantor has awarded this grant to Grantee.

III. AMOUNT OF AWARD:

The grant award is to be paid according to the schedule on Exhibit A attached hereto and is expressly subject to the Conditions of Award set forth herein. The grant award is contingent on Grantee's compliance with each and every condition and provision in this Grant Award Agreement, including, but not limited to, the accomplishment of each and all of the specific Milestones (as defined below) set forth in Exhibit B hereto within the specific time periods described therein.

IV. CONDITIONS OF AWARD:

Grantee agrees that the grant award is subject to the following conditions:

A. Accomplishment of Milestones.

The grant award is expressly contingent upon Grantee meeting the Milestone requirements (“Milestones”) as set forth in Exhibit B and within the specific time periods described therein. The determination of whether any such Milestone(s) has been met is to be determined by the Grantor in its sole and absolute discretion.

B. Grant Announcements and Public Reports; Identification of the Grantor; Letterhead and Logo.

Grantee is being funded by the Grantor and Grantee may not make any statement or otherwise imply to the media, the general public or any other donor or investor that Grantee, its operations, or its participation in this Project is supported by any of Grantor’s investors, unless Grantee has directly received funds from such investor.

Use of the Grantor letterhead or logo is prohibited without prior written consent from the Grantor. Grantee shall list the Grantor as a general supporting organization in its Annual Report (if any).

C. Use of Grant Funds; No Earmarking.

This award is not “earmarked” within the meaning of Treasury Regulations Section 53.4945-2(a)(5)(i), and grant funds, including any income earned on those funds, may not be spent domestically or internationally (a) for any purpose other than that for which the grant is made; (b) to carry on propaganda or otherwise attempt to influence legislation within the meaning of Section 4945(e) of the Code; (c) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive; (d) without the Grantor’s prior written approval, to make a grant to any individual for travel, study, or similar purpose, or to make a grant to any other organization; (e) for any purpose other than charitable, scientific, literary or educational purposes; or (f) to support activities outside the United States, including travel to or from the United States.

There exists no agreement, oral or written, whereby the Grantor may cause the Grantee to carry on propaganda, or otherwise attempt to influence legislation, to engage in any activity to influence the outcome of any specific public election, or to carry on directly or indirectly, any voter registration drive, to engage in any activity other than charitable activities specified in Section 170(c)(2)(B) of the Code, to make grants to individuals or organizations that would violate Section 4945(d)(3) or (4) of the Code, or whereby the Grantor may select the recipient to which the Grantee shall devote the award.

D. Return of Funds.

1. Unused Funds. Any grant funds, or any income earned on the grant funds not spent or committed for the purposes of the Project must be promptly returned to the Grantor.
2. Unauthorized Use. Grantee shall promptly return any unexpended funds to the Grantor if the Grantor reasonably determines that the Grantee has not performed in accordance with this Grant Award Agreement.
3. Loss of Eligible Status. Grantee shall promptly return to the Grantor any unexpended grant award funds if Grantee loses its status as an eligible Grantee as described in Section I above.

E. Bank Account.

Grantee may commingle the grant award with the general account or other accounts of the Grantee for uses consistent with its status as an organization exempt from income tax under the Code

F. Grant Payments Contingent Upon Reporting.

In addition to all other requirements and conditions stated herein, all grant payments will be made contingent upon the timely receipt of the written reports described below. Failure to comply with these reporting requirements may result in reduced or forfeited installments.

1. Audited Financial Statements. As soon as available, but in no event later than the date specified in Exhibit A for each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B, Grantee shall furnish to Grantor a balance sheet as of the end of such fiscal year, and the related statements of income and expenses and changes in financial position of Grantee, which shall be in reasonable detail, and shall be certified by independent certified public accountants selected by Grantee, and shall be accompanied by an opinion of such independent certified public accountants, which opinion shall state that such financial statements fairly present the financial position of Grantee for the period then ended and have been prepared in accordance with generally-accepted accounting principles consistently applied, and that the examination by such accountants has been made in accordance with generally-accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as were considered necessary in the circumstances.
2. Preliminary Financial Budget. Grantee must submit a preliminary financial budget for the following fiscal year which shall be in reasonable detail and in the form in which such statements are furnished to Grantee's Board of Directors by the date specified in Exhibit A for each year beginning in the

year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B.

3. Annual Reports. The Annual Report guidelines are attached to this Grant Award Agreement as Exhibit C and are due on the date specified in Exhibit A each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B. Grantee has provided or will provide any student data and/or student information (“Student Data”) to Grantor in compliance with all requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and in compliance with any additional restrictions on the use of Student Data as may be imposed under federal, state and local laws applicable to Grantee. Grantee undertakes and agrees to defend, indemnify and hold harmless Grantor and any of its boards, officers, funders, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses including, but not limited to, attorney’s fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to the provision of Student Data by the Grantee.
4. Annual Officer’s Certification. The Annual Officer’s Certification is attached to this Grant Award Agreement as Exhibit D and is due by the date specified in Exhibit A each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B.
5. Board Communications; Board Meetings. Notwithstanding whether a representative or nominee of Grantor is serving on Grantee’s Board of Directors, Grantee shall provide copies of any and all notices and agendas distributed by Grantee with respect to each regular or special meeting of Grantee’s Board of Directors. Grantee shall also provide the same timely written and oral communications as are provided to any of Grantee’s Board Members. Copies of all materials shall be sent to the Grantor.

Notwithstanding whether a representative or nominee of Grantor is serving on Grantee’s Board of Directors, Grantee hereby authorizes the designee of Grantor (each, an “Observer”) to attend regular or special meetings of Grantee’s Board of Directors, with the exception of closed sessions of such regular or special meetings, in person or telephonically, at the election of Grantor and whether or not such meetings are open or otherwise closed to the general public; provided, however, that the Observer shall have no right to vote or take any other action at such meetings.

Reports should be submitted electronically to the Grantor to the attention of Grant Administrator, grantadmin@chartersgrowthfund.org.

G. Records.

1. Record Maintenance and Inspection. Grantee agrees to maintain adequate records for the Project to enable the Grantor to easily determine how the grant funds were expended. Grantee also agrees to make Grantee's books and records available for inspection by the Grantor or its designee at reasonable times upon reasonable prior notice to Grantee and permit Grantor to monitor and conduct an evaluation of operations under this grant, which may include a visit by Grantor personnel or designee to observe Grantee's organization, a discussion of the Project with Grantee's staff, and a review of financial and other records connected with this grant and the Project.
2. Record Retention. Grantee agrees to retain records of its expenditures under the grant, as well as copies of the reports submitted to the Grantor, for at least four years after completion of the use of the grant funds.

H. Indemnification.

Grantee undertakes and agrees to defend, indemnify and hold harmless the Grantor and all granting foundations to the Grantor (collectively the "Foundations"), and any of the Foundations' boards, officers, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses, including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to any acts or omissions by Grantee related to the Project.

I. Licensing and Credentials.

The Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with this award, including but not limited to, its charter.

J. No Further Obligations by the Grantor; Changes.

Except as expressly provided in this Grant Award Agreement, Grantee understands and agrees that the Grantor has no obligation to provide other or additional support or grants to the Grantee. Any changes, additions or deletions to the terms and conditions of this Grant Award Agreement must be made in writing and must be approved by Grantor.

K. Right to Cancel and/or Deny Funding.

Until the grant funds have been received by the Grantee, the grant award made hereunder may be terminated and cancelled by the Grantor without cause at any time, in its sole discretion and without any recourse on the part of the Grantee.

L. Entire Agreement.

This Grant Award Agreement constitutes and is intended to constitute the entire agreement of the parties concerning the subject matter hereof. No covenants, agreements, representations or warranties of any kind whatsoever have been made by any party hereto, except as specifically set forth herein. All prior and contemporaneous discussions and negotiations with respect to the subject matter hereof are superseded by this Grant Award Agreement. This Grant Award Agreement may be executed in counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute only one agreement.

M. Nontransferability; Independent Contractor.

This grant is not transferable. Nothing in this Grant Award Agreement should be construed so as to make Grantee as a joint venturer, partner, employee, agent or legal representative of the Grantor for any purpose whatsoever.

N. Payment of Funds to Related Parties of the Grantor.

No part of these grant funds shall be paid to any director, officer, or employee (or their family members) of the Grantor for any purpose.

O. Governing Law.

This Grant Award Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

P. Meaning of Certain Terms.

The term “earmarked” with respect to a grant means that the grant is given pursuant to an agreement, oral or written, that the grant will be used for specific purposes.

Q. Affirmative Action and Non-Discrimination.

Grantee recognizes that government contractors are subject to various federal laws, executive orders and regulations regarding equal opportunity and affirmative action that may also be applicable to subcontractors. Grantee, therefore, agrees that any and all applicable equal opportunity and affirmative action clauses shall be incorporated herein as may be required by federal laws, executive orders, and regulations.

The Grantee hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Grantee on the grounds of disability, age, race, color, religion, sex, national origin, or any other classification protected by Federal or state law. The Grantee shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination and instructions that complaints may be filed with the United States Department of Education and the state department of education for the state in which Grantee is located.

R. Notice.

Any notice or communication required or desired to be given hereunder by either of the parties to the other shall be in writing and delivered by hand or mailed by first class mail or by nationally-recognized overnight courier, postage prepaid (notices shall be deemed given three days after being duly mailed, or one day after being sent by overnight courier), addressed to the party at its address appearing below:

If to the Grantee, to the address specified in Exhibit A:

If to the Grantor, to:


CHARTER FUND, INC.
10901 West 120th Avenue, Suite 450
Broomfield, Colorado 80021
Phone: (303) 217-8090
Attention: Legal Department

[Remainder of page intentionally left blank]

V. ACCEPTANCE OF GRANT AWARD AGREEMENT:

The Grantor reserves the right to withhold or suspend payments of grant funds if the Grantee fails to comply strictly with any of the terms and conditions of this Grant Award Agreement. This Grant Award Agreement supersedes any and all prior written or oral agreements or understandings with respect to the subject matter hereof. If this Grant Award Agreement correctly sets forth your understanding and acceptance of the arrangements made regarding this grant, please countersign and return to the Grantor.

Accepted on behalf of IMPACT PUBLIC SCHOOLS, a Washington nonprofit corporation, by:

DocuSigned by:

9F646095537A4A0...
Authorized Signature

Jen Wickens
Printed Name

CEO
Title

10/3/2017
Date

Agreed to and acknowledged on behalf of the CHARTER FUND, INC, a Delaware nonprofit non-stock corporation doing business as Charter School Growth Fund, by:

DocuSigned by:

E4CD7CC0B7D648A...
Authorized Signature

Kevin Hall
Printed Name

President and Chief Executive Officer
Title

10/3/2017
Date

EXHIBIT A

Installment and Reporting Schedule

I. Installment schedule referenced in Section III

- a. \$300,000 payable on or around October 6, 2017 contingent upon receipt of this signed Grant Award Agreement.
- b. \$300,000 payable on or around December 15, 2018 contingent upon successful completion of Grantor’s annual review.
- c. \$400,000 payable on or around December 15, 2019 contingent upon successful completion of Grantor’s annual review.

II. Reporting deadlines referenced in IV(F)

- | | |
|-----------------------------------|-------------------------|
| | Due By: |
| a. Audited Financial Statements | November 30 |
| b. Preliminary Financial Budget | June 30 |
| c. Annual Reports | October 1 |
| d. Annual Officer’s Certification | October 1 |
| e. Board Materials | With Board Distribution |

III. Contact information referenced in Section IV(R)

- a. Name: Jen Wickens
- b. Organization: Impact Public Schools
- c. Address: 5108 NE 42nd St
- d. City, State, Zip Code: Seattle, WA 98105
- e. Phone: 206-747-0599

EXHIBIT B

Milestones

[See Document Attached Hereto]

Milestones Impact Public Schools

Background: 6/2017 CSGF Approved \$1M Next-Gen grant to support Impact Public Schools launch their first two schools

Investment Structure							
Approximate Disbursement Timing	Upon Signed Agreement	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22
CSGF Grants	\$300,000	\$0	\$300,000	\$400,000	\$0	\$0	\$0
CSGF Loans							
CSGF Convertible Loans							
CSGF Start-up Funds							
Total	\$300,000	\$0	\$300,000	\$400,000	\$0	\$0	\$0

Milestones	FY 2016 - 2017 (Baseline)	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022
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Academic

State Test							
% of schools outperforming the District in Math	--	--	--	--	100%	100%	
% of schools outperforming the District in ELA	--	--	--	--	100%	100%	
% of schools outperforming the State in Math	--	--	--	--	100%	100%	
% of schools outperforming the State in ELA	--	--	--	--	100%	100%	
NWEA MAP							
% of students meeting expected gains (Fall to Spring) - Reading	--	--	60%	60%	60%	60%	
% of students meeting expected gains (Fall to Spring) - Math	--	--	60%	60%	60%	60%	

Financial Sustainability							
Network Net Income Pre-Philanthropy per Student ⁽¹⁾	--	--	(\$4,674)	(\$4,230)	(\$976)	(\$145)	
% of Fully Enrolled Schools with Net Income Pre Private Philanthropy > \$	--	--	--	--	--	--	
Days of Cash Reserve ⁽²⁾	--	45	45	45	45	45	
% Variance from Board Budget ⁽³⁾	--	>-5%	>-5%	>-5%	>-5%	>-5%	
Auditor's Report	--	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	

Growth							
	Fall 2017 (Baseline)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
Student Enrollment ⁽⁴⁾	0	168	252	504	672	840	
Seats ⁽⁵⁾	0	504	504	1,008	1,008	1,008	
# schools in operation	0	1	1	2	2	2	
Fall-to-fall student retention rate (excluding movers)	0	--	90%	90%	90%	90%	

Other							
	FY 2016 - 2017 (Baseline)	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	
Teacher Retention (fall-to-fall), total % including mid-year departures ⁽⁶⁾	--	--	IPS to provide on annual basis				

Discipline Data							
	FY 2016 - 2017 (Baseline)	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	
% of Students Expelled by Grade	--	--	IPS to provide on annual basis				
% of Students Suspended by Grade	--	--	IPS to provide on annual basis				
% of SPED Students Suspended by Grade	--	--	IPS to provide on annual basis				
% of Suspended Students (excluding movers) who Returned in Following Fal	--	--	IPS to provide on annual basis				

- Notes**
- 1 Network net income before private philanthropy, grants, & CSP / total k-12 students enrollec
 - 2 Days of Cash Defined: (Unrestricted Cash+ Highly Liquid Investments + Available or Unused lines of credit)/ (Annual Network Operating Expenses)/ 365
 - 3 [Actual Net Income - Budget Net Income] / [Budget Expenses]*100%
 - 4 Figures reported to the state for funding purposes in the fal
 - 5 Enrollment planned for all existing schools at a capacity
 - 6 % of teachers employed at Impact at beginning of school who are still employed at Impact at beginning of school the following yea

EXHIBIT C

Annual Report Guidelines

Instructions: Please submit your Annual Report by the due date specified in your Grant and/or Loan Agreements with Charter School Growth Fund (the “Fund”). Please ensure that all components of the report are complete when submitted and that they reflect an accurate representation of your progress to date. Please submit your report electronically to grantadmin@charterschoolgrowthfund.org.

Your annual report consists of the following components:

I. Data Submissions

Please submit the following:

- A. Student level academic achievement data using the CSGF student data template available under your login on the Charter School Growth Fund web site.
- B. Cohort-level achievement data using the CSGF cohort data template available under your login on the Charter School Growth Fund web site.
- C. Demographic and staffing data using the CSGF enrollment and demographics template available under your login on the Charter School Growth Fund web site.
- D. Annual approved budget using the CSGF budgets template available under your login on the Charter School Growth Fund web site.
- E. Annual unaudited financial statements with actuals for the network, central office, and school using the CSGF Actuals template.
- F. Annual and projected philanthropy using the CSGF Fundraising template available under login on the Charter School Growth Fund web site.

II. Milestone Report

Milestones: Describe your performance against the milestones approved by the Fund. Be sure to state whether or not you met milestone and provide information on your actual performance (e.g., note what your actual enrollment growth, not just whether or not you achieved the milestone). Here is a possible format for your milestone report.

<u>Milestone</u>	<u>Target Date</u>	<u>Milestone Status (Met, Not Met)</u>	<u>Comments</u>
<u>Milestone A</u>	<u>mm/dd/yyyy</u>		
<u>Milestone B</u>	<u>mm/dd/yyyy</u>		
<u>Milestone C</u>	<u>mm/dd/yyyy</u>		

III. Other information

Any other information relating to the reporting period that you think the Fund should be aware of, including notable successes, unforeseen challenges, or changes to future plans.

EXHIBIT D

Officer's Certificate

[See Document Attached Hereto]

Officer's Certificate

To: [LEGAL NAME OF RECIPIENT] ("Recipient"), [a/an] [STATE] non-profit corporation
Tax I.D.#: [RECIPIENT EIN]
Grant and/or Loan No.: [CSGF DEAL NUMBER]
Dated of Agreement: [DATE]

In consideration of all disbursements made by [CSGF LEGAL ENTITY], [CSGF LEGAL ENTITY TYPE], [d/b/a, if applicable], ("Grantor and/or Lender") to the Recipient in accordance with the terms of the Grant and/or Loan Agreements ("Agreement" or "Agreements"), entered into between the Recipient and the Grantor and/or Lender, the Recipient hereby makes the following certifications:

1. Eligible Recipient. The Recipient is an eligible funding recipient of the Grantor and/or Lender in accordance with this paragraph. The Recipient warrants and represents that it is a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and is not a private foundation as defined in Section 509(a) of the Code. The Recipient warrants and represents that this funding shall not change the Recipient's status under Section 509(a) of the Code.
2. Charter Status. The Recipient, or an affiliate of the recipient, has a charter ("Charter") to operate charter school(s) and has no reason to believe that it is not in compliance with all terms and conditions of the Charter, and remains in good standing with the organization that granted the Charter. The Recipient has not received any communications from its chartering organization that state (explicitly or implicitly) that the chartering organization is considering or has begun any process to revoke the Charter or change the terms of the Charter. If the Charter is scheduled to expire within the next 12 months, the Recipient has reasonable cause to believe that the Charter will be renewed, and is not aware of any written or oral communications with the chartering organization that indicate that the Charter will not be renewed.
3. Earmarking. The Recipient and the Grantor and/or Lender acknowledge that funds from all disbursements paid in accordance with the Agreements are not "earmarked" within the meaning of Treasury Regulations Section 53.4945-2(a)(5)(i), to be used (a) in any attempt to influence legislation within the meaning of Section 4945(e) of the Code or (b) to engage in any other activity, directly or indirectly, that would result in the imposition of an excise tax on the Grantor and/or Lender pursuant to Chapter 42 of Subtitle A of Title 26 of the United States Code if engaged in by the Grantor and/or Lender itself. There exists no agreement, oral or written, whereby the Grantor and/or Lender may cause the Recipient to carry on propaganda, or otherwise attempt to influence legislation, to engage in any activity to influence the outcome of any specific public election, or to carry on directly or indirectly, any voter registration drive, to engage in any activity other than charitable activities specified in Section 170(c)(2)(B) of the Code, to make grants to individuals or organizations that would violate Section 4945(d)(3) or (4) of the Code, or whereby the Grantor and/or Lender may select the recipient to which the Recipient shall devote the annual disbursement.
4. Valid Corporation. The Recipient is duly formed, validly existing, and remains in good standing under the laws of the state in which it is incorporated.
5. Litigation. There is no action, suit, or proceeding pending or threatened (including, but not limited to, any letters addressed to the Recipient or its counsel within the previous 12 months) before any court or governmental or administrative body or agency, nor is there any basis for any such action, that may reasonably be expected to result in a material adverse change in the activities, operations, assets, properties, or condition, financial or otherwise, of the Recipient, or to impair the ability of the Recipient to perform its obligations under the Agreements. The Recipient is not in violation of or alleged to be in violation of any judgment, writ, injunction, decree, rule, or regulation of any court or

any governmental or administrative body or agency. Should there be or arise an event or instance in which the above passage is not correct, the Recipient will in its reasonable discretion disclose all such events and attach a summary with all pertinent information to the Officer's Certificate.

- 6. Compliance with Government Regulation. The Recipient has obtained all necessary licenses, approvals, and authorizations from all appropriate governmental agencies including but not limited to a charter to operate charter schools, and is in compliance with all laws, rules, regulations, orders, writs, injunctions, or decrees, the violation of which would have a material adverse effect on the activities, operations, assets, properties, or condition, financial or otherwise, of the Recipient, or on the ability of the Recipient to perform its obligations under the Agreements.
- 7. Financial Condition. There has been no material adverse change in the Recipient’s financial condition since the dates of the Recipient’s most recent unaudited annual financial statements, which have heretofore been provided by the Recipient to the Grantor and/or Lender. Such financial statements are complete and correct and fairly present (a) the financial position of the Recipient as of their respective dates and (b) the results of the Recipient’s operations for the respective periods then ended, all in accordance with generally-accepted accounting principles consistently applied. The Recipient has not received any communications (written or oral) from its auditors, accountants or bookkeepers of any real or perceived irregularities in the Recipient’s financial practices.
- 8. Ongoing and Annual Reporting. The Recipient certifies that the data provided as part of the Grantor and/or Lender’s ongoing and annual review is true, accurate and complete based upon a reasonable effort by the Recipient to collect and review the data prior to submission to Grantor and/or Lender.
- 9. Taxes. The Recipient has filed all tax and information returns required to be filed by the Recipient in any jurisdiction, and has paid all taxes, assessments, fees, or other governmental charges which have become due and payable.
- 10. Disqualified Persons. Neither the Recipient, nor any director, officer, or employee of the Recipient, is a “disqualified person” with respect to the Lender within the meaning of Section 4946(a) of the Code.

The certifications herein do not affect, replace, or cancel any agreements, certifications, warranties or representations previously made by the Recipient.

CERTIFIED ON BEHALF OF:

Recipient: [LEGAL NAME OF RECIPIENT], [a/an] [STATE] non-profit corporation

Authorized Signature

Date:

Typed Name: _____

Title: _____



ACH/Wire Instructions

Name of Organization:
Impact Public Schools
Address:
5108 NE 42nd St
Seattle, WA 98105

Tax ID:
81-4086218
Mailing Address (if different):

The primary method of electronic payment for Charter Fund, Inc. is ACH payments. Please use this method whenever possible. Please note that your ACH routing number may differ from your traditional account/wire transfer routing number. Please verify all info with your financial institution.

Bank Name: Pacific Continental

Routing Number: 123205135

Account Number: 44017432

Checking Account Savings Account

If for any reason you are NOT able to receive ACH transactions, please fill out Wire Information:

Receiving Bank Name:

Receiving Bank ABA # :

Beneficiary Bank:

Beneficiary Name:

Beneficiary Account # :

RE:

Form Completed by: Noah Wepman Date: 10/3/2017

Phone Number: 202-550-3147

February 26, 2019

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

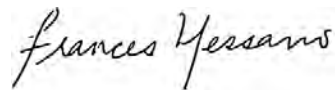
NewSchools Venture Fund (NewSchools) submits this letter in support of the application of Impact Salish Sea Elementary (Impact Salish Sea) for charter authorization.

As a national nonprofit, NewSchools uses the charitable donations we receive to support education entrepreneurs who are reimagining PK-12 education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by the track record of the founding team, Jen Wickens, Kristen McCaw, and Baionne Coleman and are compelled by their plans to build a strong school to meet the needs of diverse learners in Seattle, WA. As such, we plan to fund Impact Salish Sea with a \$215,000 planning grant, pending final internal approval, to support the design and development of their school. Impact Salish Sea will be eligible for a larger, multi-year grant in 2020 when they have – amongst other requirements – secured a charter and a facility, developed an instructional program that personalizes student learning, and hired key staff members. NewSchools believes in Impact Salish Sea's leadership and ability to meet these requirements.

We highly recommend the Impact Salish Sea team for approval and hope you will authorize them to create a great school for the students in Seattle.

Sincerely,



Frances Messano
Senior Managing Partner



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 30 (Section 27): Fundraising Plan

Contents:

- Long-Term Fundraising Plan

Attachment 30: Long-Term Fundraising Plan

Impact | SSE will require start-up funding until year four when the school becomes sustainable on state and federal funding. Below is a four-pronged strategy that details the approach to securing these start-up funds. In addition to these strategies, IPS will continue to apply for national grants that support public charter schools, like the NewSchools Venture Fund and the Charter School Growth Fund.

Fundraising Strategies

Strategy 1: Local Foundations

- Significant “asks” to local foundations
- Timeline: Start now, dependent on availability and when meetings are set up.
- Follow up would be maintenance of grants and relationships with funders.
- Annual - Until start-up costs are covered and Impact | SSE becomes sustainable on state/local funding.

Funding ask:

Help Impact | SSE with startup costs for year 1. *“Let’s set up Impact for success to impact XX students in our community.”*

IPS will create a “menu” with different funding opportunities which can be tied to naming rights for funders. Some funding options are:

- Launch an Impact | SSE classroom:
 - Furniture, technology, books
- Fund a learning space
 - Messaging around how culture is created here in these spaces
- Fund a teacher
 - Training, computer, fixed instructional material
 - Messaging around the impact teachers in the network have on kids.
- Fund front office space
- Fund literacy library

Strategy 2: Community Crowd Funding

- Online media marketing campaign
- Timeline: Post charter approval - December 2019
- Annual

This strategy will assist us in continuing to engage the local community by also reaching a larger audience in the community. This crowdfunding approach must have a clear and compelling landing page with Facebook pages and ads to drive people to the IPS donation page.

Strategy 3: Individual Giving Event

- House party: High net-worth and connected individuals

- Timeline: December 2019 - Launch
- Annual

This strategy will result in an individual donor cultivation event, where IPS hosts a house party and faculty in leadership positions and Board members commit to inviting guests that are willing to donate. This is an opportunity to engage current and prospective Board members as well as WA leadership team members to highlight IPS' work with their networks.

Logistics:

- Board and faculty agree to bring 5 guests each
 - Target guests are individuals that can give \$50 or more
- A leader, student and parent present at the event.
- Clear and attainable pitch given by IPS Leadership Team

Strategy 4: Annual Fundraising Event

- Breakfast and Final Student Celebration of Learning
- Timeline: Spring or end of first year - June 2019
- Annual

Leadership

Jen Davis Wickens, IPS's CEO, will take the lead on fundraising for Impact | SSE with the support of the IPS Leadership Team and the IPS Board. Jen has an extensive background in fundraising and donor cultivation. In addition, all IPS board members have successful fundraising experience.

Board Involvement

The IPS Board will approve the annual fundraising goals, strategy, and plan for the upcoming school year at the June board meeting each year. At each subsequent board meeting, the CEO will report on progress made toward that goal on the org-wide dashboard. Ultimately, the CEO's ability to reach the fundraising goals will be factored into his/her annual evaluation.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary
Attachment 31 (Section 28): Recent Internal Financial Statements

Contents:

- Impact Public Schools Q1 Balance Sheet (September 1, 2018 - November 30, 2018)
- Impact | Puget Sound Elementary Q1 Balance Sheet (September 1, 2018 - November 30, 2018)
- Impact Public Schools Q1 Income Statement (September 1, 2018 - November 30, 2018)
- Impact | Puget Sound Elementary Q1 Income Statement (September 1, 2018 - November 30, 2018)

Impact Public Schools

Balance Sheet
As of November 30, 2018

Account	Description	
50 A 241 0000 00 0000 000 0000 0000	Cash and Checks IPS	352,831.21
50 A 320 0000 00 0000 000 0000 0000	Due From PSE and LLC	169,283.05
50 A 340 0000 00 0000 000 0000 0000	Accounts Receivable	84,912.45
50 A 430 0000 00 0000 000 0000 0000	Prepaid items	-
50 - Impact Home Office	A - Asset	607,026.71
50 L 601 0000 00 0000 000 0000 0000	Accounts Payable	-
50 L 605 0000 00 0000 000 0000 0000	Accrued Salaries	-
50 L 610 0000 00 0000 000 0000 0000	Accrued Payroll Deduction:	31,781.60
50 L 660 0000 00 0000 000 0000 0000	Unearned Revenue	-
50 - Impact Home Office	L - Liability	31,781.60
50 Q 890 0000 00 0000 000 0000 0000		575,245.11
50 - Impact Home Office	Q - Equity	575,245.11
Total Liabilities and Equity		607,026.71

Impact | Puget Sound Elementary
Balance Sheet
September 1, 2018 - November 30, 2018

Account	Description	Ending Balance
10 A 241 0000 00 0000	Cash and Checks O/S PSE	141,588.03
10 A 340 0000 00 0000	Accounts Receivable	-
10 - General Fund	A - Asset	141,588.03
10 L 601 0000 00 0000	Accounts Payable	-
10 L 605 0000 00 0000	Accrued Salaries	-
10 L 610 0000 00 0000	Accrued Payroll Deductions	42,714.63
10 L 630 0000 00 0000	Due to Other Governmental Units	-
10 L 640 0000 00 0000	Due to IPS	84,912.45
10 - General Fund	L - Liability	127,627.08
10 Q 890 0000 00 0000	Unassigned Fund Balance	13,960.98
10 - General Fund	Q - Equity	13,960.98
	Liability and Equity	141,588.06

**Impact Public Schools
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

REVENUE	
1000 - LOCAL TAXES	
1100 - Local Property Tax	
1900 - Other Local Taxes	
Custom LOCAL TAXES	
TOTAL LOCAL TAXES	\$0
2000 - LOCAL SUPPORT - NON-TAX	
2200 - Sale Of Goods, Supplies, & Services - Unassigned	
2500 - Gifts Grants, and Donations (Local)	\$540,318
CMO Management Fee	\$36,681
Rental Income	\$12,000
TOTAL LOCAL SUPPORT - NON-TAX	\$589,000
3000 - STATE REVENUE - GENERAL PURPOSE	
3100 - Apportionment	
3121 - Special Education - General Apportionment	
Custom STATE REVENUE - GENERAL PURPOSE	
TOTAL STATE REVENUE - GENERAL PURPOSE	\$0
4000 - STATE REVENUE - SPECIAL PURPOSE	
4121 - Special Education - State	
4155 - Learning Assistance	
4165 - Transitional Bilingual	
4174 - Highly Capable	
4198 - School Food Service	
4199 - Transportation - Operations	
Custom STATE REVENUE - SPECIAL PURPOSE	
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$0
5000 - FEDERAL REVENUE - GENERAL PURPOSE	
5200 - General Purpose Direct Fed. Grants - Unassigned	
Title I	
Title II	
Title III	
IDEA Funding	
CSP	\$37,263
Total 5200 - General Purpose Direct Fed. Grants -	\$37,263
Custom FEDERAL REVENUE - GENERAL PURPOSE	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$37,263
6000 - FEDERAL REVENUE - SPECIAL PURPOSE	
6100 - Special Purpose - OSPI Unassigned	
6198 - School Food Services	
Free Breakfast Reimbursement	
Reduced Breakfast Reimbursement	
Paid Breakfast Reimbursement	
Free Lunch Reimbursement	
Reduced Lunch Reimbursement	
Paid Lunch Reimbursement	
Snack Reimbursement	
Total 6198 - School Food Services	\$0
Custom FEDERAL REVENUE - SPECIAL PURPOSE	

**Impact Public Schools
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$0
7000 - OTHER SCHOOL DISTRICTS	
7100 - Program Participation, Unassigned	
Custom OTHER SCHOOL DISTRICTS	
TOTAL OTHER SCHOOL DISTRICTS	\$0
8000 - OTHER ENTITIES	
8100 - Governmental Entities	
8200 - Private Foundations	
8500 - Educational Service Districts	
Custom OTHER ENTITIES	
TOTAL OTHER ENTITIES	\$0
9000 - OTHER FINANCING SOURCES	
9500 - Long-Term Financing	
9900 - Transfers	
Custom OTHER FINANCING SOURCES	
TOTAL OTHER FINANCING SOURCES	\$0
TOTAL REVENUE	\$626,263

EXPENSES	
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ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	\$37,500
Instructional Management	\$7,500
Deans, Directors & Coordinators	\$21,019
CFO / Director of Finance	\$33,750
Operation / Business Manager	
Administrative Staff	\$927
Other - Administrative	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$100,696
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	

Impact Public Schools
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018

TOTAL PERSONNEL EXPENSES	\$100,696
PAYROLL TAXES AND BENEFITS	
Social Security	\$8,816
Medicare	
State Unemployment	\$1,434
Worker's Compensation Insurance	\$38
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	\$3,219
Dental Insurance	
Vision Insurance	
Life Insurance	\$77
Retirement Contribution	\$13,542
Custom Fringe #1	
Bonus Payments	\$13,600
TOTAL PAYROLL TAXES AND BENEFITS	\$40,725
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$141,421
CONTRACTED SERVICES	
Accounting / Audit	\$6,003
Legal	\$0
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Dues & Membership	
Grants to Schools	\$150,000
Custom Contracted Services #3	
TOTAL CONTRACTED SERVICES	\$156,003
OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	\$30,730
Equipment / Furniture	
Telephone	
Technology	\$3,150
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	\$208
School Meals / Lunch	

**Impact Public Schools
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

Travel (Staff)	\$48
Fundraising	
Student Information System	
Banking Fees	
Printing	
Internet/Web site	
Oversight Fee (3%)	
Misc. Expenses	\$65
Postage	
TOTAL OPERATIONS	\$34,201
 FACILITY OPERATION & MAINTENANCE	
Insurance	\$7,316
Janitorial Services	
Building and Land Rent / Lease	
Repairs & Maintenance	
Equipment / Furniture	
Security Services	
Utilities	
Custom Facilities Operations #1	
Custom Facilities Operations #2	
Custom Facilities Operations #3	
TOTAL FACILITY OPERATION & MAINTENANCE	\$7,316
 RESERVES / CONTIGENCY	
TOTAL EXPENSES	\$338,941
NET OPERATING INCOME (before Depreciation)	\$287,321
 DEPRECIATION & AMORTIZATION	
NET OPERATING INCOME (including Depreciation)	\$287,321

*Reserves will be reconciled at year end. IPS will end the year in a net positive position with significant reserves.

**Impact | Puget Sound Elementary
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

REVENUE	
1000 - LOCAL TAXES	
1100 - Local Property Tax	
1900 - Other Local Taxes	
Custom LOCAL TAXES	
TOTAL LOCAL TAXES	
2000 - LOCAL SUPPORT - NON-TAX	
2200 - Sale Of Goods, Supplies, & Services - Unassigned	
2500 - Gifts Grants, and Donations (Local)	\$172,382
Custom LOCAL SUPPORT - NON-TAX	\$463
TOTAL LOCAL SUPPORT - NON-TAX	\$172,845
3000 - STATE REVENUE - GENERAL PURPOSE	
3100 - Apportionment	\$457,039
3121 - Special Education - General Apportionment	\$1,240
Custom STATE REVENUE - GENERAL PURPOSE	
TOTAL STATE REVENUE - GENERAL PURPOSE	\$458,279
4000 - STATE REVENUE - SPECIAL PURPOSE	
4121 - Special Education - State	\$4,928
4155 - Learning Assistance	\$19,425
4165 - Transitional Bilingual	\$6,172
4174 - Highly Capable	\$1,192
4198 - School Food Service	\$992
4199 - Transportation - Operations	\$0
Custom STATE REVENUE - SPECIAL PURPOSE	
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$32,709
5000 - FEDERAL REVENUE - GENERAL PURPOSE	
5200 - General Purpose Direct Fed. Grants - Unassigned	
Title I	\$0
Title II	
Title III	
IDEA Funding	\$0
CSP	\$0
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$0
Custom FEDERAL REVENUE - GENERAL PURPOSE	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$0
6000 - FEDERAL REVENUE - SPECIAL PURPOSE	
6100 - Special Purpose - OSPI Unassigned	
6198 - School Food Services	\$17,301
Free Breakfast Reimbursement	
Reduced Breakfast Reimbursement	
Paid Breakfast Reimbursement	
Free Lunch Reimbursement	
Reduced Lunch Reimbursement	
Paid Lunch Reimbursement	
Snack Reimbursement	\$4,286
Total 6198 - School Food Services	\$21,587

**Impact | Puget Sound Elementary
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

Custom FEDERAL REVENUE - SPECIAL PURPOSE	
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$21,587
7000 - OTHER SCHOOL DISTRICTS	
7100 - Program Participation, Unassigned	
Custom OTHER SCHOOL DISTRICTS	
TOTAL OTHER SCHOOL DISTRICTS	
8000 - OTHER ENTITIES	
8100 - Governmental Entities	
8200 - Private Foundations	
8500 - Educational Service Districts	
Custom OTHER ENTITIES	
TOTAL OTHER ENTITIES	
9000 - OTHER FINANCING SOURCES	
9500 - Long-Term Financing	
9900 - Transfers	
Custom OTHER FINANCING SOURCES	
TOTAL OTHER FINANCING SOURCES	
TOTAL REVENUE	\$685,420

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	\$16,749
Administrative Staff	\$72,407
Other - Administrative	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$89,157
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	\$161,919
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other - Instructional	\$32,931
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$194,850
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	
Librarian	
Custodian	
Security	
Other - Non-Instructional	

**Impact | Puget Sound Elementary
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$0
TOTAL PERSONNEL EXPENSES	\$284,007
PAYROLL TAXES AND BENEFITS	
Social Security	\$21,062
Medicare	
State Unemployment	\$2,325
Worker's Compensation Insurance	\$2,333
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	\$22,404
Dental Insurance	
Vision Insurance	
Life Insurance	\$300
Retirement Contribution	\$40,458
Custom Fringe #1	
Custom Fringe #2	
TOTAL PAYROLL TAXES AND BENEFITS	\$88,882
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$372,889
CONTRACTED SERVICES	
Accounting / Audit	\$0
Legal	\$0
Management Company Fee	\$37,720
Nurse Services	\$0
Food Service / School Lunch	\$74,078
Payroll Services	
Special Ed Services	\$6,000
Titlement Services (i.e. Title I)	
Dues & Membership	\$865
Custom Contracted Services #2	
Custom Contracted Services #3	
TOTAL CONTRACTED SERVICES	\$118,663
SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	\$2,633
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	\$8,168
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	\$41,995
Student Services - other	\$1,035
Office Expense	
Staff Development	\$2,380

**Impact | Puget Sound Elementary
Income Statement
Quarter 1: September 1, 2018 - November 30, 2018**

Staff Recruitment	
Student Recruitment / Marketing	\$718
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Student Information System	\$480
Banking Fees	
Printing	\$269
Internet/Web site	\$8,749
Oversight Fee (3%)	\$19,614
Postage	
TOTAL SCHOOL OPERATIONS	\$86,042
FACILITY OPERATION & MAINTENANCE	
Insurance	\$6,966
Janitorial Services	\$10,291
Building and Land Rent / Lease	\$62,717
Repairs & Maintenance	\$3,334
Equipment / Furniture	
Security Services	
Utilities	\$10,559
Custom Facilities Operations #1	
Custom Facilities Operations #2	
Custom Facilities Operations #3	
TOTAL FACILITY OPERATION & MAINTENANCE	\$93,867
RESERVES / CONTIGENCY	
TOTAL EXPENSES	\$671,460
NET OPERATING INCOME (before Depreciation)	\$13,959
DEPRECIATION & AMORTIZATION	
NET OPERATING INCOME (including Depreciation)	\$13,959

*Reserves will be reconciled at year end. The school will end the school year in a net positive position with at least 30 days cash reserve.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 32 (Section 28): Independent Financial Audit

Contents:

- Statement on Independent Financial Audit Reports and Management Letters

Attachment 32: Independent Financial Audit Reports and Management Letters

Attachment 32 is not applicable. Impact Public Schools (IPS) is a Washington non-profit organization founded in 2017 to manage a public charter school and has no prior financial history. IPS opened its first public charter school, Impact | Puget Sound Elementary, on August 27, 2018. IPS' first audit will take place following the conclusion of the school's first year of operation (after the 2018-2019 school year) in accordance with standard audit practice.



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 33 (Section 29): Portfolio Summary Template

Contents:

- Portfolio Summary Template for Existing Operators (Commission Template)



Updated: August 29, 2018				School Contact Information				Authorizer Contact Information				
School Name	Year Opened	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Impact Puget Sound Elementary (PSE)	2018	Tukwila	WA	Jen Wickens	CEO	jwickens@impactps.org	(206) 712-7640	Washington State Charter School Commission	Joshua Halsey	Executive Director	Joshua.Halsey@k12.wa.us	(360) 725-5511



Academic Performance Data Template Updated: November 29, 2016

Instructions:

Provide the data requested in the table below for ALL schools currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed.

Provide data from the most recent three school years for which data is available .

SUMMARY INFORMATION		SCHOOL 1		
School Name:		Impact Puget Sound Elementary		
School Location (City, State):		Tukwila, WA		
Year Opened:		2018		
Current Grades Served:		Kindergarten and 1st grade		
Current Enrollment:		176		
School Year		2018-2019	2017-2018	2016-2017
Demographic & Socio-Economic				
School	% Students Low-Income:	64%	N/A	N/A
	% Students Limited English Proficient:	40%	N/A	N/A
	% Students with Disabilities:	4%	N/A	N/A
	% African American:	52%	N/A	N/A
	% Hispanic:	18%	N/A	N/A
	% Caucasian:	17%	N/A	N/A
	% Other Race/Ethnicity: Multi-Racial	5%	N/A	N/A
	% Other Race/Ethnicity: Asian	7%	N/A	N/A
District Average	% Students Low Income	Not yet reported for SY18-19.	72%	73%
	% Students Limited English Proficient:		37%	38%
	% Students with Disabilities:		11%	9%
	% African American:		20%	20%
	% Hispanic:		29%	29%
	% Caucasian:		11%	12%
	% Other Race/Ethnicity: Multi-Racial		7%	7%
	% Other Race/Ethnicity: Asian		29%	28%

Criterion-Referenced Assessments				
Assessment Name (Reading , Math):		Smarter Balanced (SBAC) for 3rd Grade		
School	% Students Meeting or Exceeding Standards – Reading:	N/A - Impact PSE students are too young to be eligible for SBAC.	N/A	N/A
	% Students Meeting or Exceeding Standards – Math:		N/A	N/A
	% Students Meeting or Exceeding Standards – Composite:		N/A	N/A
	% Students Exceeding Standards – Reading:		N/A	N/A
	% Students Exceeding Standards – Math:		N/A	N/A
	% Students Exceeding Standards – Composite:		N/A	N/A
District Average	% Students Meeting or Exceeding Standards – Reading:	Not yet reported for SY18-19.	35%	43%
	% Students Meeting or Exceeding Standards – Math:		38%	47%
	% Students Meeting or Exceeding Standards – Composite:		36%	45%
	% Students Exceeding Standards – Reading:		19%	18%
	% Students Exceeding Standards – Math:		17%	28%
	% Students Exceeding Standards – Composite:		18%	23%
Norm-Referenced Assessments				
Assessment Name (Reading , Math):		NWEA MAP		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Percentile Rank		
Assessment Reference Group (National, State, District):		National		
School	Score – Reading:	See narrative Section 29 Part 2 for detail.	N/A	N/A
	Score – Math:		N/A	N/A
	Score – Composite:		N/A	N/A
	Average Student Growth During Year:		N/A	N/A
	% Students Making at Least One Year of Gains During Year:		N/A	N/A
	% EXPLORE to PLAN Gains:		N/A	N/A
Other Performance Measures				
School	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	TBD at EOY	N/A	N/A
	Student Average Daily Attendance Rate:	95%	N/A	N/A
	Student 5-Year Cohort Graduation Rate:	TBD in 2023	N/A	N/A
	One Year Grade 9-12 Student Drop Out Rate:	N/A	N/A	N/A
	Student College Attendance Rate:	N/A	N/A	N/A
	Teacher Retention Rate:	TBD at EOY	N/A	N/A
District Average	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)*	Not yet reported for SY18-19	Not Reported	Not Reported
	Student Average Daily Attendance Rate:**		80.80%	82%
	Student 5-Year Cohort Graduation Rate:		81%	83%

One Year Grade 9-12 Student Drop Out Rate:	2018-19.	9%	19%
Student College Attendance Rate:		Not yet	30%
Teacher Retention Rate:***		Not	Not

*OSPI calculates this as percentage of total student enrollment year over year

**OSPI tracks this as percentage of students enrolled who attend 90% or more

***OSPI has not reported teacher retention data. Tukwila School District will



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 34 (Section 30): Signed CSP Statement of Assurances

Contents:

- Board Chair Signed CSP Statement of Assurances (Washington State Charter Schools Program Template)

WASHINGTON STATE CHARTER SCHOOLS PROGRAM STATEMENT OF ASSURANCES 2018-19

The Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On January 25, 2019, the Board of Impact Public Schools on behalf of Impact | Salish Sea Elementary (the Board) hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the U.S. Department of Education's General Education Provisions Act (GEPA) requirement.

Charter schools that accept funding through the Washington Charter School Grant Program agree to the following assurances:

The authorized representative possesses the legal authority to apply for this grant, to execute

1. The applicant will annually, for the life of the grant, provide the U.S. Secretary of Education and the Washington State Office of Superintendent of Public Instruction (OSPI) such information as may be required to determine if the charter school is making satisfactory progress toward achieving the funded activities. This includes participation in any federal or state funded charter school evaluations or studies.

2. The applicant will fully cooperate with the U.S. Secretary of Education and OSPI in evaluating the program being funded by the grant.

3. The charter school will 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.

4. The charter 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)), is not a sectarian or religious organization, meets all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, is governed by an independent governing board, and will be operated according to the terms of a charter contract executed with an approved Washington State charter school authorizer.

5. The charter school functions as a local education agency under applicable federal laws and regulations, is responsible for meeting, and will 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, as amended (ESEA, 20 U.S.C. Sec. 6301 *et seq.*), 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 provisions regarding assessments;

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 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. Compliance with McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. Sec. 11431 *et seq.*

6. The charter school hires, manages, and discharges any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the charter school's charter contract;

7. The charter school will receive and disburse funds solely in accordance with the purposes of the charter school;

8. 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 charter school will do so to the same extent as other non-charter public schools, as long as the charter school's board maintains oversight authority over the charter school;

9. The charter school will not enter into any contracts for management operation of the charter school except with nonprofit organizations;

10. To the extent it enters into contracts with other entities regarding real property, the charter school will 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;

11. 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 charter school will not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220 or under this grant;

12. The charter school ensures that no debt incurred by the charter school is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

13. The charter school will 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;

14. 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 charter school will not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and will not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

15. The charter school will 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;

16. The charter school will not levy taxes or issue tax-backed bonds and will not acquire or attempt to acquire property by eminent domain;

17. The charter school will operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

18. The charter school will comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to Washington State 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);

19. The charter school will provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and will 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;

20. The charter school will employ certificated instructional staff as required in RCW 28A.410.025, provided that the charter schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);

21. The charter school will comply with the employee record check requirements in RCW 28A.400.303;

22.. The charter school will 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;

23. The charter school will comply with the annual performance report under RCW 28A.655.110;

24. The charter school will be subject to the performance improvement goals adopted by the Washington State Board of Education under RCW 28A.305.130;

25. The charter school will comply with the Open Public Meetings Act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

26. The charter school will be subject to and comply with all legislation governing the operation and management of charter schools;

27. The charter school will comply with all state statutes and rules made applicable to the charter school in the charter school's charter contract;

28. The charter school will not engage in any sectarian practices in its education program, admissions or employment policies, or operations;

29. The charter school will 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;

30. The charter school will 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 will be open to any student regardless of his or her location of residence;

31. The charter school will 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;

32. If capacity is insufficient to enroll all students who apply to the charter school, the charter school will select students through a lottery to ensure fairness.

33. The charter school will give an enrollment preference to siblings of already enrolled students;

34. The Board will annually determine the capacity of the charter school in consultation with the charter school's authorizer, with consideration of the charter 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;

35. The charter school will comply with all federal, state, county, region, or community health and safety laws, rules, or regulations that may apply to its facilities and property;

36. The charter school has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the charter school;

37. If applicable, the charter school will meet any preopening and/or reopening requirements or conditions imposed by its authorizer, including but not limited to requirements or conditions to monitor the start-up progress of the charter school and to ensure that the charter school is prepared to open smoothly on the date agreed, and to ensure that the charter school meets all building, health, safety, insurance, and other legal requirements for school opening;

38. The charter school will comply with, and fully participate in, any activity by its authorizer that the authorizer deems necessary for it to monitor, engage in oversight, or engage in corrective action pursuant to RCW 28A.710.180;

39. The charter school will comply with any corrective actions or sanctions imposed upon it by its authorizer pursuant to Chapter 28A.710 RCW;

40. The charter school will comply with all renewal and nonrenewal actions required of it by its authorizer or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

41. The charter school will comply with any nonrenewal or termination actions imposed by its authorizer pursuant to Chapter 28A.710 RCW and duly adopted rules of the authorizer;

42. The charter school will 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;

43. The charter school will comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;

44. The charter school will, at all times, maintain all necessary and appropriate insurance coverage;

45. The charter school will indemnify and hold harmless the authorizer 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 charter school or its operation;

46. If there are exceptions to these assurances, the charter school has described them in full detail on a separate page attached to this document.

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

48. The applicant will provide such other information and assurances as the U.S. Secretary of Education and OSPI and SEA may require.

49. All of the information submitted in the application is true, correct, complete, and in compliance with state and federal law.

50. 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.

It is the responsibility of each local charter school that receives funds under this grant to comply with all required federal assurances. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain state and federal guidelines and requirements. All grantees are required to provide requested data to OSPI. In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION. OSPI may terminate a grant award upon thirty (30) days notice if it is deemed by OSPI that the applicant is not fulfilling the funded program as specified in the approved project application.

Grant recipients will be required to keep and maintain all equipment purchased with grant funds in accordance with the requirements of federal law and regulation. Should the charter school close or be terminated by the sponsor, the charter school will work with OSPI and the school's authorizer regarding distribution of assets purchased with this grant.

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

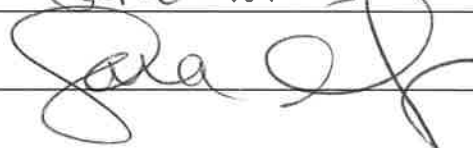
I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; all disbursements have not been previously reported; and disbursements were not used for matching funds on this or any special project.

Name of Charter School: Impact | Salish Sea Elementary

Charter School Representative (Printed Name) Jen Wickens

Charter School Representative Signature Date 

Charter School Board President (Printed Name) Sara Morris

Charter School Board President Signature Date 



IMPACT

PUBLIC SCHOOLS

Impact | Salish Sea Elementary

Attachment 35 (Section 30): CSP Budget Form and Narrative

Contents:

- OSPI Project Budget Form (OSPI Template)
- CSP Budget Narrative



STATE AND FEDERAL PROJECT EXPENDITURE REPORT

CFDA _____
Fiscal Year _____

Program No. _____
Sub. Program No. _____

Revenue Acct. _____

ESD	CO	DIST	GRANT NUMBER
<input type="checkbox"/> Check if final report and project completed		EXPENDITURE PERIOD	
Beginning		Ending	

DISTRICT/ NAME
Impact Public Schools

PROJECT TYPE/NAME
Planning Grant for Impact | Salish Sea Elementary

CONTACT PERSON
Kristen McCaw

TELEPHONE NUMBER
206-712-7640

OBJECT OF EXPENDITURE

ACTIVITY	TOTAL	DEBIT TRANSFER 0	CREDIT TRANSFER 1	SALARIES CERTIFICATED 2	SALARIES CLASSIFIED 3	BENEFITS AND PAYROLL TAXES 4	SUPPL INSTRUCT RESOURCES AND NONCAPITAL 5	PURCHASED SERVICES 7	TRAVEL 8	CAPITAL OUTLAY 9
21 Supervision-Instruction	0.00		XXX							
22 Learning Resources	0.00		XXX							
23 Principal's Office	84,086.00		XXX	72,680.00	11,406.00					
24 Guidance and Counseling	0.00		XXX							
25 Pupil Mgt. and Safety	0.00		XXX							
26 Health/related Serv.	0.00		XXX							
27 Teaching	102,531.00		XXX	49,170.00	7,161.00		46,200.00			
28 Extracurricular	0.00		XXX							
29 Payments to School Districts	0.00	XXX	XXX	XXX	XXX	XXX	XXX		XXX	XXX
31 Instructional Professional Dev	3,200.00		XXX					3,200.00		
32 Instructional Technology	0.00		XXX	XXX						
33 Curriculum	10,183.00		XXX				10,183.00			
62 Grounds Maint.	0.00		XXX	XXX		XXX				
63 Operation of Building	0.00		XXX	XXX						
64 Maintenance	0.00		XXX	XXX						
65 Utilities	0.00		XXX	XXX	XXX	XXX	XXX		XXX	XXX
68 Insurance - Except Trans.	0.00		XXX	XXX	XXX	XXX	XXX		XXX	XXX
91 Public Activities	0.00		XXX							
Direct Expenditures to Date Subtotal	200,000.00	0.00	0.00	121,850.00	18,567.00	0.00	56,383.00	3,200.00	0.00	0.00
Indirect Expenditures to Date	0.00									
TOTAL EXPENDITURES TO DATE	200,000.00									
LESS: Cash Received to Date	0.00									
BALANCE/<DEFICIT>	-200,000.00									

I, the undersigned, hereby certify that the amount listed for materials furnished, services rendered, expenditures incurred, or items of indebtedness as changed is true and correct, that the claim is just and due; and that I am authorized to sign for the payee.

Name _____ Date _____

Title _____

RETURN FORM TO: Grants Management

Attachment 35: CSP Budget Narrative

The following are detailed descriptions of each line item that is included in the proposed CSP Planning Grant Budget.

Principal’s Office | Certificated & Classified Salaries

The principal will spend at least 60% of their time on curriculum development during Year 0 and during September of Year 1. Specifically, they will build, refine and curate Kindergarten and 1st grade curriculum (projects, math, literacy and science) during the planning year, throughout three weeks of August professional development. September will involve testing and iterating as they begin to implement, and continue to develop in areas where gaps are identified. They will also: develop a professional development calendar and scope and sequence for the year to support development of teachers' internalization of the model and pedagogical skills; develop thorough agendas for three weeks of August professional development; and, develop teacher observation and coaching protocols and tools. The subgrant will also be used to support 40% of the School Manager’s salary prior to the opening of the school and during the first month, given that they will spend a significant amount of time planning for the operational aspects of the educational program components (i.e. material identification, ordering and inventory), as well as 25% of the Assistant Principal of Operations who will be responsible for supporting, developing, and managing progress monitoring and data gathering efforts related to the education model.

Role	Average Annual Salary	Portion of Salary During Startup Period	% Budgeted to CSP	Total
Principal (Certificated)	\$111,550	\$111,550	60%	\$66,930
School Manager (Classified)	\$41,162	\$20,600	40%	\$8,240

Role	Average Annual Salary	September Portion of Salary	% Budgeted to CSP	Total
Principal (Certificated)	\$115,000	\$9,583	60%	\$5,750
School Manager (Classified)	\$42,436	\$3,536	40%	\$1,415
Assistant Principal of Operations (Classified)	\$84,060	\$7,005	25%	\$1,751

Teaching | Supplies

We will purchase full leveled classroom libraries with hundreds of texts, read aloud texts aligned to project themes, among other supplies and materials critical to the educational model. Libraries and read aloud texts are budgeted at \$46,200. Budgeted amounts are based on observed costs at Impact | Puget Sound Elementary.

Curriculum | Supplies - Portion for Design Purposes

\$26,208 is budgeted in year 1 for instructional software; a portion of that (\$10,183) is budgeted for tools that will be used to inform the design of the math and literacy project-based learning model. Only this portion is included in the budget. Examples of the types of instructional software that may be selected include Lexia, which supports differentiated literacy instruction, and ST Math, which supports students' conceptual understanding of math concepts.

Teaching | Certificated Salaries & Classified Salaries

The \$40,975 budgeted for certificated salaries and \$5,968 for classified salaries in this category will cover all Lead Teacher, Teacher and Teaching Fellow, and Special Education Teacher salaries throughout the month of August when they are participating in three weeks of intensive professional development focused on the Impact | SSE instructional model. Additionally, September will be a time when education model development is continuing, and we expect that teachers will spend 20% of their time or more aligning curriculum and supporting the development of the educational model. A detailed breakdown is shown below.

Role	Average Annual Salary	August Portion of Salary	FTE*	Total
Lead Teacher (Certificated)	\$68,050	\$4,253	6	\$25,519
Teacher (Certificated)	\$59,750	\$3,734	3	\$11,203
Teaching Fellow (Classified)	\$31,827	\$1,989	3	\$5,968
Special Education Teacher (Certificated)	\$68,050	\$4,253	1	\$4,253

*100% of time is budgeted to CSP because all of their time will be spent in professional development.

Role	Average Annual Salary	September Portion of Salary	FTE	% Budgeted to CSP	Total
Lead Teacher (Certificated)	\$68,050	\$4,253	6	20%	\$5,104
Teacher (Certificated)	\$59,750	\$3,734	3	20%	\$2,240
Teaching Fellow (Classified)	\$31,827	\$1,989	3	20%	\$1,193
Special Education Teacher (Certificated)	\$68,050	\$4,253	1	20%	\$851

Instructional Professional Development | Certificated Salaries, Classified Salaries, Purchased Services

Additionally, Debra Fuentes, Math Consultant, will lead two 1-day professional development for all founding admin, Lead Teachers, Teachers and Teaching Fellows focused on foundational skills in Cognitively Guided Instruction. Under her guidance, teachers will refine the math scope and sequence for the year and develop/refine interim assessments. \$3,200 is budgeted for this under purchased services based on prior year costs.