Cordoba Academy

RED APPLE ELEMENTARY SCHOOL

A Proposed Edmonds School District Public K-5 Charter School

Application for Charter

2/28/2020

This application is being respectfully submitted by Hafez Mohammed Adnan Khalid—founder of Cordoba Academy, on behalf of Red Apple Elementary School.

GENERAL INFORMATION

NEW CHARTER SCHOOL APPLICATION COVER SHEET

Section A: School Information			
Name of School:	**Red Apple Elementary**		
School Type (Bold One):	**Elementary**, Elementary/Middle, Middle, Junior High, Middle/High, High		
Grades Served:	**k- 5**		
School District:	**Edmonds**	***Neighborhood/Community***	**Mountlake Terrace/Lynnwood**
Phone Number:	***day*** [redacted]	***evening*** [redacted]	
Fax Number:		**Email:**	[redacted]
Website Address:	**N/A**		
Street Address:	**N/A**		
Sponsoring Entity (Bold One):	**Nonprofit Organization**, Governmental, College or University		
Open Date:	September 2021-2022	**Contracted Education Service Provider (EMO, CMO, Other):**	N/A
Calendar Type (Standard or Extended School Year):	Extended	**Number of Instructional Days:**	185

Section B: Primary Contact Person			
Name:	Adnan Khalid	Position:	Founder
Address	[redacted]		
Mobile Phone:	[redacted]	Alternate Phone:	
Email:	[redacted]	Current Employer:	Cordoba Academy

Section C: Attendance Projections												
Grade Level	Year 1		Year 2		Year 3		Year 4		Year 5		At Capacity _____	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
K	40	40	60	60	60	60	60	60	60	60	60	60
1	20	20	40	40	60	60	60	60	60	60	60	60
2	20	20	40	40	40	40	60	60	60	60	60	60
3	0	0	20	20	40	40	40	40	60	60	60	60
4	0	0	0	0	20	20	40	40	60	60	60	60
5	0	0	0	0	0	0	20	20	60	60	60	60
6												
7												
8												
9												
10												
11												
12												
Total	80	80	160	160	220	220	280	280	360	360	360	360

Section D: Board Members				
Name	**Title on Board**	**Contact Information (Phone and Email)**	**Mailing Address**	**Current Employer**
Adnan Khalid	**Chair**	[redacted]	[redacted]	**Cordoba Academy**
Sufia Azmat (proposed)	**Director**	[redacted]	[redacted]	**Self-Employed**
John Inman (proposed)	**Director**	[redacted]	[redacted]	**Tacoma Comm. College**
Haris Mohammed (proposed)	**Secretary**	[redacted]	[redacted]	**Microsoft**
Hammad Rajjoub (proposed)	**Director**	[redacted]	[redacted]	**Microsoft**

Note: Individuals may be listed as board members and as start-up team members if their role will change once the application is approved. A description of this transition should be provided within the application and reflected in the organizational chart, if applicable.

Section E: Start Up Team Members				
Adnan Khalid	Executive Director	[redacted]	[redacted]	Cordoba Academy
Shaeysta Talalelei	Executive Admin	[redacted]	[redacted]	Self-Employed

Executive Summary

Mission, Values and Long Term Goals

Red Apple Elementary School (RAES) promotes STEM education through the lens of humanities and liberal arts. RAES students experience holistic development through academic/ intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

The application is being submitted by Cordoba Academy, a 501(c)3 non-profit educational resource center founded in Mountlake Terrace, Washington in 2016. Cordoba Academy works within the community of Muslim migrant and refugees to give students the academic and emotional tools they need to become Muslim leaders and successfully assimilate into society while maintaining their identity and cultural heritage. Since 2019, Cordoba Academy has enrolled 15 full time homeschooled students and served over 200 students from 20 different countries who speak 10 different languages through various extracurricular programs. Children of color, living in poverty, receiving special education, and English language learners are the academy's primary demographics.

The guiding values of RAES are: Love, Respect, and Equity. These values manifest themselves in our school community by creating individuals that love to learn and think critically.

RAES will support these students by focusing on the following long term goals:

1. Implementing an **excellent and outstanding training** and education center—by retaining staff who will contribute long term to the school and providing the best educational and professional growth opportunities available.

2. Providing **moral, social, educational, and spiritual excellence** for our students—by ensuring our students perform in the top tier of Washington School Improvement Framework.

3. Creating a culture of **selfless service to all children** of all backgrounds—by adhering to our principles of diversity, equity and inclusion.

4. Maintaining **financial stability**—by building a world-class board of directors and surrounding them with the best resources to enact the vision and mission of the school.

Community Need/Anticipated Student Populations/Grade Levels and Growth Plan

One of the founding members of Cordoba Academy, Adnan Khalid, has spent years, and countless hours listening to the voices of minority populations in North Seattle—from Northgate to Everett. It has become very apparent, through their resounding and unified voice, that they see a need for an innovative school that is designed to support their cultural competencies and accommodating to their religious sensitivities. Because of their frustration, many of the parents we have engaged do not send

their children to public schools. Instead they choose to homeschool their children, which results in the district numbers improperly reflecting the diversity in the area.

We anticipate enrolling students from several different districts because of the community relationships we have built through Cordoba Academy. Therefore we expect a high-diversity school population; however we use Edmonds school district to demonstrate the area's diversity. Our school will be located between Mountlake Terrace and S. Everett.

We anticipate serving a higher percentage of special populations than the district because students qualifying for Free/Reduced-Price Lunch (FRPL) and students experiencing academic failure are part of our target population. We anticipate that 25%+ or more of enrolled students will speak a language other than English in their homes, including a large number who speak Somali, Mandinka, Arabic, and Urdu.

	FRPL	**Special Education**	**Section 504**	**English Language Learners**	**African and African American**	**Asian**	**Foster Care**	**Homeless**
Edmonds SD	35%	16%	4.5%	14.3%	7.2%	12.8%	0.7%	2.0%

For year one, we will enroll 40 Kindergarteners, 20 first graders, and 20 second graders for a total of 80 students. This allows us to slowly and steadily start instilling learning techniques for a full year before we are to adhere to state testing. The strategy also allows us time to use our in-house and third party assessments to capture student learning levels and intervene where necessary to ensure that no student slips through the cracks. And most importantly, it allows us to establish the school culture that will be the guiding force for ensuring student success as well as on-boarding students in subsequent grades going forward through shared learning experiences.

At full capacity, the elementary school will have 360 students and will serve children in grades K-5.

Educational Program

The school utilizes an *Indigenous Educational Framework*[1] based on the dissertation of Dr. John Inman to create an academic setting that connects with and engages students. Most anticipated populations come from migrant and refugee backgrounds and do not perform best in systems that are taught in a language (English) and pedagogy not native to their cultures. We remedy this by providing an educational framework composed of 7 indigenous principles based on universal traditional learning methods.

The results are an inherent love for learning in students. This love of learning results in a student being able to lead the next generation of Americans into roles that allow them to innovate and create a positive social impact on their environment. At Red Apple Elementary, we are building a school for students who are in need of more than what the public school system can provide them in terms of global citizenry.

Organizational Structure

RAES is being formed to provide a unique and meaningful learning experience for the next generation of traditionally at risk students. The organization is headed by Adnan Khalid, the executive director who is responsible for operations and who is liaison between the board and the employees. He works with the principal to implement the curriculum based on Dr. John Inman's educational design[2]. When fully staffed, the organization will have approximately 40 staff members at the end of year 5 including a Director of Community Outreach, special ED teachers, and a CFO.

Board Collective Expertise & Experience

The Board of Directors at RAES are highly capable, experienced in various capacities and competent. Adnan Khalid is a community leader, imam, resident scholar, academy founder and voice for Muslims in the Puget Sound region. He engages members of the community through lectures, sermons, and writings. He is an expert in mobilizing communities and engaging stakeholders and public leadership.

Dr. John Inman is a professor at Tacoma C.C. and has over 20 years of educational experience. He brings a wealth of educational resources and support from other scholars of education.

Sufia Azmat has spent 20 years in education as a teacher, principal for a private Muslim school, board chair for various organizations around the country, and an independent educational consultant. She will be vital to governance, on-boarding a principal and our DEI shaping guidelines.

Haris Mohammed and Hammad Rajjoub both are Principal Directors at Microsoft. We will leverage their organization and operational expertise to build sound processes and facilitate the STEM infrastructure of the school. The board will comprise of 9 members with 5 being identified above. The qualities we are looking for in the remaining members include but are not limited to financial and legal expertise, community activism, and STEM educational experience. Currently the Board of Directors are also the Founding Board.

Revenue Streams

The school intends to tap into local and state resources to fund the organization. This includes state and federal grants, non-profit grants—CSP, New Venture Funds and WA Charters Association, private donors cultivated through our extensive Cordoba Academy network, and available state and federal funding for approved charter schools.

Academic, Operational and Financial Success

The plan that is being proposed has been carefully thought out for years; the relationships have been cultivated over a long period of time; the board being carefully and selected all with the core mission and vision in mind. The board has the correct blend of skill sets and the resources match the needs of the school. We have the backing of community, support groups and expertise of industry professionals to ensure successful launch and continued sustainability.

CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY

Section 1: School Overview

Educational Need

Red Apple Elementary School (RAES) will serve 360 students in grades K-5 in the Mountlake Terrace and its surrounding areas including Lynnwood and South Everett in Snohomish County. Children of color, immigrant backgrounds, and English language learners are being systematically left behind in these areas.

The following graph shows student growth percentiles for Lynnwood.[3]

Student Population	Kindergarten-5th Grade English Language	Kindergarten-5th Grade Math	At-Risk Population	At-Risk Under 18
City of Lynnwood			6.4	22.6
Low-Income			14.0	7.5
African American	49.0	51.0	7.5	3.7
Asian	57.0	64.0	17.7	11.6
Latin/Hispanic	46.0	48.0	14.8	10.4
Pacific Islander	49.50	50.0	Less than 10.0	Less than 10.0
Native American	56.0	56.0	14.8	10.4
Children with Disabilities	12.3	11.0	9.02	6.0
Two or More Races	52.0	51.0	Less than 10	Less than 10

Anticipated Student Population

RAES will serve all students that apply, however we will be providing enrollment preference for students that have been defined as at-risk per the definition in RCW 28A.710(2). In lieu of this, we anticipate to serve the majority students to be of different Muslim minorities, who consist of low income, families, come from backgrounds that are ELA learners and demographics that consist of migrants and refugees.

We anticipate on enrolling students from Edmonds school district primarily, but expect other district students to enroll because of the community relationships we have built through Cordoba Academy. Therefore we expect a high-diversity school population. However we use data from Edmonds,[4] Everett[5] and Shoreline[6] school districts to demonstrate the general area's diversity.

We anticipate serving a higher percentage of special populations than the district because students qualifying for Free/Reduced-Price Lunch (FRPL) and students experiencing academic failure are part of our target population. We anticipate that 25%+ or more of enrolled students will speak a language other than English in their homes, including a large number who speak Mandinka, Somali, Arabic, and Urdu.

	FRPL	Special Education	Section 504	English Language Learners	Non-White	Low Income	Foster Care	Homeless
RAES	40%+	13.5%+	15%	25%+	80%+	65%	0.3%+	1.5%+
Edmonds SD	35%	16%	4.5%	14.3%	53.7%	37.7%	0.7%	2.0%
Shoreline SD	NA%	12.8%	7.8%	8.5%	47.7%	27.1%	0.3%	1.5%
Everett SD	38.3%	14.3%	4.2%	14.4%	50.8%	41.0%	0.4%	4.1%

Grade Levels and Growth Plan

For year one, we will enroll 40 Kindergarteners, 20 first graders, and 20 second graders for a total of 80 students. This allows us to slowly and steadily start instilling learning techniques for a full year before we are to adhere to state testing. The strategy also allows us time to use our in-house and third party assessments to capture student learning levels and intervene where necessary to ensure that no student slips through the cracks. And most importantly, it allows us to establish the school culture that will be the guiding force for ensuring student success as well as on-boarding students in subsequent grades going forward through shared learning experiences.

Enrollment Projections

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	**40**	**60**	**60**	**60**	**60**
1	**20**	**40**	**60**	**60**	**60**
2	**20**	**40**	**40**	**60**	**60**

3		**20**	**40**	**40**	**60**
4			**20**	**40**	**60**
5				**20**	**60**
Totals	**80**	**160**	**220**	**280**	**360**

Geographic Location

Snohomish County is continuing to gentrify. With rising house prices, recent housing tax hikes, and approval of the Sound Transit rail extension, historically low and medium income communities are having a hard time staying financially stable. The diversity in the area is exponentially growing.

The 2010 Census showed that Snohomish County's population was 74% white and non-Hispanic, while 26% was a racial or ethnic minority. Among the minority groups, Hispanic and non-Hispanic Asian populations were the largest, with each group individually representing 9% of the county's total population.

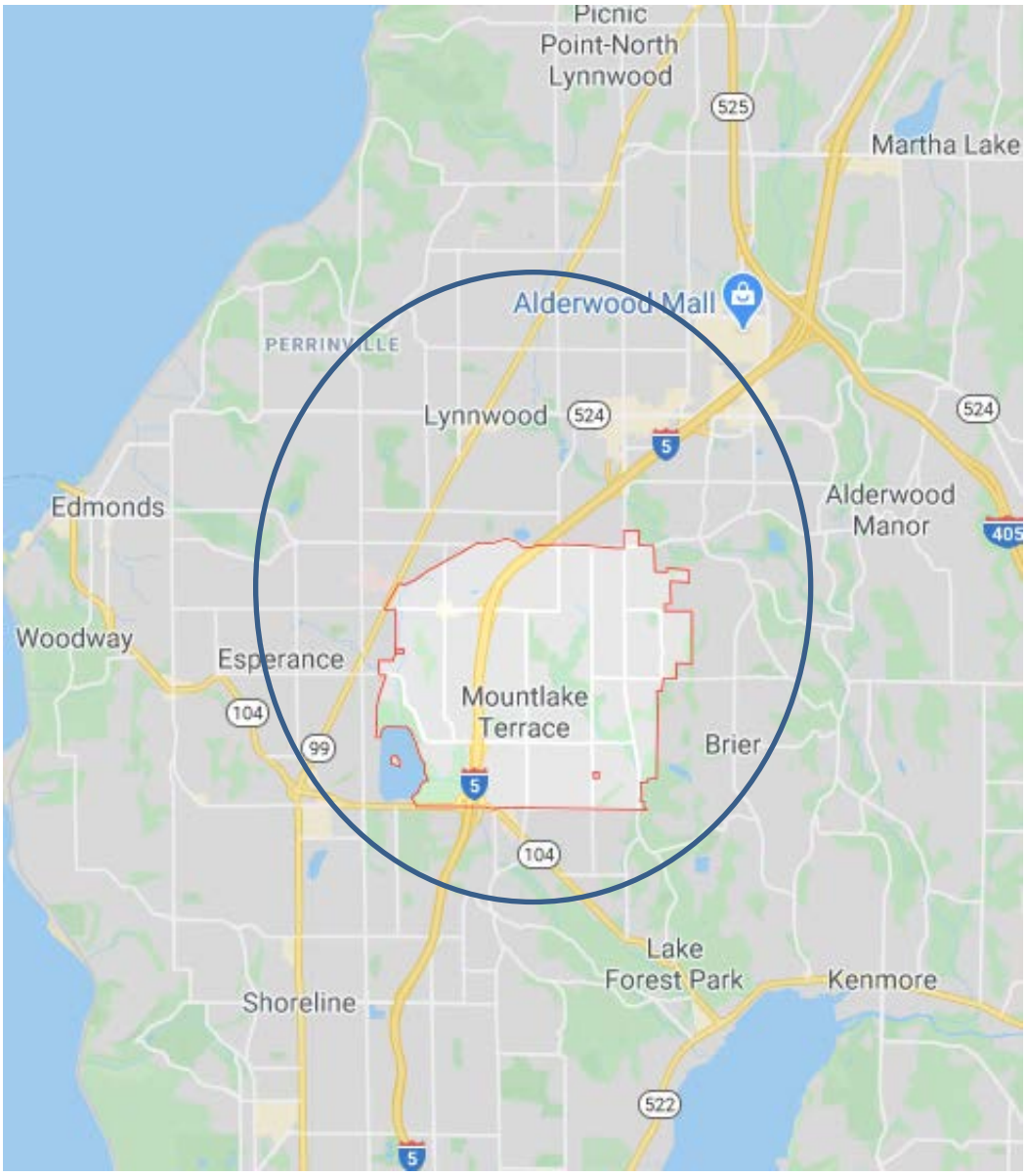
In 2000, by comparison, Snohomish County's population was 83% white and non-Hispanic, while 17% was a racial or ethnic minority. Hispanic and non-Hispanic Asian populations were the largest minority groups at that time as well, accounting for 5% and 6%, respectively, of the county's total population.

White non-Hispanic population growth accounted for 23% of the county's total population growth between 2000 and 2010, while minority population growth accounted for 77%. In particular, most minority population growth was either Hispanic or non-Hispanic Asian population growth, with these two groups representing 33% and 26%, respectively, of Snohomish County's total population growth during this time period.[7]

We plan on establishing our school in either Mountlake Terrace or Lynnwood.

The geographic location was determined based on the current geographic areas we serve at Cordoba Academy, access to transit stations (Mountlake Terrace and Lynnwood Park n Ride) and the ease of freeway access(I-5 and I-405). By meeting with families and receiving feedback, we became aware the area composed of some of the oldest Muslim populations that have settled in the Greater Puget Sound region. Based on the demand, this area was the most central to our targeted demographics. Exact location will depend on facility availability.

Map of Mountlake Terrace being centered between Shoreline, Lynnwood and Edmonds.



Non-Academic Challenges

RAES anticipates encountering challenges common to a new charter school. By leveraging internal and external resources such as partnerships with WA State Charter Association, other charter regionally charter schools, we can address and meet these challenges in a way that leads to successful implementation of our mission and vision statement.

Here are a few strategies we will employ to address each challenge.

Recruiting Students	Enrolling a new school requires deep work in the community, even where there is demand. One of our first hires will be a Director of Family and Community Engagement to support this work.
Facilities	Securing a facility is challenging. Especially in an area with low inventory, therefore we will partner with brokers and development organizations such as Washington Charter School Development to help us in the search.
Cultural and Religious Sensitivities	While we anticipate catering to a Muslim demographic, we are not a Muslim school and must work hard at establishing an open inclusive environment for all students and their families. We will craft our DEI policy and implement it very early on.
Management of Public Money	Taxpayer dollars come with a lot of responsibility and trust. We will adopt best practices and consult with industry leads such as Joule Consulting.
Recruiting Teachers	We anticipate partnering with institutions such as Tacoma Community College, University of Washington and others to create a robust pipeline of mission-aligned staff.
Sustaining a Healthy Board of Directors	We will continue to follow best practices and seek guidance from our intended partner BoardOnTrack.

Plan, Mission, Vision, Values and Goals

Mission

RAES promotes STEM education through the lens of humanities and liberal arts. RAES students experience holistic development through academic/ intellectual, social, psychological and spiritual growth.

Vision

This experience will lead to empowered citizens who can critically think and self-lead.

Values

The guiding values of RAES are: Love, Respect, and Equity. These values manifest themselves in our school community by creating individuals that love to learn and think critically.

Goals

Red Apple Elementary will support inherent at-risk students, as defined by RCW 28A.710.010(2), by focusing on the following long term goals:

1. Implementing an **excellent and outstanding training** and education center—by retaining staff that will contribute long term to the school and providing the best educational and professional growth opportunities available through professional development and empowered teachers.

2. Providing **moral, social, educational, and spiritual excellence** for our students—by ensuring our students perform in the top tier of Washington School Improvement Framework.

3. Creating a culture of **selfless service to all children** of all backgrounds—by adhering to our principles of diversity, equity and inclusion and living it every day.

4. Maintaining **financial stability**—by building a world-class board of directors and surrounding them with the best resources to enact the vision and mission of the school.

Request for an Additional Planning Year

We request to open our school in the Fall of 2021. The reason is that, this will be one of the great endeavors of our lives, and for the upbringing of a generation of our children of the community. We will make sure all procedures, staff, operational and academic components are thoroughly in place before we open our doors to ensure maximum ability to be successful. We want additional time for consulting from industry leaders and additional grant writing and fund acquisition opportunities. While the need is vital for our community and our children, we will not jeopardize this opportunity by being too hasty. We hope to be a well-oiled machine the first day we open the doors in September of 2021.

Section 2: Family and Community Engagement

Co-Creation of Red Apple Elementary – Founder and Community

Adnan Khalid, a founding member of Cordoba Academy, has spent years, and countless hours listening to the voices of immigrant minority populations in North Seattle—from Northgate to Everett. It has become very apparent, through their resounding and unified voice, that they see a need for an innovative school that is designed to support their cultural competencies and accommodating to their religious sensitivities. They want a safe place where their children can receive a quality education and develop socially and emotionally in a healthy manner.

This is especially true of Muslim minority populations who have had to deal with an increase in hate speech, anti-immigration rhetoric and bullying at schools in the aftermath of the 2016 presidential elections. Parents grow concerned that their children are victims of harassment and especially females who are easily identifiable because of their hijab (headscarf).[8]

As children grow older, the price of such trauma affects them even more so. Today Muslims students in colleges and universities are reporting an increase in mental health concerns (11.5%) as compared to non-Muslims (5.3%).[9] Because of their frustration, many of the parents we have engaged do not send their children to public schools but rather homeschool their children, which results in the district numbers improperly reflecting the diversity of the area.

Unfortunately, this protective mechanism of homeschooling leads to unintentional consequences. Firstly, a child is not given the full opportunity to assimilate into society due to being placed in an isolated environment. Secondly, they are deprived of the educational experiences and full resources the public school can potentially provide. The results are students—who are born in North Seattle, growing up with no access to STEM labs, English language instructors, and all the other social emotional developmental opportunities a communal school environment offers children. The consequence is that they are not prepared to meet the challenges of the 21st century with the appropriate skills.

Cordoba Academy is a well-structured, consistent and specialized organization formed to provide a unique and meaningful learning experience for students in the North Seattle area and address these challenges. Inherently this area has been low and medium income for immigrants and is home to some of the oldest Muslim populations in the state. With the recent gentrification happening, many families have been impacted and have begun to look within their community to find common solutions to common problems.

In order to provide the best possible solution, Adnan has been constantly engaged in conversations with community members focused around the question: “What do you want for your children in regards to education?” This and other relevant questions have been asked of parents, guardians, families, students, and community advocates/activists multiple times throughout the course of years since 2016 at various Cordoba Academy events (Attachment 3). Such conversations led to direct parent involvement in the academy’s community events and hiring of staff and board members from within. The academy has fostered a culture of engagement and passion for education within its community.

Over the past 5 years, Adnan has tirelessly engaged communities, from Northgate to Everett, advocating for education and providing services to the community through kid's events, summer camps, summer enrichment programs, and more (Attachment 3). Feedback forms regularly spoke of more cultural representation in schools as well as space for spiritual self-reflection and cultural inclusion. Parents want a school where their kids can excuse themselves for their mid-day prayers and not have to have vital instruction time interrupted or missed. A student, who attends a public school in the peak of winter, may miss up to 1 hour of instruction due to having to pray 3 of the 5 obligatory prayers (between the time of 7AM-3:30PM) as well as missing a 2 hour block on Fridays for congregational prayer.[10] This interruption in instructional time is devastating for an aspiring student wishing to balance his/her faith with their academics. Parents also spoke of religious dietary restrictions (halal prepared meals) for their children and not being able to eat meals at schools.

The feedback we directly received from the community was inputted into the curriculum design and school culture. RAES's core educational model is based on proven research and effective practices demonstrated in Cordoba Academy, and serving all students in a manner more inclusive to the cultures of the various demographics that we will serve. Students, families, and John Inman's research all point to very similar practices regarding learning styles, multiple intelligences, preferences, cultural expectations, and relationships that are more likely to lead to academic achievement and social emotional improvements. See Section 6: School Curriculum design for more understanding of indigenous pathways to learning.

Parents were also thrilled when they were informed there was an opportunity to start a charter school in the Snohomish-King County border area in a manner that is culturally conducive. They were excited about the possibility of receiving publicly available, high-quality education in a manner that is sensitive to their values. Our community is very strong and established at Cordoba Academy. We put an online petition out to start a charter school and received over 100 signatures within a few days. The culmination of all these efforts has led to the inception of Red Apple Elementary School.

Community Involvement and Parent Engagement Model

Over the past few years, under Cordoba Academy, Adnan has utilized Dr. Joyce Epstein's model for community engagement to bring together educators, parents and community. By successfully implementing this model, Cordoba Academy has cultivated its own email list, Facebook community and and volunteer group that consists of parents and community volunteers (model evidence provided in Attachment 3 along with sample newsletter).

Adnan is very well versed in utilizing this method to effectively get results and will implement it in Red Apple Elementary school.

Community Partnerships

Minority students are best supported when schools and community come together to ensure their success. Therefore, Red Apple Elementary will partner with like-minded community organizations to foster scholar growth and to ensure that community is at the center of our school. Through Cordoba Academy, we have worked to establish relationships and it is our intention to form formal partnerships with the following organizations contingent upon the commission's approval of our charter school.

Dale Turner YMCA – Through our partnership with Cordoba Academy, Adnan has been able to bring access to education and community safe spaces for Muslim community members. The partnership includes weekly PE classes and swimming safety lessons. RAES intends to partner with them to provide community services.

Mihraab Foundation – A well-known community Muslim youth organization that aims to cultivate a healthy, positive and enriching environment of companionship and mentorship, bridge the generational and cultural gap between immigrant parents and the American-born youth, and promote ethical values, moral conduct, community activism and leadership.

Cordoba Academy – An educational resource center dedicated to providing academic and spiritual support for children of migrants and refugees between the ages of 5-12.

King County Library – Library 2Go program brings relevant programs into communities with their ABC Express and KidReach program to help promote 21st century literacy.

Red Apple Elementary will also budget in to create partnerships with art based organizations that have yet to be identified.

Section 3: School Culture Overview

The culture of Red Apple Elementary School (RAES) is driven by our mission statement which is to produce empowered citizens who can critically think and self-lead. RAES follows the successful culture implemented at Cordoba Academy which strives to create a positive, restorative-based environment that breathes equity, diversity and inclusion (EDI). We believe EDI is an active process that requires continuous commitment to promote healthy people, healthy communities and overall success of present and future generations. Therefore, our school culture is active and ever-evolving–never passive.

This culture of inclusion leads to high-performing academic achievement amongst our students. The culture is apparent in actions, school language, staff, leadership and students.

RAES's culture is founded upon love, respect, and equity. Each action taken and each conversation co-created will be done so with care and respect. Some of the principles that emerge from respectful action include the following:

Cultural Responsiveness

Teachers are the transmitters of knowledge and have deep relationships with each and every student they interact with. Teachers are open to an active role by students in the learning process. We will serve students with special needs, students receiving education services, English language learners, and students at risk of academic failure. The school shows evidence of meaningful, relevant, interdisciplinary curriculum and project-based approaches. The teacher often assumes the role of coach and advisor. Teachers work with students to explore their world views and be inclusive of their life experiences in crafting their educational experience. Heritage days as part of community studies will ensure students feel their cultures are represented and not marginalized.

Reflection time is a very important aspect of our program. Many of our anticipated student demographics are Muslims and those who need facilities and time to adhere to their daily prayers/rituals without interruption in their studies. This time can be utilized by all students in their own way to reflect upon the values of our school, of their self-being or used for reading, playing brain games or a nap.

The application of our strategies to daily instruction can be complex and is best undertaken by teachers who have other essential components of planning, assessment, instruction and management in place.

Full support by all stakeholders is particularly important to the sustainability of the school's EDI strategies. Teacher commitment to applying our school culture is particularly helpful. Therefore, we are committed to ongoing teacher training and development in fields such as ACE's etc. Please see Section 22: Professional Development for more information. Research has shown that when teachers are disengaged from training their success is diminished. It is true that some teachers have been effective as "lone rangers" building their personal capacity without the benefit of a team, but this is clearly not optimal, and not the approach we intend to employ. A supportive administrator, one who brings the

idea to staff and then finds ways to elicit their support, or one who is willing to support staff members and participate in the learning, produces the most effective results.

Our teachers and administrators actively seek and develop measures of student achievement that identify success indicators beyond the scope of traditional standardized tests. Collaborative action research successfully utilizes and develops alternative measures using indigenous frameworks provided in Section 6: Curriculum Design. New measures may emerge overtime due to consistent engagement in a multi-pluralistic school setting.

For more on how we will serve at-risk students, see Section 10.

Maintaining Culture: My Voice Matters

Our school encourages student voices in a variety of ways. Enthusiastic students will be a hallmark of this indicator. Students will always be part of the evolution of the school culture by utilizing transparent pathways to have their voices heard such as all school assemblies, student suggestion slips and a student body council. RAES's student council will be crucial in representing students' interests (See Section 17: Advisory Bodies for more detail on Student Body Council).

The use of inquiry or a constructivist approach to learning is the foundation of our approach. The use of systems thinking in the classroom increases quickly when teachers use student responses and questions in their lessons. Students who feel some ownership for their own learning and who have experience exploring topics of personal interest are applying skills that will help them become systems thinkers.

Love of Learning

All staff and students exemplify a commitment to life-long learning and are intellectually curious, ask questions, pursue topics of interest and openly express their desire to learn.

Teachers are willing to learn from their colleagues and students in the application of strategies to classroom learning. Likewise, administrators who are effective in supporting the implementation of strategies will be willing to learn from their staff. The use of site-based decision making or evidence of teacher leadership in a building may indicate this willingness to learn collectively. Teachers who have a history of learning together either through teacher-led professional development or frequent collaborations to review student work show evidence of team learning.

My School *is* My Community

It is important that administration and teachers show evidence of some familiarity or interest in systems thinking through prior use or experimentation with the tools organizationally or instructionally.

Sustainability of any innovation requires the support of the community. Our school will have a very specific plan for engaging the entire community, including parents and the business community. When the community is enrolled, the innovation tends to flourish even when school or district leadership

transitions occur. To this end, we will hire a Director of Family and Community Engagement to cultivate healthy long lasting relationships with families and community members.

Welcoming Mid-Year Students

Students who enter mid-year will learn RAES culture through immersion and ongoing routines. Full acclimation takes time, but continuous immersion in routines will help students feel a sense of belonging.

The four core routines are:

1. Peer buddies who spend time with new students and help them around

2. Weekly coaching sessions with a teacher or mentor

3. Outreach coordinator visiting student home after two weeks of school to check-in and see how he/she is doing/adjusting and address any concerns

4. Engage with peers to practice skills and reiterate core values

Typical School Day: Student and Teacher

Time of Day	Student	Teacher
Before School	Ahmed, a first grader at RAES, reaches school around 8:00AM when his parents drop him off before they head to work. He enters, and heads to the cafeteria to take advantage of the fresh breakfast he will receive as a student on the FRL program. If he needs extra tutoring assistance before school, he can finish breakfast and head to the tutoring center where he will receive the targeted extra help he needs from friendly staff.	Ms. Sana arrives early and begins planning her day. She has set coaching time with the principal to review her weekly progress and to address any questions or concerns she may have. If all is good, she will start coordinating with her classroom assistant and distributing her daily plan.
Reflection Time	The bell rings at 8:30AM and class begins with reflection time. This is one of the most important parts of the day where Ahmed	As students enter the building, Ms. Sana greets them. As the class enters her class, Ms. Sana prepares the prompts for the

	will have a moment to gather himself, self-reflect through various mental and breathing exercises. With his core aligned, he can receive extra intervention instruction during this time as well because he is a Special learner. This exercise is in line with our mythic and spiritual framework. The Special Ed teacher will work with him to cope and heal his childhood trauma as a refugee using the ACES framework during this time. His peers will all be engaged in their own individual learning plans and self-reflection respectively.	reflection time. She adds her own goal for the day, thanks students for participating, and prepares them to transition to their next class.
Mathematics/ELA	Ms. Sana has taught a short lesson on how to read words that rhyme with other words. Now it's time for Ahmed to complete his activity for the day. He checks in with Mr. Danielson, the ELL Teacher, to remember what they will do during their time block. Both have Riki Tiki Takki on their list so they decide to read it to each other to see who can read it the fastest. They move on to their Lexia lessons and review their progress with each other before checking in with Ms. Sana.	Ms. Sana convenes with her assistant and gives direct instruction to students for the math lesson, explaining the day's objectives and activities. She then pulls three small groups of students for a project based instruction math group—teaching students the practical application of numbers, while her assistant pulls other students for math fluency practice and 1:1 help. To help them understand the concepts better, Ms. Sana utilizes indigenous learning methods like story telling to bring math concepts like counting to 20 to life.

Lunch/Recess	Ahmed receives a free lunch because of his FLR. He is given a nutritious meal that is cooked with Halal ingredients due to his religious dietary restrictions.	Ms. Sana receives a break where she can eat in her designated staff area, with lounges, access to internet and resources she needs to relax like a back massager, a bed and freshly cooked food for staff from the kitchen. She can socialize with her peers and build her bonds with her cohort.
Spiritual Reflection Time	Ahmed is a Muslim, and needs to be able to adhere to prayer, one of the most important tenets of his faith. He needs a space to pray, and facilities such as ablution sinks. He also needs to be able to pray without missing instruction time. He is happy that this accommodation is available for him at RAES. At this time, the school instruction is stopped and he knows he will have 30 minutes to fulfill his obligations and return to class to learn. It also gives him a moment to gain mental clairvoyance especially after heavy Math and ELA studies. Students who are not using this time for prayer can relax, read, or play brain games such as chess in common spaces. This time is considered quiet time.	Ms. Sana is a Muslim teacher, and therefore she needs this time to also fulfill her religious obligations while not interfering in her teaching time. She uses this time to adhere to those duties and after is fresh for the second half of the day. For teachers who are not Muslim, this time is still designated as reflection time. They are encouraged to stretch, medidate, do yoga (mats provided) to decompress and clear their minds so that their fresh undivided attention can be given to children for the second half of the day. However, if they choose not to, their decisions are respected and they can use this time to lesson plan for the second half of the day.
STEM Session	Ahmed enters the laboratory to work on a module that deals with robotics. He reads about great inventors and is challenged to create an invention that will	Using affective and environmental learning methods within the indigenous framework, Ms. Sana and her assistant work with her students

	benefit people. He will receive support from trusted funders like WASTEM (Washington STEM), who promote STEM education and help provide grants to implement a robotics program to cultivate children's ingenuity.	to help them solve complex real-world problems with 21st century STEM skills. Today they are challenging students to think of an invention that could possibly help clean the Duwamish river in Seattle.
Community Studies	Ahmed is taught diversity, equity and inclusivity in his community studies class. Today's lesson and activities are centered around the history and civilization of North Africa, something he can relate to being from that heritage. He is learning in cluster groups and explores different students' heritage in a circle of peers. He presents an artifact that he brought from home that represents his village in Africa. He shares it with the group and teaches them the importance it has to him and his family. Students pass his artifact around and touch and smell it, experiencing learning through their senses.	Utilizing the communal framework, Ms. Sana works with a guest speaker from Africa, Mr. Dijbouti, to speak about the history of the Mamluk Empire in Egypt. He introduces them to historical figures such as Abul Misk Al-Kafuri and poetic master al-Mutannabi. Ms. Sana joins each circle during activity time and listens and learns from the cultural experiences of her students and allows them to speak and tell her about their heritage. She also pays attention to how she can implement their preferences into her own teaching methods based on their understanding of the world.
Art	Ahmed has spent a lot of time in his fulfilling the other core elements of indigenous learning the school is designed around. He will now have class time to develop his artistic creativity. His lesson is about songs of the Sahara and he spends time in a choir learning and singing chants of indigenous people of North	RAES contracts art to community partners that will provide Art. Ms. Sana takes this time to huddle with her assistant and review the day's tasks and metrics. Review student progress, and assess her target

	Africa. This fulfills the visionary foundation of the schools pedagogy.	goal. She may receive some PD at this time as well or take an online training module.
End of Day Huddle	Ahmed receives a star for his demonstration of exceptional leadership among his peers. He gets a shout-out for the positive choices he made from Ms. Sana. He is dismissed and will be back tomorrow to learn.	Ms. Sana awards her students with stars for their exceptional behavior. She waves her students goodbye, assigns them their homework in their individual planner and sends them on their way.
After School Programs	If he needs extra help, Ahmed can stay and receive tutoring, spend time with a counsellor or pair with one of the SpED teachers on site for all interventions. He is feeling good today and heads home with his mother picking him up, signing out and leaving the premise.	Ms. Sana uses RAES's LMS system to input all student records for the day. Mr. Sana knows that Humera has struggled with writing, so she has asked a Learning Specialist, Mrs. Lana, to assist Humera with developing an outline for her sports article during the after-school tutoring service that is available for all students.

Section 4: Student Recruitment and Enrollment

Culturally Responsive and Inclusive Recruitment and Marketing Plan

Red Apple Elementary School (RAES) will follow a comprehensive recruitment, enrollment, and retention plan ahead of the charter school's opening and throughout its existence that is aligned to the school's mission and found on the principles of providing a holistic development of young people in the North Seattle community including academic, intellectual, social, psychological, and spiritual. The information below outlines our strategy and plan for this.

Firstly, our plan will completely abide by the admissions and enrollment practices outlined in RCW 28A.710.050 this includes:

Will not limit admission on any basis other than age group, grade level, or enrollment capacity. Will be open to any student regardless of his or her location of residence.

Will not charge tuition. Some fees may be collected for participation in optional extracurricular events and activities in the same manner and to the same extent as other public schools.

Based on capacity constraints, preference will be given to siblings of enrolled students, with any remaining enrollments allocated through a lottery. We will also consider (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.

Enrollment capacity will be determined annually by board in consultation with the charter authorizer and with consideration of the charter school's ability to facilitate the academic success of our students, achieve the objectives specified in the charter contract, and assure that our student enrollment does not exceed the capacity of our facility. An authorizer may not restrict the number of students a charter school may enroll.

Beyond adhering to the above policies, we will work with the local communities to identify students from at-risk background for academic failure and target our outreach efforts to youth from immigrant and low-income backgrounds as well as families that are looking for a holistic level of education that includes emphasis on STEM, social/emotional growth, and service-based learning. RAES has engaged the Mountlake Terrace, Lynwood, Everett, and North Bothell communities including the immigrant populations from East African and Middle Eastern communities since 2016. The lists of the engagements we've had are detailed in the community event tracker Attachment 3.

Our recruitment and marketing approach will also be culturally-inclusive, diverse, and will provide outreach, recruitment, and enrollment materials in Somali, Arabic, Urdu and other primary languages represented by the communities in our area. We will continue to promote RAES at faith-based institutions, community centers and local businesses that are most frequently accessed in the target communities. Outreach and recruitment will be led by the school founder, the principal, and the Board. They include the following:

• Community events: Story time where RAES volunteers will host community members and families to read stories and present information about the school, present the educational model, host activities, and have an information table.

We will also attend other community events like:

MANW Annual Summer Picnic (60-minute presentation on how the school model cultivates leaders)

Somalian Community Center Gatherings

Community Information Sessions: Sessions will be held in various locations at various times to accommodate families' schedules and will be an opportunity to learn more about RAES and include time for questions and answers. Facilitation will ensure that attendees have multiple points of access for asking questions and sharing ideas (verbal, written, small group conversation). Sessions will include translation, and dinner and will be open to anyone interested in attending.

Cordoba Academy Events: RAES will solicit potential families using the academy's extensive resources and community reach.

Family and Friends Events: Prospective RAES families host information-sharing sessions about the school in their homes over coffee and refreshments provided by the school for other prospective families.

Home Visits: As follow-up to Family and Friends Events, families can opt to learn more about RAES in their own home.

Email: Families who have expressed an interest in knowing more and who have consented to hearing from RAES regarding the school and/or charter schools in general will receive regular updates. Cordoba Academy newsletter sample is provided as a template as Attachment 3.

Social Media: A website and Facebook page will be used to post information and updates.

Enrollment Policy

RAES's Enrollment Policy is included as Attachment 4.

Section 5: Program Overview

Red Apple Elementary School (RAES) promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience holistic development through academic, intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

RAES provides a rigorous curriculum aligned with Washington state K-12 learning standards and meets state educational goals as per RCW.28A.150.210. All design elements of the school are research and experience based methods that have been proven to increase and accelerate academic progress, develop and promote healthy social emotional growth, and develop confidence in students from all backgrounds. Our target student populations are predominantly from a wide-arrange of backgrounds from Africa to Asia and therefore we have worked hard with the community to create an effective pedagogy that will be conducive to the demographics we primarily intend to serve. For information about our curriculum see Section 6.

Three core educational program terms are the foundation for RAES's model. They are:

Project-Based Learning (Service-Learning is a subset of this and thus separately researched)

Project-based learning (PBL) is an active student-centered form of instruction which is characterized by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices.

Research suggests the following for successful implementation; a strategy RAES intends to follow.

1. *Student support*: Students need to be effectively guided and supported; emphasis should be given on effective time management and student self-management, including making safe and productive use of technological resources.

2. *Teacher support*: Regular support needs to be offered to teachers through regular networking and professional development opportunities. The support from the school senior management is crucial.

3. *Effective group work*: High-quality group work will help ensure that students share equal levels of agency and participation.

4. *Balancing didactic instruction with independent inquiry method:* Both of these will ensure that students develop a certain level of knowledge and skills before being comfortably engaged in independent work.

5. *Assessment emphasis on reflection, self and peer evaluation*: Evidence of progress needs to be regularly monitored and recorded.

6. An element of *student choice and autonomy:* Throughout the PBL process will help students develop a sense of ownership and control over their learning.

Observable Criteria: All students complete project work in STEM studies on average 4 days each week. Evaluation and evidence is recorded in our Learning Management System and available for review. [11] [12] [13] [14]

Service Learning (Community-Based Learning)

Service Learning (SL) is a teaching and learning strategy that integrates community service within an academic curriculum. Several research studies suggest that student participation in SL is associated with positive outcomes in five areas: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic achievement (e.g., Billig, 2009; Conway et al., 2009; White, 2001). For example, SL students have demonstrated increases in self-esteem and self-concept, more highly internalized moral standards, more positive attitudes toward school and education, greater interest in, commitment to, and sensitivity toward their communities and their needs, and stronger beliefs that one can make a difference in the world (Billig, Root, & Jesse, 2005). SL students have also grown in various social skills related to communication, leadership, and problem solving. Finally, SL can also lead to improved academic achievement (e.g., Billig, 2009; Giles & Eyler, 1994; Harwood & Radoff, 2009; Markus, Howard, & King, 1993).[15] [16] [17]

Observable Criteria: Real world community building projects throughout student's educational experience and culturally responsive and conducive instructional delivery and pedagogy in humanities and enrichment courses such as art.

Leadership Development for K-5 Students

Students learn and develop leadership through practical application of leadership skills. These skills should be cultivated at a young age so that students understand the concept of stewardship and ownership of their environments. When students are provided with this opportunity, they experience responsible citizenship and engage positively with community members. Students can practice the common characteristics of effective leadership regardless of age, gender, ethnicity, religion, or political affiliation. Those who are given the opportunity to engage in the process of leadership development at an early age increase the capacity of involved citizens in the future. [18] [19]

Observable Criteria: Students will have to develop their capstone project in humanities/community studies. Students also participate in leadership roles in the school as well as train with in-house mentors.

Section 6: Curriculum and Instructional Design

Basic Learning Environment and Essential Instructional Design Elements

Red Apple Elementary School (RAES) promotes STEM education through the lens of humanities and liberal arts. RAES students experience holistic development through intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

The basic learning environment at RAES is learner-centered and based on a constructivist model for instructional delivery. The instructional model is classroom-based with an average of 15 to 24 students per classroom with the initial program limited to K-2, eventually expanding to K-5. At scale, the program will accommodate multiple classrooms in each grade. Education is value-based and experiential with a focus on the following educational terms (see Section 5: Program Overview):

(Project Based Learning) Interdisciplinary and Individual Learning Plans at all grade levels
(Service Learning) Cultural, ecological, and community-responsiveness
(Leadership Development) Developing students who are self-led and community leaders

The educational program terms align with seven foundations of indigenous learning at RAES. Each will be translated into an instructional strategy (see Section 3: School Culture):

***Spiritual ecology*:** Spiritual ecology provides the center, the place of stability, and the place from which the other six foundations emerge. Spiritual ecology represents the center of concentric circles radiating outward into wholeness.

***Communal foundation*:** When children and teachers in a community come together in dialogue to learn together, they do so in collaboration. Collaborative learning strategies engage the learner with the teacher and other learners in the learning community, so they all learn together. In a learning community, community members understand everyone teaches and everyone learns.

***Mythic foundation*:** Storytelling and myth contribute to helping a child fully integrate into her community (Cajete, 1994). The child does not grow up in this paradigm being asked to memorize disparate objective facts; instead, the family provides the context for knowledge, community, region, and the world. The child fully connects with the learning and the family designs learning activities to help integrate the child fully into the world.

***Visionary foundation*:** In indigenous education, an important part of the journey to develop into a whole person emerges from dreaming and connecting with the non-concrete world.

***Affective foundation*:** "This is the foundation in which we establish rapport with what we are learning and why we are learning it" (Cajete, 2005). This foundation creates the context for the content of learning. What the child learns has a reason. We should expect children to actively participate in the community, not simply receive information we create as if they exist only as containers for our preexisting knowledge. Children need to know how they fit and how what they learn helps them integrate into the community.

***Environmental foundation*:** The world around us becomes our tutor and provides us with lessons human-generated knowledge cannot. "The Environmental foundation forms a context through which the tribe observed and integrated those understandings, bodies of knowledge, and practices resulting from direct interaction with the natural world" (Cajete, 2005).

***Artistic foundation*:** Artistic creation closely aligns with visioning and dreaming which helps children connect with internal sources of creativity and helps them feel like whole people. "The Artistic foundation contains the practices, mediums, and forms through which we usually express the meanings and understandings we have come to see" (Cajete, 2005).

Below are the design elements that align with our Educational Terms:

Design Element	Mission/Values Alignment	Rationale and Relevance
Social Constructivist Learning Environment and Structure The basic structure of the social constructivist classroom consists of: Questioning – Engages students' minds in the material. Supports the affective and communal foundations of learning. Provides an opportunity to explore multiple perspectives supporting the Indigenizing of education. Summarizing – Weaving together of insights gleaned from questioning. Supports the affective foundation of learning. Clarifying – An opportunity to tie dialogue to core learning outcomes for the lesson. Tie to all foundations. Predicting – What is the social, economic, and environmental impact of the topic? Designed to tie learning to real world outcomes. Situational learning. Following this cycle of questioning, summarizing, clarifying, and predicting creates a Zone of Proximal Development	Critical Thinking Love for Learning	In social constructivist classrooms collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material.

(ZPD) in which students gradually assume more responsibility for the material and through collaboration, forge group expectations for high-level thinking, and acquire skills vital for learning and success in everyday life.		
Design Element	Mission/Values Alignment	Rationale and Relevance
Direct Instruction: Direct instruction is an important strategy as long as it is not the primary strategy in the classroom. We see direct instruction as one of many strategies teachers will use to engage students at all learning levels.	Critical Thinking Love for Learning	Teachers will be encouraged to collaborate on how direct instruction is used in each classroom. We see direct instruction as a strategy and will support teachers employing it as part of a holistic approach. The specifics will not be dictated.

Personalized Learning: Students co-create personalized learning plans based on assessment data to determine interventions, acceleration of challenge areas, and '*exceleration'* (enrichment) of strengths. A learning management system, like Canvas, helps navigate adaptive software and organize research for projects. Yearly assessment is critical for cluster grouping for classrooms.	Equity Love for Learning Critical Thinking	Students co-create personalized learning plans with teachers and families to address what they need, when they need it, in ways that motivate taking increased responsibility for their own learning by drawing on their own experiences and prior knowledge. Through projects, students engage content at varying levels of mastery in a cluster grouping environment.
Culturally Responsive Education: Our intent is to go beyond current rhetoric about equity, diversity, and inclusion, and design our program and classrooms by Indigenizing the program based on the work of Four Arrows (Don Trent Jacobs), Ed.D, Ph.D. In an indigenous framework, embracing all cultural perspectives is mandatory. This is not an add on to our program but foundational to who we are and what we are doing.	Equity	This approach helps instill in students the courage to: Revitalize nature-based systems thinking; Encourage an appreciation for diversity and multiple interpretations of reality; Develop character and emotional intelligence across the curriculum; Stimulate meaningful self-reflection; Question the problem of anthropocentrism; Move away from authoritative status quo paradigms and into experiential-becoming ones; Embrace the mysterious and recognize the spirit in all; Encourage respect for and survival of all life on this planet; Learn enough about academic subjects to contribute

		significantly to the public good; Expose educational hegemony (Teaching Truly: A Curriculum to Indigenize Mainstream Education by Four Arrows)
Community Connections Through Projects and Thematic Studies Students connect their experiences, cultures, and communities to school through grade-level civic and community engagement. Each grade at RAES focuses on the following civic and community engagement topics during Community Studies, RAES's social studies content area: Kindergarten – My Neighborhood 1st Grade – My City, 2nd Grade – My State, 3rd Grade – My Region, 4th Grade – My Country, 5th Grade – My Continent, and World	Equity	Connecting school with students' cultural and community experiences makes learning more meaningful. RAES intends to create local partnerships with a variety of community organizations to allow students to learn to make an impact in their communities.

Curriculum Overview

Course Outcomes and Standards Alignment

RAES's proposed educational program prepares students to demonstrate mastery of the Washington State K-12 Learning Standards (K-12 WSLS), which incorporate Common Core State Standards for math and English Language Arts (ELA), Next Generation Science Standards for science, and Grade Level Expectations and Essential Academic Learning Requirements for social studies. Student proficiency and growth in core subjects is measured using independent reading and writing baseline assessments, the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP), Smarter Balanced Summative and Interim Assessments (SBA), and the Red Apple Elementary School's 21st Century Rubric

(see Attachment 3). The table below outlines anticipated course outcomes for each grade band and subject area.

Subject Standards	K-2 Outcomes	3-5 Outcomes
Reading K-12 WSLS ELA	85% of students will meet the NWEA MAP goal. 100% of students will achieve 1+ year of growth on STEP assessment, or similar.	90% of students will meet the NWEA MAP goal. 80% of students at grade level will meet proficiency on the reading SBA. 80% of students below grade level will grow at least 1 proficiency level as measured by reading SBA. 100% of students will achieve 1+ year of growth on STEP.
Math K-12 WSLS Math	85% of students will meet the NWEA MAP goal. 100% of students will achieve 1+ year of growth on standards-aligned curricular math assessments.	90% of students will meet the NWEA MAP goal. 80% of students at grade level will meet proficiency on the math SBA. 80% of students below grade level will grow at least 1 proficiency level as measured by math SBA. 100% of students will achieve 1+ year of growth on standards-aligned curricular math assessments.

Writing K-12 WSLS ELA	85% of students on grade level will meet American Reading Company Core writing proficiency goals, or similar. 100% of students will grow at least 1+ grade levels as measured by STEP.	90% of students on grade level will meet STEP writing proficiency goals. 100% of students will grow at least 1+ grade levels as measured by STEP.
Science K-12 WSLS Science	90% of students will meet the growth target on Red Apple Elementary School 21st Century Rubric.	85% of students will be proficient on Washington Comprehensive Assessment of Science (WCAS). 90% of students will meet the growth target on Red Apple Elementary School 21st Century Rubric.
Community Studies K-12 WSLS Social Studies	90% of students will meet growth target on Red Apple School's 21st Century Rubric	90% of students will meet growth target on Red Apple Elementary School's 21st Century Rubric.
Social-Emotional Learning Illinois Social/Emotional Learning Standards	85% of students will fall within grade level band on Illinois SEL Learning descriptors or RULER rubric	90% of students will fall within grade level band on Illinois SEL Learning descriptors or RULER rubric.

Curricular Development

Between approval of our application and the opening of RAES, the school founder, advisors, teachers, and RAES principal will finalize curriculum choices. A criterion for curriculum selection is to be based on the underlying principles defined in this proposal. Curriculum selection will include the following considerations:

Curriculum is based on a cluster grouping framework. Resources include *The Cluster Grouping Handbook* by Susan Winebrenner, M.S. and Dina Brulles, Ph.D., *Teaching Kids with Learning Difficulties in Today's Classroom: How Every Teacher Can Help Struggling Students Succeed* by Susan Winebrenner M.S. and Lisa M. Kiss M.Ed., and *A Teacher's Guide to Flexible Grouping and Collaborative Learning: Form, Manage, Assess, and Differentiate in Groups* by Dina Brulles Ph.D. and Karen L. Brown M.Ed.

Curriculum is based on a systems approach. Waters Center for Systems Thinking www.waterscenterst.org

Curriculum is constructivist and experiential.

Curriculum is consistent with an Indigenizing education framework. Dr. Inman Doctoral *Dissertation: Another Way to Understand Gifted and Dyslexic: Hypothetical Transformation Via an Indigenous Worldview*

Curriculum is consistent with universal design for learning. *Universal Design for Learning in the Classroom* by Tracey E. Hall, Anne Meyer, and David H. Rose

Curriculum uses multiple intelligences in the classroom. *Multiple Intelligences in the Elementary Classroom: A Teacher's Toolkit* by Susan Baum, Julie Viens, and Barbara Slatin in consultation with Howard Gardner

Curriculum uses Cognitive Process Strategies for Spelling (CPSS) to improve spelling and reading of all students. *Spelling, Handwriting, and Dyslexia* by Diane Montgomery

Instructional Strategies

At Red Apple Elementary School, teachers use a range of instructional strategies, aligned to the learning styles of their students, and cultivated through professional development. Teachers collaborate with peers to align instruction to state standards, ensuring that grade-level learning is accessible to all students, and that all instructional gaps are filled. Core instructional strategies are outlined below.

Learning Preference	Demonstrations of Learning
Mental Challenge	Conducting critical analysis, critique, developing authentic "why" questions
Physical Challenge	Using body, sports, drama, sign language
Creative Expression	Singing, painting, drawing, writing
Collaboration	Working collectively in small groups

Demonstrations of learning align with indigenous learning principles. These principles are presented in more depth and provide a framework for all the strategies to be used in curriculum, the classroom, and the community.

Spiritual ecology. Holistic indigenous education does not have the positivist and dualistic baggage Western education contains. But holistic does not quite capture the spiritual nature of learning in indigenous learning as spirit frames the "why" in all learning. We learn as a spiritual act for the good of the community and creation, not for personal gain. We learn to improve ourselves in the Western paradigm; spirituality has little or no place in the quest for knowledge. Cajete (1994) explains, "For Indian people, traditional learning begins and ends with the spirit. It is an old maxim that puts in context what Indigenous people view as education. The perspective incorporates the metaphors of Pathway, orientation, hunting, and seeking life and completeness into a system and a symbolic language for education" (p. 69).

Experiential learning and the communal foundation. Humans learn best when in an experiential setting (Kolb, 1984). In the Western dualistic paradigm, one would sit back and observe or be given objective knowledge to be added to the mental database (Capra, 66 1996; Macy, 1991; Palmer, 1998; Senge, 1990; Skyttner, 2008; Wheatley, 1999). Many of us have experienced the lecture format of education. The expert, the person in front of the uneducated students, imparts knowledge and wisdom to those who do not know. Objective knowledge must be learned and someone has to teach it. The objectivist approach has a distinct downside and does not honor indigenous ways of knowing. "Dominant models of knowledge making [found in the Western positivist worldview] undercut the moral and civic authority of forms of knowledge that are not academic – wisdom passed down by cultural elders, spiritual insight, local and craft knowledge, the common sense of a community" (Boyte, 2009, p. 2). In contrast, in an experiential setting, the teacher certainly has knowledge and wisdom to offer, but becomes a part of the learning community rather than separate from it.

Storytelling and the mythic foundation. We humans learn through stories. “Students of literature . . . are so conscious of narrative that some have argued it is 70 storytelling which makes us human” (Landau, 1984, p. 262). And Cajete (1994) says, “Humans are storytelling animals. Story is a primary structure through which humans think, relate, and communicate. We make stories, tell stories, and live stories because it is such an integral part of being human” (p. 116). And Egan (1991) states, “We are a storying animal; we make sense of things commonly in story forms; ours is a largely story-shaped world” (pp. 96-97). Educators in the Western world have focused education on the transmission method of communication (Pearce, 2007); students should listen and receive the objective truth from the teacher (Lyle, 2000). Storytelling provides the foundation for Indigenous learning and our roots as humans. We learn best from stories and ongoing research supports the efficacy of using storytelling in the classroom (Lyle): “only recently have some Western scholars of myth begun to cultivate an appreciation for these keepers, and reverence for the power of myths in shaping human learning and experience” (Cajete, p. 115).

Dreaming and the visionary foundation. In indigenous education, an important part of the journey to develop into a whole person comes from dreaming and connecting with the non-concrete world. In Western education we embrace in controlled settings connection with the non-concrete world. Creative writing might be one of those settings. Art might be one of those settings. However these activities often do not integrate into the education process. Educators tack elements such as art and creative writing onto the curriculum and depending on how teachers teach them, these elements may or may not tap into a visionary foundation for children. Western education based on objective reality leaves little room for dreaming. Yet as a culture we seek creative people who see out of the box. These nonlinear people have the ability to tap into dreams and visions of realities without conforming to the objective reality Western educators believe exist. “Through facilitating the understanding of their dreams and conditioning them for the creative process of visioning, we allow students an avenue for learning that capitalizes on one of the most basic and ancient context for developing self-knowledge” (Cajete, 1994, p. 147).

Ritual or ceremony and the affective. Rituals fill the lives of humans. Common human rituals include the way we get up in the morning and get ready for the day, the educational structures for children, how we eat meals together if we do, sporting events, and religious ceremonies. Humans easily embrace rituals even though many rituals are automatic and we do not seem to notice them. Rituals help children feel like they belong to something greater than themselves. Rituals connect children with the community and create an emotional bond to the community. As Cajete (2005) states when describing the affective, “This is the foundation in which we establish rapport with what we are learning and why we are learning it” (p. 75). Rituals provide the foundation and context for what children learn. When teachers use ritual to reinforce the classroom, they help create learning with a purpose. Children actively contribute to the community and need to understand how they fit and how what they learn helps them become an integral part of the community.

The tutor and the environmental foundation. We can trace many abuses of power, be they abuses against the environment, children, women, and other cultures to a belief in the separation of humans and the rest of the world (Allen, 1992; Cajete, 1994; Roszak, Gomes, & Kanner, 1995). The principle from indigenous learning of connection to the rest of the world provides a simple but profound mindset shift. Senge, Smith, Kruschwitz, Laur, and Schley (2008) reference Buckminster Fuller when they describe the need to tend to the whole world saying, "Buckminster Fuller once likened our planet to a spaceship hurtling through the universe. Noting that no instruction book came with 'Spaceship Earth,' he cautioned that if we intend to survive, we need to learn how to look at the planet as one system, as a whole, and steward all its resources accordingly" (p. 179).

Artistic creation and the artistic foundation. Artistic creation closely aligns with visioning and dreaming. This strategy helps children connect with internal sources of creativity and helps them feel like whole people. "The Artistic foundation contains the practices, mediums, and forms through which we usually express the meanings and understandings we have come to see" (Cajete, 2005, p. 74). Cajete further states, "Art itself becomes a primary source of teaching because it both integrates and documents a profound process of learning" (p. 75). When we have an educational budget crisis in the United States, the first programs to be cut from the curriculum include art, music, and other creative learning (Smith, 1988). "When there are budget pressures, the arts and electives budgets are often the first to be cut" (Senge, 2000, p. 42). These creative electives are cut due to a lack of agreement about the importance of the central nature of these electives to a child's education. We learn from Indigenous education these strategies provide critical learning for children. Smith says, "For many learning-disabled children, academic content – mathematical functions, grammar, syntax, spelling – can be taught and made to stick through the arts" (p. 14). Art as an indigenous education strategy helps children learn and connect with the world within which they grow up. Art also helps children integrate the academic lessons into their learning in a way unavailable in traditional Western education settings.

Differentiation of Instruction

RAES uses Schoolwide Cluster Grouping Model (SCGM) (Winebrenner & Brulles, 2008) to address the needs of all students inclusive of English language learners, special education students, and highly capable students.

Classroom placements for the upcoming school year occur at the end of each school year following the spring gifted testing. Teachers from the sending and receiving grades work with the building principal when making placements. Prior to placing students into classrooms, teachers assign all students in the grade to one of the categories that follows. Each grade level team then assigns all students to classrooms.

Grouping categories:

Group 1—Gifted: All gifted-identified students, including those who are not fluent in English, not productive in school, and twice-exceptional gifted students.

Group 2—High Average: Highly competent and productive students who achieve well in school.

Group 3—Average: Students achieving in the average range of grade-level standards.

Group 4—Low Average: Average students who are able to achieve at grade level with some support.

Group 5—Far Below Average: Students who struggle in several subject areas and score below proficiency levels on academic measures.

The cluster group of gifted students (Group 1) is placed in a classroom with the designated gifted cluster teacher for that grade level. High-achieving students (Group 2) are then evenly placed into the classes that do not have the gifted students. Students from Groups 3 and 4 are then placed into each class, and students in Group 5 are placed into all classes except the gifted cluster class. With this placement method, no teacher has the full spectrum of abilities. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively (Winebrenner & Brulles, 2008).

Social Emotional Learning (SEL)

RAES uses CosmoKidz, a communication based social and emotional learning solution http://www.cmminstitute.org/cosmokidz, to create better social worlds. Two broad categories contribute to young children's ability to make their social worlds. One category involves the analytical skills of thinking, framing, weighing, and categorizing ideas and issues. The second category comprises relational skills like deep listening, taking seriously the perspectives and views of others (empathizing), expressing oneself in ways that are useful for the group (productive agency), and recognizing who is not in the room and attempting to include their voices (compassion).

CosmoKidz helps develop these crucial relational skills in young children by providing opportunities, in brief increments, for them to talk about their social worlds in a particular way. As adults, our social worlds consist of issues such as climate change, social injustices, and land use. Children's social worlds are different but just as important to them as land use, for example, is to us. They are experiencing the complex social worlds of sharing, teasing, bullying, making new friends, and feeling left out. These are the conversations that the activities in CosmoKidz provide for young children to explore together – within a safe framework set by an adult. The ways in which children deal with the issues in their social worlds have implications for how they will handle issues as adults and the kind of citizens they will become.

Research has shown that a daily ten-minute conversation using CosmoKidz in the K-2 and special education classroom reduces conflict, disruption, and disengagement both in the classroom and on the playground as well as helps the teacher keep children's focus on learning. CosmoKidz adds fun and reduces the stress teachers might be experiencing while developing healthy communication for both children and their teachers.

Section 7: Student Performance Standards

Washington State K-12 Learning Standards

Student performance standards set expectations for parents and teachers. This ensures that all students who attend our charter school achieve the high academic standards we strive to create and makes certain they are equipped with the skills they need to be successful in the 21st century. Red Apple Elementary School (RAES) is aligned to the Washington State K-12 Learning Standards (K-12 WSLS), which incorporate Common Core State Standards for ELA and Math, as well as Next Generation Science Standards. RAES aligns instruction to the Washington State K-12 Social Studies Learning Standards for humanities/community studies.

RAES creates grade level scopes and sequences for all content areas aligned to standards and that are horizontally and vertically aligned. Vertical alignment gives us a structure for student learning and outcomes from one grade to another and allows students to receive a warm handoff as they move up grades. Our horizontal alignment allows students to take the multiple disciplinary approaches and utilize their newly learned skills and apply them to subjects such as humanities that teach them to begin problem solving in a social context.

Standards and Ongoing Assessment

RAES uses ongoing assessments to continue to help monitor progress and to make sure that students are being properly guided towards mastering standards and to help teachers custom cater their lesson plans accordingly. Results are shared with parents in quarterly meetings to allow for personalization of lesson plans for each individual student. The combination of these assessments and grade-level exit standards (please see attachment 7) calculate the growth of each individual student and give relevant information to the next year's teacher for grade promotion.

English Language Arts (ELA) and Mathematics

RAES leverages the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP Growth). At the beginning of each academic year, the students take an assessment to establish a nationally-normed baseline of their reading and mathematics performance. Students then take the assessment two additional times (in the winter and spring) to determine their growth and proficiency. Summative data is gathered at the end of the year (beginning in 3rd grade) via Smarter Balanced assessments.

Students will also participate in the STEP assessment (or similar), at the beginning and throughout the year, to determine reading levels and growth. STEP yields data related to skills in phonics, decoding, and other areas that our staff analyze during grade level data sessions. Periodically, we may use other formative assessments to determine progress related to core literacy skills such as letter recognition, sight word recognition, etc., as well as via online programs such as Lexia.

In Math, online programs such as Assessment Learning in Knowledge Spaces (ALEKS) provide assessment data to monitor student mastery and provide intervention as needed.

Science and Humanities

In all content areas, including Science and Humanities, teachers gather formative assessment data via teacher-generated exit tickets, quizzes, and other methods of assessment. 5th graders will also take the WCAS for science and EALRs/GLEs for humanities. Once a year, we will also hold a STEM fair for a week. Students will research and showcase their projects to the school faculty, fellow students and community. The purpose of a science fair project is to teach students how to investigate and test these hypotheses so that their knowledge can grow. STEM fairs will leave lasting experiences for all members of the RAES community.

The RAES 21st century rubric is used to assess student growth in relation to our curriculum design (see section 6). The Red Apple rubric will be developed together in conjunction with the Educational Design Team, the R&D Team, the Executive Director and the Principal.

Additional Academic Standards

Our program exceeds the scope of the Washington State Learning Standards. These include:

Standards, Content Areas	Rational and Exceeding Standards	Resources
Community Engagement and Social Emotional Growth (also includes DEI)	We will develop standards for staff and staff that are vertically and horizontally aligned to other learning standards. Our standards will focus on emotional development, social action and change, and practices to cultivate an inclusive community.	Teaching Tolerance Social Justice Standards Illinois Social/Emotional Standards
21st Century Skills	Describes the skills and knowledge students must master to succeed in work and life and provides educators with a framework for integration into content areas within the scope of our Mission and Vision.	WA State Technology Standards
Leadership	We will provide students with learning experiences that are	Teaching Tolerance Social Justice

	developed to ensure that they can lead fulfilling lives. Our standards will be developed with this outcome in mind and will allow scholars to develop the non-cognitive skills and leadership skills necessary to thrive.	Standards Illinois Social/Emotional Standards

Promotion Standards

RAES uses a standards-based approach to learning, which is an effective approach to students entering the school in later years, who may come to school academically behind. Students will be assessed throughout the academic year on content standards and will be provided with the support they need to become proficient in each standard. Grade level retention is only considered when it is to the benefit of the students and is based on a thorough analysis of their needs by teachers and staff. Elements of the RAES model—including looping, multi-age learning opportunities, co-taught classrooms, and a variety of academic, behavioral, and social-emotional support, ensure that students advance to the next grade level in the vast majority of situations.

For students to pass from grade to grade they must be deemed proficient on at least 80% of standards for their grade level. Proficiency is determined by analyzing multiple points of data including formative and summative assessments, teacher observation, and classroom work. Families are informed of grading and promotion policies through multiple means, including summer family orientation sessions and/or home visits, as well as via our Parent Student handbook. Staff members receive support and training regarding grading practices and will learn about promotion and retention policies via on-board orientation sessions.

Families are intimately familiar with their child's progress throughout the academic year. Each week, students receive a progress report that outlines academic and behavioral progress through a teacher/parent portal such as Canvas or Jira. Families receive communication bi-weekly to ensure that questions and concerns are proactively resolved. At least thrice per year, Parent Teacher meetings are held to ensure that detailed conversations around overall progress are held. Interpreters will be available during these meetings to ensure that all families receive information in a language they can understand, to the extent possible.

Exit Standards

See Attachment 7 for Red Apple Elementary's full exit standards and criteria.

Section 8: High School Graduation Standards

Red Apple Elementary is a K-5 school, therefore graduation standards are not applicable.

Section 9: Supplemental Programs

Summer School

Red Apple Elementary School (RAES) will not offer summer school at inception, but is looking into the idea of providing instruction in summer as there is a need to keep students consistently engaged throughout the entire year. We plan on partnering with other charter schools and summer school advocates to create a curriculum that is appropriate for children as well as being fun and engaging. The utmost research and due diligence will be done before any proposal is put forward.

After School Extra-Curricular Athletics

RAES is working on creating an athletics program that will provide opportunity for students to engage in healthy physical development and foster a sense of teamwork through after-school intramural soccer, basketball and softball.

All these programs will be in-kind volunteered sponsored and will be co-created with family advocacy to pay for supplies.

Tutoring Center

After school tutoring and will be available 5 days a week. During this time students will receive one on one attention from a diverse array of teachers. We spent time speaking with parents, and the feedback we received is that parents want more professional educational tutoring to help their children after school. It allows students to work on improving core competencies and provides parents with peace of mind that their children will be in a safe environment receiving extra attention. The tutoring services will be allocated in the budget, free of charge for parents and staffed by a rotating schedule of learning specialists, teaching aids and teachers.

Emotional Social Development and Health

RAES will hire a full-time lead to oversee emotional and social development of students through our intended partnership with Seneca Family of Agencies. The Social Emotional Lead supports students directly individually and in groups, and also supports teachers in developing and implementing strategies to support social-emotional development in the classroom. The lead will also be available every weekday after school hours for 1 1/2 hours to work with parents and students by appointment. In addition, RAES will partner with local organizations such as Muslim Community Resource Center (See attachment 3: Community Engagement) who can support students and their families with a variety of services: dental care, health care, mental health services, family counseling, vision, nutrition.

Supplemental Program Outreach

RAES 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, social media platforms, emails, flyers, direct communication from teachers/leads to families, and translated messages.

Furthermore, families are informed of supplemental programs through recruitment events, orientations, family meetings, promotional material about RAES, and the school calendar.

Section 10: Special Populations and At-Risk Students

Special Populations Plan

Red Apple Elementary School (RAES) strives for equitable academic, social-emotional, leadership, and positive behavioral outcomes for all students. The school provides a Free and Appropriate Public Education (FAPE) to all students in compliance with the Washington Administrative Code (WAC), the Revised Code of Washington (RCW), the Americans with Disabilities Act, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1974, Child Find requirements, and all other applicable State and Federal statutes (IDEA, etc). RAES intends to contract with agencies, specifically Seneca Family of Agencies (SFA), to identify service providers to meet exceptional needs (e.g., occupational therapists, speech and language pathologists) and with WA Charters Association to be part of their True Measure Collaborative to ensure access to expertise creating and shoring up systems that deliver best practices and are compliant with applicable laws and requirements.

Multi-Tiered Model for Intervention

The school culture at RAES promotes belonging, in that every student experiences a sense of inclusion and knows they belong to a caring community. Our approach meets students' needs through the inclusion of universal screenings, push-in services and supports at the classroom level that are accessible to all students, and highly qualified and credentialed staff. Studies have shown that students with disabilities who are educated alongside their typically developing peers score higher on standardized tests, show increased mastery of their Individualized Education Program (IEP) goals, and have more positive interactions with their peers. Students without disabilities who are educated in an inclusive model show increased tolerance for others and displayed no decrease in educational performance.

While all students receive inclusive academic, behavioral, and social-emotional support, we know that some students need additional resources in these three areas. Therefore, RAES uses Seneca Family of Agencies Unconditional Education Model approach providing all students with a foundation of support and increasing intensity, depending on the level of student need across three tiers: Universal, Targeted and Intensive. The approach supports integrated service planning and develops schoolwide procedures to ensure students requiring additional intervention are identified.

The key elements outlined below form the Universal tier, which serves as the foundation for creating the most inclusive and least restrictive environment for all RAES students.

Tier 1: Universal Support *100% of students*	Promotion of Inclusion
Culturally-responsive teaching strategies	Teachers differentiate and deliver content in ways that address a variety of culturally-appropriate learning styles, and cultural expectations children have when they are in the presence of

	adults.
Projects and studies at every grade level	All students have multiple access points and engagement opportunities to showcase abilities.
Student led-conferences and participation in peer teams	All students play leadership roles. Happens during community studies the most frequently.
Personalized learning plans (PLPs)	PLPs normalize the reality that no two students' needs are the same. All students get what they need, when they need it, in ways that are most accessible to them. This helps to destigmatize difference, which has many benefits for students who have been "othered" by immutable traits.
Data-based and data-driven assessment	Academic and non-academic decision-making and changes are based on students' personalized learning plan progress, incorporating a variety of student needs. There is no single criterion that determines need, thereby reducing implicit bias, ensuring interventions work in real time and guide practice.
Disciplinary course scope and sequences	Standards-aligned and vertically- and horizontally-aligned curriculum maps avoid gaps and repetition and ensures access to rigorous, grade-level content for all students.
Sequenced, year-round professional development	Teachers are supported and trained in all the above with emphasis on content that may not have been addressed deeply in previous education/training (e.g. culturally responsive teaching, cultural capital, strategies for serving special populations)

The following table outlines sources of support for students with additional needs. Tier 2 provides support to students with mild-to-moderate needs, and Tier 3 serves students with IEPs and a range of needs, including severe disabilities and low-incidence occurrences.

Additional Supports **Supports build on each other as students advance through tiers.**	**Tier 2: Targeted** ***Anticipated 30% of students***	**Tier 3: Intensive** ***Anticipated 14+% of students, based on anticipated number of students with IEPs***
Push-in and/or pull-out small group intervention	X	X

during “Do” part of class		
Adaptive, online math and ELA intervention programs	X	X
1-on-1 support from teacher or aide in planning daily learning activities and goals self-reflection and end of day huddle parts of class	X	X
Teacher referrals to out-patient settings and school-based social skills groups	X	X
Additional peer check-in during the school day/week	X	X
Student Support Team (SST)	X	X
504/IEP services with accommodations throughout the day		X
Specialized services/support by transdisciplinary experts (e.g., Learning Specialist, Speech/Language Therapy, Occupational Therapy, Audiological Services, Behavior Support, Physical Therapy, Nursing,)		X

Additional Supports Supports build on each other as students advance through tiers.	**Tier 2: Targeted** *Anticipated 30% of students*	**Tier 3: Intensive** *Anticipated 14+% of students, based on anticipated number of students with IEPs*
Extensive mentor support 1:1		X
Modifications to program/curriculum as appropriate		X

A plethora of services that are both school- and home-based		X
Services for low-incidence occurrences (e.g., a student using a wheelchair, student needing insulin shots, a deaf/mute student)		X

Expected Special Populations

RAES anticipates special student populations listed in the following table. We base this assumption on the demographics of the Edmonds/Shoreline School District—as shown on their 2019-2020 OSPI report cards, and on our demographics at Cordoba Academy. We anticipate serving a higher percentage of special populations than the district because students qualifying for Free/Reduced-Price Lunch (FRPL) and students experiencing academic failure are part of our target population. We anticipate that 70% or more of enrolled students will be bi-lingual, including a large number who speak Mandinka, Somali, Arabic, and Urdu.

	FRPL	**Special Education**	**Section 504**	**English Language Learners**	**African and African American**	**Asian**	**Foster Care**	**Homeless**
RAES	40%+	13.5%+	15%	25%+	15%+	15%+	0.3%+	1.5%+
Edmonds SD	35%	16%	4.5%	14.3%	7.2%	12.8%	0.7%	2.0%
Shoreline SD	NA%	12.8%	7.8%	8.5%	7.8%	12.9%	0.3%	1.5%

School Design to Meet Diverse Needs

By design, course scope and sequences can be modified for math and ELA to meet the needs of at-risk students. Teachers use initial screening assessments and diagnostics such as NWEA MAP, to determine levels of academic achievement and to inform students' personalized learning plans. Since this is done for all students, RAES staff can identify both strengths and challenges for students with disabilities and those who are highly capable, as well as all other students. Before advancement to the next grade, each student's progress will be assessed by teachers and the child assigned to a specific cluster for the next year.

In the daily schedule, flexible time is provided for students wanting or needing additional academic, social-emotional, and behavioral support:

● Tutoring before and after school provides additional time for students to receive personalized support from a teacher, school mentor, peer, or other specialized service provider;

● Reflection time take place at the beginning and end of the school day and provide regular opportunities for non-academic and social-emotional support from adults and peers;

● Creative Arts and Physical Education is an intervention block that occurs four times a week and provides time for remediation, practice, and enrichment, based on students' personalized learning plans;

● Four core instructional blocks (ELA/math and science/Community Studies) are separated by the lunch/recess period, which is 45 minutes long, providing a self-care and mental break. There is an additional 15-minute recess break later in the afternoon. Breaks will be scheduled to accommodate those who need specific times for reflection; and

● CosmoKidz, a social-emotional curriculum, is used in Advisory and integrated throughout the day

Our staffing plans can be modified allowing teachers utilize their time and efforts for different student needs. Teachers may support students outside of their grade-level, but within their content expertise. Teachers will be hired based on their ability, certifications, and interest in developing expertise in cluster grouping. This will eliminate the need for separate gifted or special needs teachers. The teachers will be assisted by paraeducators for each class. This hiring plan will be modified based on actual enrollments. RAES plans to connect with Seneca Family of Agencies and other service providers for specialized staffing needs. It is our intention to hire teachers and staff who mirror the demographics of our students, families, and communities – providing connections to community-based organizations and other resources in the area. Finally, RAES's professional development plan includes providing teachers and staff access to strategies, practices, and pedagogy that can address multiple student needs in the classroom – increasing the "tools" each teacher can provide within the teaching and learning environment. We will be using cluster grouping as outlined in the attached paper by Brulles and Winebrenner, (2011). Susan Winebrenner has agreed to guide and train our principle and teaches in cluster grouping and we have extensive resources from both Brulles and Winebrenner to help craft cluster grouping in RAES.

Students with Disabilities

Identifying Students

RAES's process of identifying students with special education needs starts with a universal assessment of all incoming students in multiple areas. All students are assessed as outlined below:

Area	Universal Assessments
Reading, Phonics, Writing	NWEA MAP, ELPA21, Lexia, STEP or similar
Math	NWEA MAP, ALEKS, or similar

Social/Emotional/Behavioral	Illinois Social/Emotional Rubric

Incoming students may have been previously identified as having a special need. RAES teachers and staff will review students' prior records to determine the nature and extent of that need. We will fulfill current IEP and evaluation requirements while collecting additional detail to determine the least restrictive environment. Transitional meetings for RAES students with IEPs and 504 Plans will be conducted within 30 days, in consultation with families.

For enrolled students, RAES may refer any student for an IEP assessment during the Coordination of Services process. 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, in their primary language. The teacher and the student's advisor will convene a meeting with the student's parents to discuss the option of evaluation to determine the child's eligibility and to secure written parental consent to evaluate.

Once an evaluation has been conducted and the results are received, a meeting will be reconvened with the support team. 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.

RAES 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 will proceed per the timelines above.

All students with IEPs will have a support team that includes all required members of the IEP team and other support people as needed (e.g., principal, teacher, or other specialist) to ensure optimal student success. This team meets, as needed, to identify and discuss concerns regarding academic and social-emotional challenges based on student performance on assessments (quantitative, qualitative, and anecdotal). If the student does not respond to this level of intervention, a more formal IEP meeting will be scheduled to implement more intensive support within the general education program.

Avoiding Misidentification

We will avoid misidentification by:

● Ensuring the use of multiple criteria;

● Involving multiple voices in decision-making;

● Implementing data-driven early interventions prior to referral;

● Ensuring that all RAES teachers and staff are trained in identifying special needs and how their own biases can lead to misperceptions; and

● Utilizing independent 3rd party evaluators should a conflict arise between parent and school

Because of this process, RAES will be able to:

● Determine the accuracy of previous identifications and create rectification plans as needed or necessary to ensure proper support; and

● Avoid over-identification of special populations in Special Education and their under- representation in highly capable

Instructional Practices and Strategies to Provide a Continuum of Services

RAES's theory of change is to bring "more teacher" to every teaching and learning environment. If all teachers are supported in delivering strategies rooted in personalization, culturally-responsive pedagogy, and specific research-based approaches to intervention and provided with meaningful opportunities to collaborate internally and with trans disciplinary experts (including families), then all teachers will be able to address more special education needs in the classroom, supporting all students. This includes the use of social-emotional strategies in classrooms, as well as functional strategies such as increasing student self-efficacy through personalized learning plans. RAES's principal will ensure that these strategies become embedded, common, consistent practice through professional development, teachers' own learning plans, classroom observation, regular progress monitoring reviews, teachers' evaluations, and surveys to families.

All the above assumes the use of the cluster grouping model described earlier and the effective implementation of the IEP, which, by design, is individualized. RAES will consider all options and recommendations that come from the IEP team with full consideration of input from parents and families.

Research-Based Interventions

In addition to the school-wide, research-based instructional strategies, RAES will also implement the research-based interventions listed below that support appropriate identification and monitoring. By investing in prevention and early intervention, we screen out students who are misidentified (e.g., those who are not reading on grade level, but have no disabilities).

Student Need	Instructional Programs
Reading for students performing below grade-level in reading	i-Ready ELA, Lexia Reading Core5, Guided Reading and Accountable Independent Reading groups
Reading for lowest-performing students (lowest 30th percentile) and those lacking basic decoding skills	Cognitive Process Strategies for Spelling (CPPS), S Wilson Reading System, Handwriting Without Tears and Co-Writer Predictive Text (for non-readers)

English language instruction	Guided Language Acquisition Design (GLAD) strategies, Rosetta Stone Foundations and Advantage for K-12, Imagine Learning
Math for students performing below grade level	i-Ready Math, Touch Math, Assessment and Learning in Knowledge Spaces (ALEKS)
Social/ Emotional Development	CosmoKidz, ACEs for trauma

Monitoring and Evaluation of Performance of Students with Disabilities

All RAES students will be assessed upon enrollment and the records of all students with previous IEPs will be reviewed. RAES will work expediently to ensure that all services for students with disabilities as set forth in their IEPs are provided immediately upon enrollment. Through this process, we will consult with identified partners, such as TMC and SFA.

Monitoring and evaluation take place both informally and formally through the Teach/Plan/Do/Review, and personalized learning plans, and more formally through team meetings and formal assessment times. IEPs are reviewed annually, at a minimum, and students with IEPs are periodically reevaluated based on changes found during ongoing monitoring and evaluation. Reevaluation occurs at minimum every three calendar years and may determine that a student no longer requires an IEP as defined by WAC 392-172A-03090. Reevaluation may also determine that a student has a new level of need (e.g., movement between mild, moderate, and severe needs).

Other monitoring and evaluation plans include:

● IEP Goals Progress Reports sent home at the same time as schoolwide progress reports that aggregate weekly progress monitoring results.

● Students participating in statewide testing with appropriate levels of accommodation or modifications based on mild, moderate, or severe needs. For those students most significantly impacted by cognitive disabilities, the state's alternative assessment (e.g., WA-AIM will be administered by trained and certificated staff).

● The IEP team assembling if/when students do not appear to be making adequate progress to re-examine their plan, services, and goals.

● As appropriate, students' IEP teams recommending Extended-School-Year services to ensure gaps do not increase over summer.

● The IEP team requesting or requiring Assistive Technology (AT) assessment to ascertain student level of performance, progress, or success.

Monitoring and Evaluation of Students with 504 Plans

RAES will provide a FAPE to students that are identified as having a disability that impacts a major life activity and require a 504 Plan. RAES will identify and develop support systems for students with disabilities as set forth in 504 Plans in consultation with identified partners, like TMC and SFA.

Should a 504 Plan be required for a student, the principal will assemble a team, including a parent/ guardian, the student, and other qualified persons knowledgeable about the student. This team will conduct an individually-designed evaluation to determine disability under 504. If eligible, a 504 Plan is developed, specifying what supports in which the student needs to participate, and benefit from, the school's program. 504 Plans are reviewed annually. A student is periodically reevaluated.

All students with 504 Plans will have a support team. The support team will include additional school support, such as the principal, academic interventionist, or other learning specialist, to ensure optimal student success. This team meets, as needed, to identify and discuss concerns regarding academic and social challenges based on student performance on assessments (quantitative, qualitative, and anecdotal). If the student does not respond to this level of intervention, a more formal 504 meeting will be scheduled to implement more intensive levels within the general education program.

Monitoring and evaluation take place both informally and formally through the Teach/Plan/Do/Review, and personalized learning plans, and more formally through team meetings and formal assessment times. All 504 Plans are reviewed annually, and students are periodically reevaluated based on changes found during ongoing monitoring and evaluation.

Promotion/Graduation for Students with Disabilities

Not applicable, because RAES does not offer a high school program.

Staffing Plan for Students with Disabilities

All special education services at RAES will be provided by professionals or agencies qualified to provide such services. This includes teachers with specific endorsements, paraprofessionals, therapists, school psychologists, youth counselors, and speech pathologists. RAES will also secure adequate staffing for our anticipated special needs student population by seeking to hire teachers and staff with multiple endorsements and areas of expertise (e.g., Special Education, Bilingual Education, Reading Specialist). In addition, all RAES personnel will receive professional development in classroom- based strategies and pedagogy proven by research to be effective with special student populations. This professional development includes required training on Family Educational Rights and Privacy Act, as well as ongoing support provided for all teachers by providing coordinators hired by agencies such as Seneca House. After our startup year, we will begin building an in-house team to provide special education to our students. These designated staff members will attend additional training events to share with the full RAES team. Our staffing team will be determined by the student enrollment of RAES upon opening and will be reevaluated on a year-to- year basis. All services provided will follow applicable state and federal laws and statues.

English Language Learners (ELL students)

RAES will meet all applicable legal requirements for ELL students, including all requirements in WAC 392-160. As part of the initial assessment process for all incoming students in Year 1, support staff will collect, administer, and review the Home Language Survey during the enrollment process to identify students who may not speak English at home and/or those who may be ELL students. This survey is given to all new students who enroll in RAES at other times during the school year. RAES reviews any documentation from previous schools and preschools provided for students to plan necessary interventions and support.

Identification and Placement of ELL Students

In compliance with ESEA Sec. 8101 (20), RAES identifies ELL students and places them into English Language Development (ELD) services, if needed, through the English Language Proficiency Assessment for the 21st Century (ELPA21) placement screener within 10 days of initial enrollment. Timely notification in their primary language is sent to families if their student is being screened.

RAES will also create and implement policies and procedures to ensure appropriate identification, evaluation, and placement, and to communicate all information to parents regarding the rights of ELL students and parents in a language they can understand – specifically, middle eastern languages that represent the students and families served.

Transitional Bilingual Programming

RAES will provide English learners a transitional bilingual program or, if necessary, an alternative instructional program that supports student competency in English as defined in WAC 392-160-010. The guiding principles behind our ELL program are:

● Enhancing skill and pride in home language while building English competence;

● Utilizing language-rich interventions across settings and domains;

● Training teachers in practices like GLAD or other sheltered approaches that can be used in general education; and

● Always focusing on providing the least restrictive environment.

In addition, RAES ELL students will have access to foundational elements of the school model such as:

● Cultivating genius by strengthening challenges and challenging strengths;

● Culturally-responsive teaching;

● Personalized learning plans;

● Teach/Plan/Do/Review cycle;

● Support teams; and

● Morning and evening tutoring support.

Monitoring and Evaluation of Academic Progress for ELL Students

RAES will monitor and evaluate the academic progress and success of English learners by analyzing students' work and other literacy work and assessments used in ELA curriculum and by providing in-class strategies (e.g., GLAD). ELL students take ELPA21 progress monitoring testing in the winter. Students are considering proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on the ELPA21 by attaining a profile of Level 4 or higher in all domains. Once proficient on the ELPA21, students can be considered for reclassification.

A Level 4 composite score on the ELPA21 is the minimum criteria for exiting English as a Second Language (ESL) services.

Staffing Plan for ELL Students

RAES will provide adequate qualified staffing for English learners in compliance with Title VI of the Civil Rights Act of 1964, 34 CRR §100.3. We intend to recruit from a pool of teachers qualified in bilingual education, English as a second language, and paraprofessionals/instructional assistants/parent volunteers who speak the home languages of our students. A lot of these candidates will be available because of the community bridges we have built at Cordoba Academy.

Parent Notification for ELL Students

All parents/families of students served by RAES are part of the school family and community. RAES will meet the parental notification requirements for families of English learners, as set forth in WAC 392-160-015 by ensuring that communications are in the languages spoken by the families served.

Communication may be written or verbal and may be delivered in person, in writing, by email, or by other culturally-appropriate and responsive means. In all cases, RAES is responsible to provide written translation whenever possible.

Homeless Students and Students in Foster Care

RAES is committed to supporting students and families experiencing homelessness and students in foster care by providing equal access to the same free, appropriate public education, services, and resources provided to other students. We will support these students' needs by:

● Allowing students to enroll and attend classes without giving a permanent address and even if they are missing documents usually required for enrollment;

● Coordinating care with an extended team – which may include social workers, biological families, foster families, and court-appointed special advocates, among others – while maintaining compliance with FERPA and other protections;

● Allowing students to remain at RAES should they become homeless after enrolling;

● Provide transportation to/from school;

● Provide school supplies and materials; and

● Provide additional support or assistance through a designated McKinney-Vento liaison and foster care liaison.

RAES will meet many of those needs through our basic school model and design elements and by partnering with local nonprofits that work with homeless populations to take advantage of their homeless student resources. We will rely on SFA and other mental health services (e.g., Treehouse) to navigate child welfare in serving foster children and youth.

Meeting Learning Needs for At-Risk Students

Throughout this section, RAES has outlined processes for identifying various populations of students who are at risk of academic failure. The same processes will be used to identify and meet the learning needs of at-risk students as defined by RCW 28A.710.010(2).

RAES anticipates serving many at-risk students, especially students from low-income families, African/middle eastern students, ELL students, students who do not meet minimum standards of academic proficiency, and students who have experienced higher-than-average disciplinary sanctions.

To help students who are not meeting minimum standards of academic proficiency and/or have attended chronically low-performing schools, RAES incorporates several design elements, such as a personalized learning, direct instruction, small group instruction, and culturally-responsive teaching methods.

To help students with a history of higher-than-average disciplinary sanctions, RAES will approach discipline by starting with a restorative justice policy. Every child belongs in the RAES community and the RAES community works intentionally to “keep the village children in the village.” Support teams and our Core Values of love and respect help strengthen the sense of belonging. At the same time, we acknowledge that some students will require various approaches. These approaches can include (but are not limited to) learning opportunities and teachable moments for utilizing restorative practices and other elements outlined in this section and in Section 12 - School Discipline Policy.

Highly Capable (HiCap) Students/ Identification of HiCap Students

RAES defines highly capable students according to WAC 392-170-035, recognizing that while everyone has talents and strengths, a minor portion of any given population is intellectually gifted and many more are highly capable. While it is possible that some newly enrolled RAES students have been previously

identified as highly capable, the fact that Muslim students currently represent only 4%-6% of the current highly capable population in our region is an indicator that misidentification is the larger challenge.

RAES will create a collaborative team of stakeholders to review referrals for gifted or highly capable services. This team includes the classroom teacher, at least two parent representatives, and a staff member. RAES will identify highly capable students through our universal assessments required for all students. Other research-based tools RAES will use in the identification process include observations, work samples, rubrics, performance data, assessments that do not rely on English proficiency, such as the Cognitive Abilities Test, which is used in area districts, as well. These practices will mitigate against the possibility of misidentification, under-representation of some populations, and over-representation of other populations.

Instructional Practices for HiCap Students

Because of its mission to create critical thinkers, RAES's school model already includes research-based elements that address the needs of HiCap students:

● Cluster grouping in each classroom;

● Projects and studies to promote deeper learning and opportunities for challenge and expansion;

● Student leadership development to encourage and promote student empowerment and agency;

● Personalized learning plans to allow for confidence building in areas of strength, while ensuring that areas of academic weakness are not overlooked;

● Differentiation of instruction to meet a variety of learning styles and levels (cluster grouping);

● Support teams to fully engage students and families in supporting academic and non-academic goals; and

● STEM Exhibitions to showcase gifts and talents.

Monitoring and Evaluation of Academic Progress for HiCap Students

RAES will monitor and evaluate the academic progress and success of intellectually gifted students by analyzing formative and summative assessment data through a personalized learning management system, such as Canvas or Jira.

Staffing Plan for HiCap Students

RAES will provide qualified staffing for intellectually gifted students by ensuring that all teachers have extensive professional development in cultivating the genius of all students, including the highly capable and intellectually gifted. All teachers will be trained and selected for their abilities in cluster grouping of students. This includes education and training in uncovering biases, preconceptions, stereotypes, and prejudices (conscious, unconscious, and subconscious) regarding giftedness in general and giftedness among Muslim children and children from low-income backgrounds.

Section 11: School Calendar and Schedule

Annual Academic Schedule

In adherence to RCW 28A.150.220(2), the Red Apple Elementary School (RAES) annual academic schedule meets the minimum of 180 instructional days and at least 1,000 instructional hours for students in grades K-5. RAES has set 185 days for instruction and a total of 1332 instructional hours for the school year. See attachment 8 for more details.

To support the rigorous daily academic schedule, the annual calendar includes time for programs that support and allow us to meet our vision and mission.

Daily and Weekly Schedule

RAES plans on providing thorough instruction time for students and extended hours for students/parents who require additional support. The school plans on operating from 8:30AM until 4:30PM, with Friday instruction consisting of half-days beginning at 8:30AM and ending at 12:30PM. This allows the targeted student population to be free in time for the observance of their Friday prayers and give time for teacher development and lesson planning on a weekly basis.

The bulk of RAES students' time will be spent in core curriculum studies—such as ELA, STEM and Humanities studies. Below is the core subject table which adds up to 22.17 hours week, with total school time designated at 36 hours a week. See attachment 9 for more details.

Core Subject(s)	Classes per week	Minutes per Day (Mon – Thurs)	Minutes per week (Mon –Fri)
ELA	5	70	350
Math	5	70	350
Science, Tech, Engineering	4	70	280
Humanities	5	70	350
Total		280	1,330

Additional components of the schedule that build skills needed for classroom success and equity-driven, innovative leadership include physical education, reflection time, recess etc. (*Attachment 8-9)*.

Throughout the schedule, efficient transitions, pre-planning, pacing, time-on-task, and clear directions reduce downtime and keep students involved in the academic learning needed to meet their ambitious goals.

Extended hours will be offered before class at 8:00AM and after school until 6:00 p.m. Mon-Thurs. and from 12:30 until 4pm on Friday, allowing students to have the opportunity to receive targeted intervention, enrichment, breakfast, and/or additional study time. We are aware that parents, especially those of low-income, may struggle to find childcare and therefore will greatly benefit from the before- and after-school programs.

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 and align with the mission and vision. There may be adjustments to meet the specific needs of the school, but generally the schedule provided in Attachment 9 provides an average number of minutes in which students will be engaged each type of instructional time each day and week.

Section 12 Discipline Policy and Plan

Restorative Justice

The core values of RAES are love, respect and equity. They guide everything we do at the school. RAES believes discipline should be administered under the banner of restorative justice (https://mobile.edweek.org/c.jsp?cid=25920011&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Fblog%2F100%2F%3Fuuid%3D56648). (https://www.iirp.edu/) Every policy is designed to nurture a students' social-emotional development in a culturally responsive school climate conducive to teaching and learning. Students are taught discipline and given opportunities to make choices even if those choices lead to failure. The responsibility of school faculty is to nurture these failures with love and empathy and repair and heal rather than punish. The organization will cater to all national child safety standards. RAE's discipline policy is compliant with all State laws and commission policies and the discipline policy is based on a combination of proven methods, community experiences, and research based best practices (Attachment 10). Based on feedback we have received from our parent meetings, our discipline policy has been designed to be culturally-responsive with the end objective of creating an environment where all students are given fair treatment.

RAES has four guiding core values that are shared between the school and the community that shape our general behavior guidelines. They are as follows:

Respect

Integrity

Honesty

Humility

These core values provide guidance for all students, parents and staff, and sets expectations for school culture on a daily basis. By consistently reiterating these core values, RAES staff will be able to create authentic bonds with the community, students and parents so that solutions can be found that help avoid unnecessary suspensions and expulsions.

Respect for one another follows the golden rule, treat others how you want to be treated. Students are taught and nurtured to have respect for all facets of their education. This includes the classrooms, the desk, books, staff, community members, and the facility along with their peers. The golden rule protects all members of the RAES community and it creates an inclusive environment for all and allows us to enforce our DEI statement (See Section 3: Culture for DEI information).

Integrity provides the students with a framework of self-respect and personal value. Students are nurtured and made aware that their actions have consequences and lasting impressions on others. However, every effort will be made to ensure that these moments will be educational in nature, not punitive and lead to student growth and development and self-worth, rather than creating a lack of confidence.

Honesty is at the root of self-accountability. Students are taught that mistakes are a part of life, and that rectification and reconciliation is always possible as long as honesty is there. Students are given opportunities to explain why their behavior violated the rules of conduct. Teachers' roles are not to be judge, jury and executioner, but rather to be facilitators that provide pathways to reflection, growth and self-worth. RAES staff are to prioritize students' learning, especially within a disciplinary situation. Delivering discipline with compassion, understanding and patience will allow students to accept the discipline and not resent the consequences of their honesty.

Humility is the core of being remorseful and rectifying one's character. Disciplinary situations are a time for self-reflection and focus. Students learn empathy and recognize the harm their actions have on others and work to restore, repair and strengthen relationships that may have been affected by their actions. Humility leads to fostering understanding and adjusting behavior by being self-conscious of others.

The purpose of RAES's philosophy of restorative justice is not to substitute or neglect consequences for offensive behavior. Students will face consequences according to our disciplinary policy (attachment 10) for violating rules. However, the purpose of RAES's approach is to ensure students are disciplined in a manner in which they are fully aware of their actions and are part of the disciplinary process. This will ensure fairness and equity in the administration of discipline through the demonstration of discussions and fair consequences for violations of rules and regulations.

Distribution Plan

The discipline policy for the school will be shared with students and families through school information sessions for prospective applications, orientation activities, in the Parent and Student Handbook, website, and ongoing school communication. Parent involvement is centerfold around RAES's restorative justice discipline plan. By actively engaging and working with parents, and community leaders, we believe mutual reinforcement of rules, procedures and school culture will lead to successful student outcomes.

We will share our (attachment 10) discipline policies and cover in-depth the following areas:

Types of behavior we address with penalties

Penalties we administer before suspension/expulsion

Ways which we involve parents from the onset to remedy behavior issues

Definition of Suspension/Expulsion Offenses including but not limited to

What students may be suspended for

What students must be suspended for

What students may be expelled for

What students must be expelled for

Students with disabilities and their rights

Procedures in compliance with WAC 392-400-610

Reengagement procedures

Petition process

Section 13: Educational Program Capacity

Key Members of the Leadership Team

Key members of the board of directors and the founding leadership team of Red Apple Elementary School (RAES) demonstrate the capacity to execute on the proposed school model. All members of the team have experience working with RAES's target student population, and collectively amongst them, there is extensive school development, governance, and executive expertise and experience.

For resumes and qualifications for each leader listed below (see Attachment 12). The board members of the team working to ensure the school's education success are:

Adnan Khalid, School Founder and Board Chair

Adnan Khalid is currently the resident scholar and Imam at the Snoqualmie Masjid (MASR) and holds a Master's in Divinity from the University of Chicago. For the past 3 years he first founded then led Cordoba Academy, a non-profit educational resource center for Muslim migrants and refugees in the Mountlake Terrace area. The academy enriches students by providing educational instruction utilizing a holistic methodology (see executive summary). He has chaired the board, and been the face of the organization since inception. Previously, he worked at Washington STEM, a local non-profit that advocates for STEM education. A native to the Seattle area, he has spent time abroad completing seminary training and is a Muslim scholar and community leader. Adnan regularly delivers Friday lectures around the greater Puget Sound area and provides a voice for the Seattle-Muslim community through published articles, lectures and interviews.

Dr. John Inman, Board Member (Proposed)

Dr. John is an experienced educator who works tirelessly in developing collaborative learning experiences for learners of all ages. He combines strong theoretical and practical experience to provide learners with a strong foundation of both knowledge and practice to make a positive contribution to the world. Involved in community and local universities, he thrives in communication networked enterprises reaching across all boundaries engaging individuals and small and large groups to co-create learning in a collaborative setting.

He coaches and mentors learners in conversational practices to improve communication in diverse communities. Dr. John engages generationally diverse students in dialogue fostering innovation, new knowledge, and wisdom necessary to achieve a sustainable competitive advantage in a complex, uncertain, and ambiguous world. This wealth of educational experience will be a core member of the Educational Design Team and Research and Development Team as well(see Section 17 for additional details).

Sufia Azmat, Board Member (Proposed)

Sufia Azmat is the Executive Director of CISNA, an Islamic School Accreditation Organization (https://www.cisnausa.org/). She is a certified teacher with over 20 years of experience in education. Ms. Azmat has taught at multiple grade levels with primary focus on English and literature. Her administrative experiences include serving as an English Department Chair, a Middle School Division Head, a Principal and as the Head of School at K-12 Islamic schools. Ms. Azmat has served on accreditation teams for schools (Islamic as well as non-Islamic) throughout the country. She serves on the ISNA Education Forum Program Committee and is an education consultant whose workshops include Bullying Prevention, Critical Thinking, Effective Communication, Leadership Development, and Positive School Climate. Ms. Azmat is on the Advisory Board of Fons Vitae Ghazali Children's Project and on the Board of Trustees of E3 (Excellent Education for Everyone), a research and policy not-for-profit with the mission of improving K-12 education.

Haris Mohammed, Board Member (Proposed)

Haris is a Principle Director at Microsoft and brings the highest standard of operations and professional development to the team. He designed new insights and SAT based features in Azure AD, building and managing the office Roadmap MGMT application and website, which lead to managing a $200+ million, usage promotion program. Managed MP development/testing/support resources of 3 on-shore and 10 off-shore resources in Manilla, Philippines along with managing the overall project budget and financials exceeding $1.3M

Hammad Rajjoub, Board Member (Proposed)

Hammad is a Principle Director at Microsoft and focuses on in-company training deployment with a proven success track-record. Prior, he oversaw the product vision and development of bank Option Trading Platform, deployed multi-assets, and multi-billion-dollar business, with Merrill Lynch. Worked closely with trade and business analysts to understand requirements to align product and technology roadmaps. His understanding of professional development on a large scale will tremendously benefit the team. He defined the product vision, mission and roadmap for iterative delivery in partnership with Sales, Marketing and Development teams as CTO (Chief Technology Officer) for PDSR Technologies.

Team Qualifications

The following chart shows how the skills of each leader described above supports the implementation of the school design successfully.

Leader	School Leadership Administration and Governance	Curriculum, Instruction, and Assessment	Professional Development	Cultural Competence/ Inclusiveness	Family and Community Engagement	Special Populations
Sufia Azmat	X	X	X	X	X	X
Haris Mohammed	X		X	X	X	
John Inman	X	X	X	X	X	X
Adnan Khalid	X	X	X	X	X	X
Hammad Rajjoub	X		X	X		

Community Ties

The RAES team has extensive experience with the demographics the school will serve, including strong ties to the Muslim community, in general, and the Mountlake Terrace Muslim community, in particular. Most of the team has both knowledge of, and experience with, Muslim students and students from low-income families. Also, Adnan Khalid's father was a community leader and his family is one of the first Muslim migrants in the region, providing support to the various organizations and immigrants. Born in raised on the Mountlake Terrace, Shoreline geographic border, Adnan Khalid's father founded the first Mosque in Snohomish County. Through continuous engagement, Adnan Khalid has a demonstrated commitment to community development through his current academy, role as an Imam/community leader, and partnerships with community organizations, see executive summary and section 2 community engagement for more details.

Principal Candidate

RAES is currently recruiting a founding principal. The process has already begun and hiring will occur immediately after acceptance of the charter school application.

Timeline

Step 1: Candidate Solicitation (Present - May 2020)

To find the right candidate that will be able to enact our vision and mission, we will utilize a recruitment process designed to surface highly-qualified minority candidates that includes recruiting means as identified at the end of this section.

Step 2: Selection Process (June 2020)

Immediately following acceptance of our charter school application, RAES will:

Screen candidates

Formal interview with entire board

Extended interview with partner organizations (such as WA charters, BoardOnTrack etc.)

Thorough panel interview with community stakeholders and other design partners

Meeting and greet with parents and potential students

Complete a background check

Offer Contract and Hire by July 2020.

For qualification criteria, please see Attachment 11 – Principal Job Description for more details.

Additional Leadership/Management Positions

Upon approval, the development of Red Apple Elementary will hire the team outlined below to form a well-rounded leadership team for Year 0-1.

Role	Name	Time	Start Date	Compensation Source
Executive Director	Adnan Khalid	Full-time	September 2017	In-Kind Cordoba Academy, will transition to Operations budget after year 0.
School Principal	TBD	Full-time	June 2020	Operational Budget
Director of Family and Community Outreach	TBD	Full-Time	August - September 2020	Operational Budget
Executive Admininstrat or	Shaeysta Talalelei	Full-Time	Current	Operations Budget

See Attachment 12 for open positions, job descriptions, resumes and hiring timelines.

Culturally-inclusive Hiring

RAES utilizes an approach to culturally inclusive hiring includes partnering to recruit with:

Muslim-Serving Institutions

State and county job banks

Local newspapers and media (print and social) accessed by people of color (e.g., The Facts and The Medium)

Educational boards such as EdWeek.org

Hiring mediums such as Indeed.com

CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents

Red Apple Elementary School (RAES) is incorporated in the State of Washington as a non-profit. The school is being set up as a non-profit school that will promote STEM education through the lens of liberal arts. See Attachment 13 for all requested documents pertaining to legal status, by-laws and governance. Also enclosed is a letter of support from the CEO and founder of BoardOnTrack, a nationally-recognized organization that provides training, coaching, and web-based tools for boards to develop their internal capacity. Red Apple Elementary will continue to develop the capacity of its board to ensure strong organizational, financial, and nonprofit management, as detailed in Section 15 – Governing Board.

The school is not part of a charter management organization and does not own any subsidiaries itself nor have any business endeavors. The application for Red Apple Elementary is being submitted by Cordoba Academy, a 501(c)3 Educational Resource Center that is founded and directed by Adnan Khalid. Once the application is accepted, RAES will file for its own independent 501(c)3 status. The only overlap in board members between the two entities is Adnan Khalid. Upon approval of the application, if another board member joins both boards, the school will follow the commissions guidelines in reporting the activity and ensuring there are no conflicts of interest. Please see our conflict of interest policy for more information in attachment 16.

RAES does not already operate one or more schools or propose to contract with an Education Service Provider. Our plan is to make impact through the growth of a strong K-5 school over the course of five years, and the contributions it will make towards the larger demographics we wish to primarily serve. If our community supports any additional schools, we will revisit our commitments.

Section 15: Governing Board

Philosophy

The governing board is the entrusted guardians of the vision and mission statement of Red Apple Elementary. They hold responsibility for executing the terms of the school's charter, including assuring the academic, operational, and financial success of the organization. RAES's core values and a commitment to diversity, equity, and inclusion guide all decisions that are made by the body, with a steadfast commitment to putting students' best interests at the forefront. The board will be in compliance with the Open Public Meetings and Public Records Act and will be trained accordingly if necessary.

Guided by our intended partnership with BoardOntrack, the Governing Board must consider the following always:

• Are we on track to deliver academic excellence?

• Are we operationally and financially sound?

• Do we have the right leader to drive us toward our path of excellence?

Governance Structure and Board Roles

The Board currently includes 5 Board officers: Chair, Secretary and Directors. Post authorization, there will be an odd number up to nine Board members, with all officer positions approved by members of the Board. For details of officer positions, please refer to our bylaws in attachment 13.

The below table displays the powers and duties of each board member:

Areas of Responsibility	Chair/CEO	Lead Director Role
Full Board Meetings	Has authority to call meetings of the board of directors Chairs meetings of the board of Directors and the Annual meetings of Shareholders	Participates in board meetings like every other director acts as intermediary- at times the chair may refer to the lead director for guidance or to have something taken up in executive session
Executive Sessions	Receives Feedback from executive sessions	Suggests calling full board meetings to the chair when appropriate has the authority to call meetings of the independent committees sets the agenda for and leads executive sessions of the independent directors Briefs the CEO on issues arising in the

		executive sessions
Committees	Can be leaders or members of multiple board committees	Can be leaders or members of multiple board committees
Board Agendas and Information	Takes primary responsibilities for shaping board agendas, consulting with the lead director to ensure that the board agenda and information provide the board with what is needed to fulfill its primary responsibilities	Collaborates with the chair/CEO to set the board agenda and board information Seeks agenda input from other directors
Board Communications	communicates with all directors on key issues and concerns outside of board meetings	Facilitates discussion among the independent directors on key issues and concerns outside of board meetings serves as non-exclusive conduit (to the CEO) of views, concerns and issues of the independent directors
External Stakeholders	Represents the organization to/interacts with external stakeholders and employees	Typically has no role to representing the organization to external stakeholders. Some boards, however, occasionally ask their lead director to participate in meetings with key institutional investors
Company Operations	Leads company operations Officers and employees report to him or her	Has no role in company operations Officers and employees report to CEO , not to him or her

Our Secretary has all the powers of the Lead Directors and additional responsibilities which include: Maintaining the Board's records and organizational documentation of the school. S/he ensures staff completion of tasks related to Board and committee meeting minutes/proceedings; the school's charter, bylaws, incorporation documents, and tax status filings; and notice of Board and committee meetings.

Desired core competencies on the board include:

Experiences – Unique viewpoints related to each member's demographic profile:

Race/Ethnicity/National origin, Age, Gender .Community and Culture

Expertise – a high-functioning board cumulatively possess the following skills and knowledge:

Nonprofit start-up ,Elementary and early childhood curriculum and instruction, Marketing and public relations, Strategic planning, Financial oversight, Fundraising, Executive management, Networking and advocacy, Legal and risk management, Human Resources, Facilities

Governance Structure

The board will meet every month at least once a month in the minimum and more when needed. The Board ensures the school's educational, financial, and operational success by providing oversight through the Board committee structure described below. Each committee meets quarterly. Additionally temporary committees that are not named below may be added and removed as necessary for program execution.

Educational, Financial, and Operational Success

Educational Design Committee and R&D Team: will facilitate and support the principal and staff with implementing RAES's educational policies (see Section 17); be responsible for working with the principal to ensure academic excellence; and facilitate attainment of academic goals.

Finance Committee: will monitor financial performance and implement the audit and financial compliance requirements; monitor financial records; oversee creation of financial statements for the Board; review annual budget; and coordinate the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it, and evaluating its implementation. This will be outsourced initially. We intend to partner with Joule Consulting, should our application be approved.

Fundraising and Development Committee: will plan and execute the Board's participation in resource development and fundraising; play a strong role in identifying, cultivating, and approaching major donors; and meet with the Finance Committee to set targets and strategies for achieving RAES's operational goal for a balanced budget and cash reserve.

Facilities Committee: will work with the principal and the Chair of the Board to identify and evaluate short- and long-term facilities that meet the evolving needs of RAES; advise the Board on facility decisions; and provide support on facility negotiations.

Board, School, and School Leader Evaluation

The Principal Support and Evaluation Committee: will provide feedback to the principal, including feedback from the Community Advisory Council, and conduct a complete and thorough end-of- the-year leader evaluation, using an instrument such as the Board Ontrack evaluation tools. The committee designs and implements an evaluation process, aligned with the school's values and mission, for the Board, and the results are used to inform Board development and training. We intend to employ the CEO Evaluation tool offered by BoardOnTrack

The Governance Committee: will review and recommend strategies to enhance the quality and future viability of the Board with a focus on roles/responsibilities, composition, Board development, effectiveness, and Board leadership/evaluation. It will also determine whether new members are needed and, if so, nominate potential candidates for consideration. Guidance will be received from Board Ontrack.

Board Evaluation will be conducted in accordance with our partnership with BoardOnTrack. The third-party national experts will provide feedback and support the development of a success plan.

Representation of Key Stakeholders

The school's student council and Parent Teacher Association's role is to provide stakeholder input and feedback to the school leader regarding RAES's education model and key design elements. This advisory body will include parents and students and will report to the principal. See Section 17 – Advisory Bodies for additional details.

Culturally Responsive Education System

The Community Advisory Council holds RAES and its Board accountable to the community at large. This advisory body will include a diverse set of parents and community stakeholders who have shown their long- time and long-term commitment as advocates and activists for the school's success. A representative of the council will report to the Governing Board and the principal once a quarter at a Board meeting. The council has no authority beyond that of advising the Governing Board and principal. See Section 17 for additional details.

Summary of Current and Proposed Board Members

See attachment 14 for full resumes and qualifications

Dr. John Inman – John is an educator and his passion is to give back to the community. His resume demonstrates his qualification for the role as board member.

Sufia Azmat – Sufia is vital for the success of the governing of this board. She brings a tremendous amount of experience in Islamic schools and consulting boards on best practices. Her desire is to give back to the community and implement the vision of RAES.

Adnan Khalid – Adnan is a community leader and an advocate for education within the Muslim population. He has been working with children for almost 5 years at Cordoba Academy as a founder and wants to put children in the best position to succeed.

Hammad Rajjoub- Hammad has three kids and understands the importance of the success of this project for at-risk youth who may not have educational opportunities due to income disparity.

Haris Mohammed – Haris has served as community leader helping establish the Islamic Center of Bothell, a community center that now serves hundreds of adults and children. His passion is to build a first class school for marginalized and at risk children.

Increasing Board Capacity

RAES is actively recruiting board members with legal and risk management. Current board members are holding informal meetings introducing the school to prospects and will engage a formal process if a criteria match is determined. Per its bylaws, the board plans to grow to nine members. Board members

will participate in the orientation detailed below and will receive on-going training from BoardOnTrack during regularly scheduled board meetings about board member recruitment, fund development, CEO evaluation, and strategic planning.

Selection of Board Members

The current members of the Founding Board were selected by the current Board Chair after years of cultivating relationships at Cordoba Academy. Future Governing Board members are selected by the Founding Board through an application and interview process, based on BoardOnTrack guidance and RAES's inventory of competencies needed noted above. All vacancies, whether caused by resignation, death, or otherwise, will be filled by majority vote of remaining members.

Training and Development Timeline

The Board attends an annual in-service retreat. New Board Members are mentored by experienced members during their first year. Additionally, training is provided twice per year on topics such as RAES's academic model, school administration, Board Transition, EDI, finance, facilities, effective governance, and legal governance and compliance. The following example is a Board professional development timeline for the first six months of operation. A formal training and development timeline will be crafted in partnership with Board Ontrack.

Board Meeting Date	Professional Development Topic	Participation
June	RAES Mission, Vision & Academic Model BoardonTrack Orientations Catered Session	All
July	John Inman's Dissertation on 2E Gifted Students , Transition Formally to Governing Board	All
August	Effective Charter School Governance, Legal Compliance, & Diversity, Equity & Inclusion Training	All
September	Charter School Finance and Facilities Overview	All
October	Staffing Model	All
November	Authorizer & OSPI Reporting Requirements Review Sample Charter Contract	All

Participation

Every Board member is required to participate in every Board training/development session and in-service retreats. If a Board member misses any topic of training/ development, s/he is required to meet with a member of the Governance committee for a "makeup" session which could include reviewing meeting minutes or listening to the recorded meeting and providing input.

Board Transition

The Founding Board will formally accept positions and transition to the Governing Board in June 2020 after approval of the charter school application. The Founding Board will take and review applications for the Governing Board ongoing. Many potential Board members are currently actively engaged in the application and design process but have not been formally selected/elected through the process described in the by-laws.

Existing Nonprofits

The core mission of Cordoba Academy is an educational resource center. RAES sole's mission is to operate a high quality charter school in WA state. Cordoba Academy will not govern the charter school. They will have two independent boards. The only overlap will be Adnan Khalid, who will serve on both boards. The new board's relationship will be one of community partnership and shared dedication to improving the educational opportunities for their local students. There will be no fiduciary relationship.

Ethics

RAES's Code of Ethics and Conflict of Interest policies are included in Attachment 16.

Existing Relationships/Conflicts

There are currently no existing relationships that pose a conflict of interest if the proposal is approved. Please view attachment 16 for details of our conflict of interest policy.

Background Checks

Background checks are underway for each Board member in accordance with the timeline put forth in the sample contract. See Attachment 15.

Section 16: Organization Structure

Red Apple Elementary School's (RAES's) organizational charts for the planning year, year 1, and year 5 (full capacity) are found in Attachment 17.

1 Year Plan

The charts display lines of authority for the Governing Board, organizational leadership, staff, and temporary Community Advisory Council (see section 17 for more details). As displayed in the organizational chart (Year 1), the Executive Director (ED) will report to the Board of Directors and will be responsible for the daily operations of the school. The Board will ultimately be accountable to the commission.

The Principal, Director of Family and Community Outreach will report to the ED. Initially, the ED will deal with 3rd party contractors such as Joule consulting for back office support (e.g., payroll, and other administrative support). The school's faculty (clerk, teachers, and teaching fellows) will be overseen by the Principal.

Building management and office staff related to operations will report to the Executive Administrator who will assist the ED and report directly to him/her. See attachment 12 for more details on qualifications for the designated start-up leadership roles as well as attachment 11 for the Principal's job description.

5 Year Plan

After 5 years, RAES will have a full structure that fully supports operations and educational instruction. We will have close to 40 employees-See attachment 28 for full details. From the educational perspective, the Principal will be in charge of the teaching faculty, staff and Director of Family and Community Outreach— who will be the conduit for parents and community. The Principal reports to the ED. The R&D team and Education Design Team will work closely with the Principal and report their findings to him/her as well as to the ED. They do not interfere with the Principal's chain of command from an operational perspective. See section 17 for more details on their roles. The structure allows the principal to dedicate his/her full time to implementing the mission and vision of RAES in terms of educational experience.

From an operational standpoint, the CAO and CFO report to the ED and will be responsible for the payroll, building maintenance, HR department and all other tasks required from an operational perspective. The ED reports directly to the board who are ultimately responsible and accountable to the Commission as well as stakeholders. The CAO and CFO job descriptions are found in attachment 12.

Additional Staff and Contractors

RAES may contract with independent contractors for services, including (but not limited to) the following: financial/operational back office support, school leadership coaching, professional development, public relations, fundraising, and technology support, among others to fulfill necessary

roles that are vacant or require qualifications the current personnel do not possess at any time during the contract term.

Section 17: Advisory Bodies

Four advisory bodies are – or will become – vital partners to the success of Red Apple Elementary School's (RAES's) core vision and mission: Educational Design Team, Student Council Body, R&D Team, and the Community Advisory Council.

All teams will be chosen by the Executive Director (ED) in conjunction with the Board and Principal.

Educational Design Team: We will include national and international experts – researchers, school leaders, principals, and charter management organization leadership – to provide valuable feedback on the design of the RAES's education model – the personalized learning models, curriculum, instruction, assessment, intervention, and enrichment.

Student Council Body: This includes K-5th grade students who demonstrate interest in co-founding a student council body to facilitate discussion and communicate their ideas. The body provides feedback on school features – projects, calendar, schedule, enrichment field trips, and elective courses. Their ideas and proposal will be vetted by the principal and leadership and implemented if appropriate.

R&D Team: Upon the school's opening, the team will begin an ongoing focus on Research and Development with oversight from Dr. John Inman. We intend on opening a STEM lab for student innovation. We wish to record our pedagogy and best practices. The results will be compiled and disseminated through published reports and documents annually as well as shared at educational conferences.

Community Advisory Council: This body consists of parents, and local community leaders who accurately represent the school's diverse demographics, and reports to the Principal and the ED. It will be driven by our EDI statement. It provides guidance on community needs, partnerships, engagement/enrollment activities, and aspects of the academic program. The Council will meet bi-monthly throughout the planning year. The purpose is to make the process of starting up feel inclusive, and to address all concerns of the community we intend to serve. All interested family and community members are welcome to attend. This group will disband after the opening of the school.

Parent Teacher Association

The Parent Teacher Association (PTA) is for the parents of children that attend RAES. The parents' involvement includes quarterly meetings with the board of directors, hosting parent workshops, organizing activities for families—both academic and social— raising funds, and running volunteer events throughout the year (see attachment 3 for some examples of Cordoba Academy's volunteer run events).

Section 18: Grievance and Complaint Process

Red Apple Elementary School (RAES) ensures that decisions are made in a transparent and equitable manner and establishes fair processes to resolve grievances and complaints. RAES works to ensure that complaints may be lodged without fear of retribution for all (students, staff, families, and concerned community members).

RAES board meetings comply with the Open Public Meetings Act. Members of the public may directly address the Board regarding any school policies, decisions and practices. Translation and interpretation are provided to ensure equity of voice. Additional guidance will be provided by our contracted server provider Board Ontrack.

Structures exist to ensure avenues exist for school staff to communicate concerns. Each staff member receives a monthly coaching meeting with their supervisor where concerns can be proactively addressed. Quarterly, staff will participate in feedback sessions with their supervisor. School leaders will also hold sessions at a minimum of quarterly to hear staff concerns that arise and to create working groups of interested staff to design solutions to issues.

Families, staff and students also have direct access to relevant staff members to discuss questions and concerns as they arise. The school leader is always available to listen to community concerns.

We encourage and practice direct communication whenever conflicts arise between individuals. Examples include:

Concern	Addressed by Who
Curriculum	Principal
Pedagogical	Teacher
Communication	Colleague or individual
Work Flow or Assignments	Supervisor (E.g. Executive Admin)

In events where conflicts cannot be resolved directly, the following conflict resolution process is followed:

If a stakeholder complaint is regarding a staff member, it will be filed with, and heard by, the school leader(s) or their designee. The process includes:

A written description of the grievance within 14 calendar days (electronic, mail, or by hand).

Review of materials by school leader(s), investigation of facts, interviews with individuals (as needed) and determination of a solution within one week of receiving the written complaint.

Meeting of school leader(s) to review and approve the solution and meet with the stakeholder(s) to review the decision and determine next steps.

If the complaint is with a school leader or is an appeal of a decision made by a school leader, the complaint may be filed to the Chair of the Board who will then confer with the Board. The Board 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 finding to the Board for review and action, if necessary.

The Board and/or school leaders may take appropriate reformative steps to ensure effective resolution.

Complaints against an employee by an external party will follow the same steps. In the event that a school leader (or designee) finds that a complaint against an employee is valid, the school leader (or designee) may take appropriate disciplinary action against the employee. They may also counsel or 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 RAES complaint procedures are designed to be internally resolved within 30 calendar days from the date the complaint was received unless otherwise agreed to by the complainant. The complaint process ends with the Board, as they are responsible for school governance. 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 (such as meeting minutes) in such cases and will abide by any prescribed corrective action deemed necessary.

Specific procedures will be created for specific types of complaints, such as harassment, intimidation, and bullying; sexual harassment; special education; discipline, and civil rights/nondiscrimination to ensure that RAES complies with requirements and laws regarding citizen complaints and due process.

The Commission shall not intervene in any internal disputes without the consent of the RAES Board and shall refer any complaints or reports regarding such disputes to the Board or school leaders for resolution pursuant to the school's policies.

This policy cannot guarantee each problem will be resolved to the employee's or community member's satisfaction. However, RAES values 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 Partnership

Red Apple Elementary School (RAES)shares a collective obligation with other public schools in the state of Washington to ensure all children are offered a highly-effective education, which can only be accomplished through collaboration. The board has reached out to several entities to collaborate and provide a highly-effective education for the students of RAES.

RAES has reached out to the Edmonds School district superintendent to learn more about the Edmonds school district's strategic plan, share the vision for RAES, and discuss collaboration. As of this application being submitted, we have not heard back from them. Email support provided in attachment 18.

RAES plans on continuing to reach out to our local school districts to collaborate and build strong partnerships that will help close the educational gap.

Section 20 Education Service Providers and Other Partnerships

Partnerships

At this time,Red Apple Elementary has no contracts with any ESP's.

RAES has intent to secure a partnership with the Bill Kialbasa of Joule Growth Partners for back office support (see attachment 18*).* This will include potential financial back-office support and guidance. Currently, they are consulting and coaching us on our budget narrative.

We have also reached out to PSESD for back-office support. As of this application, we have not heard back from them.

RAES has reached out to Board OnTrack to design and refine innovative board member practices. Our plan is to engage in meetings on a consistent basis to learn best practices and build strong relationships between RAES and our respected stakeholders. We intend to contract with them to provide board support. See attachment 13 for contract details.

RAES has met with Impact Public Schools' CEO, Jen Wickens, to share best practices as well as tour their facility to better understand their approach. We intend on continuing to work with her and Impact Public Schools to learn and share best practices.

We plan on also working with Seneca Family of Agencies for spED and at-risk student support and training.

RAES has worked with Washington State Charter Schools Association as well to get application guidance and intends on joining their fellowship program and participate in their true measures collaborative—contingent on application approval. Evidence provided in attachment 20 for correspondence.

Through this charter agreement, RAES agrees to fulfill the role as innovators who share best practices and to engage in collaborative relationships throughout the Washington state to identify new models of success.

RAES will engage in parent activities to close the State's opportunity gap for all public school students;

Open lines of communication through an open-door policy – foster an environment of collaboration;

Analyze data to understand student demographics and enrollment;

Share best practices and tools; innovative curricular resources and practices (see section 6 School Curriculum); Share professional development and after-school enrichment; and collaborate to design instructional scopes and sequences with feeder patterns.

RAES looks forward to actively engaging in long-term partnerships with parents, schools, institutions and community that serve the needs of all students in Washington.

Section 21: Staffing Plans, Hiring, Management, and Evaluation

The Red Apple Elementary School (RAES) prep skills rubric will be designed and used to guide staffing, hiring, management, and evaluation plans. Over the course of the planning year, the principal will work with the design team to build and refine the rubric to reflect RAES's values and mission over time.

Employment Relationship

All of RAES's employees will be hired as at-will employees. RAES will outline all employee rights in the employee handbook posted in employment policies. At-will contracts will clearly outline the role expectations for an employee. These 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 employee handbook.

Salary and Retention

Salary and Benefits: RAES's teachers will be compensated according to their level of competence and their display of professional skills. All RAES employees will be assessed with the same evaluation tool that serves to measure progress along the salary scale by continually improving and strengthening their practice. For RAES School specific salary and benefit information, see Attachment 28. Employees who meet their annual performance goals (determined at the time of hiring) will receive an annual 3% salary increase based on the RAES's skills rubric. All employees who work at least 50% of the time will receive health and other benefits, such as retirement. RAES staff will be part of the Washington State Retirement System.

Retention Strategy: RAES will recruit highly qualified teachers and will help further develop their skills to their full potential. Teachers will be given the opportunity using Personalized Learning Plans (PLP) and the RAES's skills rubric, to define and plan their learning and growth. This will also allow teachers to think about potential growth opportunities at RAES. Within this conducive learning environment, teachers will have the opportunity to grow professionally and set long-term career goals, which will lead to high levels of retention. Our goal is to achieve an 80% teacher retention rate of high-performing teachers who are on a clear leadership development path. Additionally as a best practice we will employ following practices to drive higher teacher retention:

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 regular satisfaction surveys (at least annually)

Recruitment

RAES School will be proactive and intentional in recruiting high-quality, high-performing; high-potential teachers who have demonstrated proven success educating students of various backgrounds and needs.

RAES School will develop partnerships with the Schools of Education at local/regional colleges and universities. As an ongoing teacher recruitment and development strategy, RAES School will seek out opportunities to place student teachers from these institutions and programs in RAES's classrooms.

RAES's hiring practices will be culturally inclusive and utilize both traditional and non-traditional strategies for advertising and marketing, including (but not limited to) the following:

Respected educational organizations (e.g., the Knowles Science Teaching Foundation and the STEM Council);

State and County job banks;

Online advertising sources frequently accessed by educators;

Community newsletter related to our core demographics

Other outreach strategies include workshops about RAES's Culture, hiring webinars, sample professional development days, and other forms of in-person and online opportunities.

Timeline: The recruitment and hiring campaign process will be a #1 priority and it will begin in the summer of 2020 with the aim to be completed by April 2021. #2 priority will be to focus on support and non-credentialed staff – with process starting in Fall of 2020 and the expectation to be completed by May 2021. Leadership staff will be hired according to our timeline outlined in attachment 12.

Teacher Qualifications: RAES's aim is to hire teachers who are lifelong learners with a sense of curiosity and growth mindset. RAES's ideal teacher will have a Bachelor's degree, a Washington teaching credential (or its out-of-state equivalent) and Master's Degree in Education (this can be waived for exceptional candidates with extensive teaching experience). All teachers must have a deep commitment for and to RAES's vision, mission, values and the communities it represents. Successful candidates will be selected and hired on criteria and indicators that include (but are not limited to):

Demonstrated value and implementation of moral, social, educational, and spiritual excellence for our students

Commitment to rendering selfless service to the children;

Highly qualified status (in accordance with Elementary and Secondary Education Act) and P-3 or K-8 OSPI certification;

Strong content knowledge and pedagogy skills that match RAES's mission to cultivate the genius of a diverse population of students;

Flexibility and experience in effectively solving challenging problems through a culturally responsive, positive, collaborative approach;

Experience implementing, or enthusiastic and authentic desire to learn how to integrate, elements of personalized learning and differentiated instruction;

Ability to support students of all ages in owning their education and developing increasing levels of responsibility for their education;

Deep familiarity with projects, studies, and project-based learning as ways to integrate and expand student learning;

Deep understanding of standards-based aligned curriculum design;

Hiring, Termination and Criminal Background Checks

The principal is responsible for hiring all of RAES's employees. Input is gathered from stakeholders including parents, students, and staff through a final round of interviews. The following multi-stage interview process is used to evaluate candidates:

1. Submit résumé and letter of interest. Candidates must have a valid Washington state teaching credential or be in a clear process for obtaining one before the start date to move forward.

2. Complete phone interview.

3. Complete an extended day of simulations and interviews, with reflection on simulations. Simulations include parent, student, and staff input scored on the RAES's hiring rubric.

4. Complete reference and background check.

5. Extend offer.

Hiring and termination policies are detailed at length in RAES's employee handbook. For employees who possess an employment contract, the procedures and process for termination during the contract shall be specified in the contract. Criminal background checks are required for all of RAES's employees and contractors. All candidates will be required to submit a criminal background check and furnish a criminal record summary, as required by the RCW 43.43.830-43.43.838, prior to beginning employment. The director of operations will monitor compliance of this policy. The board chair will monitor fingerprinting and background clearance of the principal and the director of operations.

Volunteers: Volunteers who spend time outside of the direct supervision of a credentialed employee will be fingerprinted and receive a background clearance prior to volunteering. RAES will not consider immigration status as a precondition to volunteering. All volunteers not meeting the unsupervised access provisions outlined by RCW 43.4 3.830 will complete a Request for Criminal History Information

(WSP-CRD-430). This will be processed through the Washington State Patrol WATCH [Washington Access to Criminal History] system prior to volunteers being cleared.

Staffing

See Attachment 21 for RAES's full staffing chart.

Administrative/Staff Relations

The relationship between RAES's senior administrator (principal) and other staff will be collaborative. To maintain role clarity for faculty, operations-related requests will be communicated from the director of operations or office manager to faculty directly, with prior consultation with the principal. Completion of tasks will be monitored by the requesting staff member and performance of those tasks will be evaluated by the principal. For staffing-to-student ratios, see chart below. This chart excludes contractors

	Teacher and Adult Student Ratio					
Calendar year	Year of operation	# of students	# of teachers	Teacher: Student Ratio	Total # of staff	Adult: Student Ratio
2021-2022	1	80	7	1:11.42	13	1:6.15
2022-2023	2	160	11	1:14.55	18.5	1:8.65
2023-2024	3	220	15	1:14.67	25	1:8.80
2024-2025	4	280	19	1:14.74	30.5	1:9.18
2025-2026	5	360	21	1:17.4	33	1:10.91

Evaluation

As outlined in Section 22 – Professional Development, every RAES's employee will have a Personalized Learning Plan (PLP) developed by the employee with the input and approval of the principal. The plan assesses present level of performance in each strand using a standard rubric and indicates the employee's annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by, RAES's professional development activities throughout the year.

Principal Evaluation

At the start of the school year, the Board and the principal will set a series of goals, aligned to the RAES's Principal Evaluation Rubric alongside the standards set in WAC 392-191A-150. For more details on our principal evaluation criteria, see attachment 22.

Teacher Evaluation

RAES used the Danielson Framework for Teaching Evaluation to design our initial teacher evaluation rubric alongside WAC 392-191A-060. At the start of the school year, the principal will set a series of goals, aligned to the RAES's skills rubric (Attachment 22). Areas of anticipated student need (based on federal school demographics and academic achievement and identified through the school's built in data dashboard) will also be a factor in the creation of the annual goals, and strategic plans will be developed for strong execution. Two times throughout the year, the principal will evaluate the teacher's progress, and then conduct a final end-of-year evaluation, noting strengths and growth areas.

Additionally there will be several check-ins between the teacher and the principal throughout the year. This will ensure that there are smaller, incremental and achievable goals being set and progress is being made towards achieving those goals. At the end of the year, the principal will have a final check-in to reflect on the overall progress against the set goals.

Section 22 - Professional Development

Overview

The learning culture of Red Apple Elementary School (RAES) is driven by our mission statement which is to produce empowered citizens who can critically think and self-lead. We believe that teachers are going to be the key in achieving this mission. We will ensure that all our teachers are high-performing and emphasize the importance of their professional development (PD) plan. The PD plan includes individual, small group, and large group learning opportunities. All core components are conducted internally. When financially feasible, staff members have opportunities to participate in PD conducted by external partners based on need and/or interest.

Professional Development

The principal will be responsible for the overall PD of teachers and staff members. In terms of a framework, we will put professional development in the context of teacher lifecycle described below.

Core Components

Following table describes core components and approach for professional development of teachers all year long:

PD Framework	Description
Onboarding	Every teacher joining the school will complete the prescribed onboarding learning requirements. Attachment 22 outlines the schedule for specific PD that takes place prior to school opening.
Continuous Learning	For continuous development teachers will develop their own personalized learning path in close partnership with the principal.
100% completions	We will track for 100% completion of all learning requirements all the time.
Dedicated Learning Time	Teachers and staff will be given 4 hours every Friday to focus on their learning and professional development.
Continuous Improvement (data driven)	Teachers will use data (based on surveys and feedback loop) to identify areas of improvement and incorporate them iteratively as learning opportunities via continuous learning.

Attachment 22 covers detailed information on the PD modules as well as a sample summer schedule.

Performance Data

RAES is going to be data driven for professional development. Using consistent feedback loops via surveys, polls in class and parent/community engagement, teachers will strive to use data to improve learning experiences and outcomes for their students as well as for their own professional development. By using the power of data, teachers will have a clear picture of areas of strengths and opportunities for students. Teachers can then use this data to iteratively improve learning experiences for their students. This data will also be used as a key discussion topic in teacher team meetings (weekly), principal led learning performance and board (monthly).

Additionally, feedback will also be captured whenever teachers/staff joins the school, moves between the roles or departures from the school. This will give a full 360 view and key insights that will be used to iteratively to improve learning experiences and professional development programs for teachers.

Culture

Along with professional development, the culture of respect and love aligned with our DEI statement will lead to high-performing academic achievement amongst our students. The culture is apparent in actions, school language, staff, leadership and students and reinforced via learning programs and opportunities that are part of overall development plan. With strong focus on unconscious bias, accessibility and inclusive behaviors, the principal will use the data driven insights to guide teachers to stay aligned with core culture of RAES.

Continuous Development Schedule

Continuous development is a core tenant of learn-it-all culture that RAES inculcates in its teachers and staff. Teachers and staff will get up to over 40 days of professional development or over 320 hours over the course of each school year. This number may change based on the principal's recommendation.

School Calendar

PD is offered throughout the school year during the week, the summer, and other focused, extended windows periodically throughout the year (e.g., 3 weeks in August before school launch).

Weekly Schedule

On Fridays, students are released early to enable staff to engage in PD, including, preparation, collaboration, and planning

Section 23: Performance Framework

Attachment 24 outlines how Red Apple Elementary School (RAES) measures and evaluates its academic and organizational goals.

Assessments

RAES uses diagnostic, formative and summative assessments to track student progress towards skill mastery at all grades we serve. We also administer all state required assessments within the grades we serve.

Below is a table that outlines our assessments to measure performance.

Subject	Diagnostic	Formative	Summative
Reading	NWEA MAPS STEP Reading	Lexia or similar	NWEA MAP SBA
Phonics	STEP	Student documentation	STEP
Writing	STEP	Acute writing assessments done in house Student Projects work documentation	STEP SBA
Math	NWEA MAPS i-ready Math, ALEKS	Quizzes and student work	NWEA MAP i-ready Math/ALEKS SBA
Science	In-house assessments based on RAES Rubric	Quizzes, Science Projects	WCAS RAES rubric
Community Studies	RAES Rubric	Projects Assignments snapshots Community service hours	RAES rubric

Summative, Norm-Referenced Assessments

The table above shows the summative, norm-reference that RAES will utilizes to administer assessments. NWEA MAP is currently being utilized in Cordoba Academy and we feel it is a good measure that benchmarks our students against other students in the state and nationally— and is ideal for children who are not eligible for SBA testing. For kindergarten, we will use in-house progress reports based on teacher's personal assessments. We will not subject kindergarten students to testing as we are more focused on social-emotional development at that phase of our program and that can only be assessed by each unique teacher/student experience.

Ongoing Assessment

RAES utilizes a vigorous assessment system to constantly measure students' progress along multiple scopes. Project based learning is one of our educational terms (see section 5 for more details). Students will take content assessments within units of study and will continually work on individual and group projects, both of which will allow for constant data collection on student progress and level of achievement on each content or skills standard. The data from these assessments and projects will be captured by teachers and will be uploaded into each student's personal capstone portfolios, giving teachers actionable data to customize their instruction, reinforce practices, and support students in setting and achieving their learning goals.

Data Analysis and Reporting

Throughout the year, teachers at RAES will be collecting data from assessments and on-going projects stored in student's capstone portfolio. This data will be accessible to all teachers, as well as individual student's parents for view anytime. Monthly, the data will be analyzed and findings reported to relevant staff and parents. The school co-founders will be responsible for overseeing the school's academic progress monitoring and making educational decisions based on analyzed data. The co-founders and the CEO will determine the process around collecting and analyzing data in addition to choosing the systems we use to do so. A data analysis will support the administration of all state-required exams. Semester report cards will share data in a visual manner for parents and our annual end of year newsletter will share our cumulative results across all grade levels with our community and the general public.

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Section 24: Facility

Red Apple Elementary School (RAES) has been working with real estate agents to locate a facility that will be strategically central to the student populations we plan on catering to - low income and students that do not thrive in the currently available schools. The facility location will ideally be located in Lynnwood – Mountlake Terrace area.

Requirements

RAES has been looking diligently for a facility that will provide the necessary resources and space to carry out the mission and vision of the school. From our conversations with other schools, ideally 80 square feet per student is considered a good median for space. We want to ideally have a space that has at least capacity for 360 students and 40 staff members. Such a facility will have at least 12- 14 classrooms, a teacher planning room, cafeteria/lunch room, kitchen, staff break room, administrative office space, principal's office, as well as specialty rooms such as a gym, science lab, and computer lab. We also intend to designate a room for spiritual reflection where students with religious needs can use it for prayer, meditation or self reflection.

At full capacity we will require roughly 28,800 square feet. for our students plus an additional 5000 square feet for staff. The facility should also be handicap accessible and follow all local state laws regarding school and pedestrian rules. The facility will have a designated drop-off and pick- up location and adequate parking for a minimum of 50 vehicles. Eventually we intend to build out a library as well that will allow students to read, check out books and study effectively. For staff, having conference rooms, break rooms and personal washrooms will provide a comfortable work environment.

Additionally 3 storage spaces will be incorporated into the building that will be used to house janitorial equipment, IT servers and other miscellaneous school supplies. For athletics, having a gym and outdoor field will be ideal. However, if the facility does not have such amenities, then we will have to partner with local organizations such as the YMCA to provide those services. Explanation of such a relationship are detailed in section 20. Below is a table demonstrating how we will build out our facility from inception to five years as the spatial needs will dynamically change as we grow. The facility (including parking spaces and bathrooms) will comply with all codes, acts, and requirements, including Americans with Disabilities, fire, health and structural safety.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
# of Students	80	140	180	280	360
# Red Apple Staff	8	15	17	19	20
Approximate Square Feet	10,000+	16,000+	25,000+	25,000+	25,000+
Administrative Office Spaces	2+	2+	3+	3+	3+

Teacher Planning Room	1	1	1	1	1
Staff Break Room	1	1	1	1	1
Classrooms	6	10	12	12	14

Specialty Classrooms	1 large common area/ gymnasium 1- lunchroom 1 - STEM Room/Science Lab 2 Conference Rooms 1 – Library 1 Spiritual Reflection Room				
Restrooms	3	4	4	5	6

Outdoor Space	1	1	1	1	1
Parking Spots	50	50	50	50	50
Office Space	2-3	2-3	2-3	2-3	2-3

Current Progress to secure a facility

Red Apple Elementary has been diligently searching for a facility on the King County, Snohomish County line for over 2 years. Working with various experienced real estate agents, we have identified a few properties that may be viable. However, we have also been informed that there is an extreme shortage in inventory, especially for school spaces. We are working with local religious organizations to see if renting a space in the short term is a viable option until an adequate property comes up.

MOU of Other Proof of Intent to Secure Facilities

Currently RAES does not hold a facility nor has an MOU to secure a specific facility.

Attachment 25 includes the following documents: Potential Spaces, Correspondence from Real Estate Agents.

Section 25: Transportation

Red Apple Elementary School (RAES) anticipates students to attend from within a 10 mile radius. With this in mind, we will work our best to ensure transportation is in compliance with RCW 28A.160.150 - 28A.160.180, including those to alleviate threats for walkers (RCW 28A.160.030). While our experience suggests we will have parents drop off the majority of students, we will also do our best to provide adequate options for those who may require assistance with transportation to and from school. In the case that a student must use public transportation, we will work with Metro and Sound Transit to provide an orca pass for our students. We will also work on providing transportation for our students with targeted bus services. We will look into private charter school transportation services such as Harlow's, Durham etc. Routes will be in line with student geographic areas of need. We will work to make sure transportation is in compliance with all state and federal regulations. including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism.

Safety and Security

Safety is a top priority for all members of the RAES Community. This includes but is not limited to faculty, staff, students and parents. Being consistent with all federal, state, county, and city health and safety laws, RAES will strive to provide a safe environment for all. All staff will be trained appropriately to handle emergencies regularly. This ensures our school responders are ready in the event of an emergency. Upon securing a facility, the school will adopt in-depth policies and procedures surrounding health and safety. These will be created with guidance from consultation from local police, health and fire departments, the OSPI (Office of Superintendent of Public Instruction's) School Safety Center as well as other policies implemented in current charter schools such as Impact Public Schools . Safety manuals and guides will be kept in every classroom with a teacher and also will be briefly outlined in the student/parent handbook. We plan on also keeping access to the students one way, with an entrance area where any visitors will have to sign in and have their identification scanned and verified before receiving a visitors badge. We plan on also hiring a security guard and setting up CCTV. Entry and exit from the school building will be monitored during school hours and especially during the start and finish of the day. All doors but the main office door will then be locked after 30 minutes of school beginning and 30 minutes after school ends.

Following is a list of a few of the most critical safety and security guidelines for RAES, these guidelines were in consultation with Impact Public Schools:

Procedures of Background Checks: Board members, employees, and contractors at RAES 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 board chair shall monitor the fingerprinting and background clearance of the principal. All volunteers shall be fingerprinted and receive a background clearance prior

to working with children. If a volunteer does not meet the unsupervised access provisions outlined by RCW 43.43.830, they will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to volunteers being cleared to work with children.

Role of Staff as Mandatory Child Abuse Reporters: All RAES staff will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during orientation and in the RAES employee handbook.

Immunizations and Mandatory Health Testing: RAES will adhere to laws related to legally required immunizations and a health screening for entering students and staff pursuant to RCW 28A.210 and WAC 246-110. RAES'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 RAES employees will hold current CPR and First Aid and AED certification.

Vision and Hearing: RAES 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: RAES shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace. RAES will establish a written infectious control plan, similar to Seattle public schools, designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Drug-Free and Smoke-Free Environment: RAES is a drug-, alcohol-, and smoke- free environment.

Comprehensive Harassment Policies and Procedures: RAES 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. We take this very seriously especially with the anticipated cultural and religious sensitivities that our students will come in the school with. RAES will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school to include all interactions between and among students, employees, and volunteers.

Emergency Preparedness

RAES 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 RAES's emergency preparedness and the school will have a system for internally locking down the building based on the facility. This plan includes the following responses: fire, flood, earthquake,

terrorist threats, and hostage situations. If RAES assumes a facility that was used as a school, any existing emergency preparedness plan shall be reviewed and updated. All RAES staff will be trained on this site safety plan. RAES 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

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

Food Service

RAES is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all its students in adherence to all state and federal nutritional guidelines. It is our hope to partner with Fresh & Local to deliver food service to RAES. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout the state of Washington, including several charter schools. We also want to be very respective of religious dietary restrictions for our anticipated student populations, therefore Halal, Vegan and Kosher options will be provided.

RAES will work 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.

Insurance Coverage

See Attachment 26 for a list of the types and levels of insurance coverage RAES will secure.

Section 26: Operations Plan and Capacity

Applicant Team Capacity

Red Apple Elementary School (RAES) is led by a dynamic and experienced leadership team. The school is supported by a board experienced in operating high-performing schools and providing organizational support to a non-profit organization.

While each individual shares a strong set of skills, the collective team has the capacity and commitment to successfully implement the Operations Plan. Each board member – Adnan Khalid, John Inman, Sufia Azmat, Hammad Rajjoub and Haris Mohammed (whose résumés are found in Attachment 14) – and intended financial consulting from Bill Kiolbasa with Joule Growth Consulting, back office support from PSESD or similar, potential services from Washington State Charter Development or similar organization for facility development – will contribute their expertise in staffing, professional development, performance management, general operations, and facilities management.

Additional support and guidance for best practices are provided by Impact Public Schools leader, Jen Wickens and WA Charters Association, both organizations that have frequent contact with Adnan.

The applicant team includes a highly capable, experienced, and proven school founder and non-profit executive in Adnan Khalid. Adnan is experienced in launching, operating, and sustaining a high-performing school from the academic program, leadership, nonprofit management, board development, fundraising, operations, and school finance from his founding of Cordoba Academy. Adnan will chair the board of directors and also be the executive director of operations after the application is approved.

In addition, Sufia Azmat, is a founding member and experienced educator. She has spent over 20 years in education and travels the country working with different schools. She will leverage her full range of contacts and best practices to ensure the school is running correctly from day one.

Professional Development

Sufia Azmat and John Inman are veteran educators who have led principal and teacher PD for both private and public schools nationally and who truly understand the development needs of teachers and leaders. Furthermore, John has been intricately involved in the creation of the academic model on which we will train teachers. They will develop the vision for, plans, and coordinate execution of PD provided to RAES Faculty each year.

Performance Management

Haris and Hammad have extensive experience in performance management (see full resume in attachment 12). They have an expert view of how data can and should be used to improve student outcomes. They are committed to providing timely and efficient access to data and knowledge to drive decision making for every person in the organization; track, analyze, synthesize, and train staff on

benchmark data; and track information needed to measure school goals. Together with the Director of Operations and Engagement, they will improve and manage RAES's student information system to support the school with information collection and dissemination.

General Operations

Through the intended RAES partnership with the Joule Growth, they will support general operations, including payroll, accounting, Board and Commission reporting throughout the school and organization. In addition, RAES has reached out to other charter school support organizations such as BoardOnTrack to help with training and operations management. We will also work with WA Charters, to allocate the appropriate resources to ensure our school operations run with world class efficiency.

Technology

Haris Mohammad and Hammad Rajjoub, founding RAES members, are both directors at Microsoft and work in Technology. The school will leverage their experience to build a technology infrastructure and eventually assist in hiring a technology team. Since STEM is vital for RAES's educational program, the Technology Team will eventually:

Maintain infrastructure

Respond to user issues

Purchase and set up equipment

Ensure application development and integration

Design an overall technology strategy

Facilities Acquisition and Management

RAES intends on partnering with (Washington Charter School Development) WCSD, a nonprofit real estate development organization that has extensive experience in facilities acquisition and management, having built over 45 charter school campuses. They have secured more than $200M in financing and have established relationships with lenders, including Community Development Financial Institutions (CDFIs) and banks. They have also worked closely with other charter schools in the state. They partner with local architects and contractors (in managing build-out and renovations) and work with public agencies to streamline approvals. WCSD will work with the Executive Director.

RAES is also partnering with local real estate agent Kaseem Siddiqui who has extensive experience in facilities acquisition and management. He has secured more than $5M in financing and has established relationships with lenders and banks. Recently he helped two Muslim organizations purchase over $2.5M of real estate for their community centers and negotiated the deals. Kassem will report to Adnan directly.

Additional Contractors

For points of constraint, we will contract services, including (but not limited to) the following: financial/operational back office support, school leadership coaching, professional development, public relations, fundraising, and technology support, among others to fulfill necessary roles that are vacant or require qualifications the current personnel do not possess at anytime during the contract term.

We have been working with different vendors to secure these roles, for more information see section 20.

CATEGORY 3: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan

1. Financial Systems and Policies

Red Apple Elementary School (RAES) develops high-quality policies and procedures for financial planning, accounting, purchasing, and payroll, including strong internal controls and capacity for complying with all financial reporting requirements, the school's charter contract, and the School District Accounting Manual (SDAM). We adapt the fiscal policies and procedures included in Attachment 30 to create strong internal controls.

Financial Planning

Policies and procedures for financial planning are finalized by the Board and led by the finance committee, in collaboration with the Executive Director (ED), the Principal, the CFO and our back-office service provider.

The CFO regularly meets with the ED to monitor the budget, review budget vs. actuals and variances, monitor cash flow, and review all financial data. This process ensures that the ED will have ownership over the school-site budget and ensures effective financial management of the budget by multiple individuals.

After budgets are created by the CFO, they are reviewed by the staff, the leadership team at RAES, and the finance committee. Budgets are reviewed by RAES families and stakeholders during a yearly planning meeting and are ultimately approved by the Board. Budgets are revised once a year in the fall. In addition to a one-year budget detail, a five-year financial plan is provided. Financial responsibilities in the organization are outlined below.

Policies and procedures regarding accounting, purchasing, and payroll are aligned to and comply with all applicable local, state, and federal regulations regarding the use of public funds to establish and maintain strong internal controls, including the school's charter contract and the SDAM. In addition, RAES looks to the Washington State School Directors Association (WSSDA) for examples of model policies and procedure. Financial policies and procedures and controls are reviewed annually, or more frequently if needed, to ensure that updates to the SDAM and other regulations are incorporated in RAES's policies and procedures and adopted by the Board.

Accounting

RAES follows all accounting procedures recognized and mandated by Generally Accepted Accounting Principles (GAAP), Financial Accounting Standards Board (FASB), and the State of Washington. Accrual-based accounting is used with appropriate general ledger codes, along with account segments capable of reporting on subcategories such as revenue source, department, and other areas to be determined. RAES works with its back-office provider to set up streamlined accounting systems that work in concert with state reporting platforms.

Purchasing

Purchases of goods and services are consistent with the Board-approved budget and do not require a Board-approved/executed contract, with the exception of expenditures that exceed the budget by a material amount. Other proposed expenditures are approved by the person who reviewed the proposed expenditure to determine whether it is consistent with the Board-adopted budget.

The Board Chair and the ED approve purchase orders and invoices of $10,000 or more. Check request and purchase order forms are signed by the person reviewing the expense (if applicable).

In general, invoices are reviewed and signed according to the procedures outlined below to ensure the items were properly requisitioned and maintained to document check processing. Open invoices are paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. Expenditures between $5,000 - $10,000 are authorized by the ED and the Principal. Expenditures up to $5,000 are authorized by CFO, Board Chair, Principal or ED. Electronic payment methods (i.e., wire, ACH, transfer between bank accounts) are reviewed by the finance committee and must follow ordinary procurement procedures.

All professional consulting services are provided under a contract. Contracts for other goods and services exceeding $10,000 on an annual basis are presented to the Board for approval during the annual budget cycle or prior to signing. Duration of contracts is at the discretion of the Board. In general, contracts exceeding $10,000 are reviewed after a bidding process of sufficient duration to ensure competition. Bid tabulations are presented to the Board, along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without regard to the low bidder being the automatic selection.

School credit cards are allowed for school purchases and travel. Authorized purchasing cardholders are the ED and CFO. All credit card charges must follow ordinary procurement procedures.

Employees are reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts are 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 to three meals per day, depending on the circumstances of a particular trip. Alcohol will never be reimbursed. Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses exceed standard U.S. government per diem rates for the city in which an employee is staying, employees must receive advance approval for the cost of lodging. In certain circumstances, employees may be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner. No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the school co-founders are approved by either the Board Chair or the Treasurer.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business-related travel pre-approved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report supported by receipts (if applicable), containing the destination of each trip, its purpose, and the miles driven, as well as parking fees and tolls, within one month after the travel date. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable.

Use of school funds for personal use is prohibited. Violation of this policy will result in discipline up to and including dismissal or removal, including from the Board.

Payroll

Salaries and benefits align with the approved annual personnel budget. The hiring process is led by the school co-founders. Staff complete an application for employment, paperwork for payroll, and are fingerprinted consistent with state law. Fingerprinting and background checks are completed prior to the staff start date. Employees accrue vacation and sick leave based on a board-approved personnel policy; this policy will be available in RAES's employee handbook.

RAES will likely use Joule Consulting and/or PSESD as a back-office support provider. Joule will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

RAES is an at-will employer and there will be no employee contracts. RAES leadership will develop a written Employee Handbook that will include expectations for employees and RAES as an employer regarding fulfilling the school's vision, mission, and principles.

Internal Controls

RAES's finance team, which includes the ED, the finance committee, and the CFO, ensures timely and accurate reporting; adequate safeguarding and stewardship of all assets; compliance with all legal requirements; and ethical, open, and transparent presentations of information. The finance team meets monthly to review compliance with established policies and procedures and to recommend improvements. This team reviews all invoices and payments over $2,000. Any inconsistencies in the application of internal controls, no matter how slight, will be immediately reported to the board.

RAES, as authorized by the Board, establishes a commercial bank account for the purposes of school operations with approval of the Board. Funds are 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. RAES has a general checking account for school needs. The Board Chair, Board Treasurer, and ED are authorized signatories on this account. The back-office provider will reconcile all bank accounts monthly. Reconciliations are then be reviewed and approved by the CFO as a member of the team who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations are reviewed by the Board or a

Board representative who is not an authorized approver of expenses or signer on the account. The Board Chair, Board Treasurer, and school founder/ED are designated signatories on the RAES's savings account.

A petty cash fund of $500 is established and managed by the RAES Principal/ED according to normal petty cash procedures (e.g., provide receipts, ensure valid purpose). Cash balances and reserves are invested in federally insured, fiscally conservative, interest-bearing accounts.

The school deposits all funds received as soon as practical upon receipt. The office manager opens all mail daily, sorts and endorses all checks to the appropriate school account, and prepares appropriate deposits as soon as practical, ideally the same day and in no more than three business days. When cash is received, it is counted by at least two employees, who both verify the amount received and sign a cash deposit form indicating the performance of their duties.

2. Roles and Responsibilities

Our financial planning team includes:

Board finance committee, School co-founder/ED, Director of Finance and Operations, & Back-office service provider (Joule or PSESD)

The CFO works regularly with the school co-founders to monitor the budget, provide analysis of budget versus actuals and variances, monitor cash, and provide real-time access to all financial data. This training ensures that the school co-founders have significant ownership over the school-site budget. After budgets are created by the CFO and principal, they are reviewed with the staff, the school leadership team, and the Board finance committee. Each budget is then taken to a public Board meeting for approval. Budgets are revised once a year in the spring for the next fiscal year. In addition to presenting the one-year budget in detail, the CFO presents a multi-year model for context and planning purposes, beginning with the five-year Financial Plan Workbook included as Section 27: Attachment 28**.**

Activity	Principal/ED	CFO	ED	RAES Board/Chair
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	Signs checks below $2500	Leads process; approves all invoices	Signs checks below $2500	Signs all checks above $2500, Reviews balance sheet
Budget	Variances and	Leads process	Variances and	Finance committee

Monitoring	forecasts reviewed 2 x monthly with Director of Finance		forecasts reviewed monthly	reviews
Payroll		Leads process	Reviews and approves all compensation	Approval of ED compensation
Cash Management		Leads process		If any loan is needed, Board approval is required
Authorizer Reporting	Provides input	Leads process	Approval	Approval when required

Note that roles and responsibilities are updated over time and leverage the CSBM Checklist (see Section 27: Attachment 30) as a guide.

3. Annual Audit

RAES adheres to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Washington State, and engages in an annual audit of financial and administrative operations by an independent auditing firm. This audit is conducted in accordance with the applicable GAAP and the Governmental Accounting Standards Board standards, if necessary.

The Board contracts with a qualified outside audit firm, chosen in compliance with state laws and regulations, to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. In keeping with recommended best practices, the Board contracts with a new audit firm after three consecutive years of working with the same audit firm. The audit includes: (1) accuracy of the school's financial statements including balance sheets, income statements, and cash flow statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If RAES receives more than $500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars.

After the audit, the Board reviews the audit findings and requests, and adopts and monitors any corrective action, if required. The selected audit firm prepares the Internal Revenue Service (IRS) Form 990 (Return of Organization Exempt from Income Tax) and sends a copy to the school staff responsible for the audit. The Director of Finance will review and send a copy to the Board for its review and approval before filing. Once approved by the Board, the Director of Finance notifies the audit firm to prepare the final return for filing.

RAES will also be subject to performance and financial 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. Transparency

The Board adopts 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 RAES's first year of operation, RAES and the Board will start the budget adoption process in January 2021 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 2021 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 2021. 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 May 2021. After that the school fiscal year will be from Sept. 1st until August 31st.

As the school is subject to Washington Open Meetings Law, all Board discussion around the budget and its ultimate adoption 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. In addition, in keeping with recommended best practices, RAES will publish on its website the upcoming fiscal year's board meeting schedule, board agendas (as they become available), board meeting minutes, and a process for making a public documents request.

Financial documents for RAES are made available to the Commission, public upon request, and meet all of the financial requirements of the contract. Additionally, as regular practice, the Board will:

Review/approve the budget in a public meeting

Review quarterly financial reports including budget vs actuals and balance in a public meeting

Review/approve the audit in a public meeting

Review/approve Form 990 in a public meeting

5. Financial Plan Workbook

Section 27: Attachment 28 includes a complete financial workbook using the per-pupil revenue guidance provided by the Commission.

6. Budget Narrative

A detailed line item budget narrative is in Section 27: Attachment 29, which includes a description of the assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, expenditures, and the degree to which the school budget will rely on variable income. Section 27: Attachment 31 provides evidence of philanthropic support that is anticipated and that received to date.

7. Long-Term Fundraising Plan

RAES's plan is in Section 27: Attachment 32.

Section 28: Financial Management Capacity

Applicant Team Capacity

RAES's team has experience managing budgets in a variety of contexts, including the operation of an educational institution. All team members have experience in financial management and specific experience related to fundraising, accounting, and internal controls:

Adnan Khalid, Board Member

For the past 3 years he first founded then led Cordoba Academy, a non-profit educational resource center in the Mountlake Terrace area. He has chaired the board, and been the face of the organization since inception. He has worked closely with the organizations accounting firm, held fundraisers and has helped the academy stay financially sound for many years now. He previously worked in the finance industry and has held FINRA licenses working to design retirement products for Merrill Lynch and Chase amongst other banks. He also has a Master's with an emphasis on Islamic Law and Finance. Previously, he worked at Washington STEM, with the Resource Development Manager to identify and cultivate donors. He worked with her to secure high net clientele.

Haris Mohammed, Proposed Board Member

Haris is a Principle Director at Microsoft and brings the highest standard of operations and professional development to the team. He designed new insights and SAT based features in Azure AD, building and managing the office Roadmap MGMT application and website, which lead to managing a $200+ million, usage promotion program. Managed MP development/testing/support resources of 3 on-shore and 10 off-shore resources in Manilla, Philippines along with managing the overall project budget and financials exceeding $1.3M

Hammad Rajjoub, Proposed Board Member

Hammad is a Principle Director at Microsoft and focuses on in-company training deployment with a proven success track-record. Prior, he oversaw the product vision and development of bank Option Trading Platform, deployed multi-assets, and multi-billion-dollar business, with Merrill Lynch. He worked closely with trade and business analysts to understand requirements to align product and technology roadmaps. His understanding of professional development on a large scale will tremendously benefit the team.

RAES also plans recruit additional board members and designate a treasurer. We will look with for someone with a strong background in finance and management. The full role of the treasure can be found in our by-laws found in attachment 13.

Plans to Enhance RAES's Financial Management Capacity

RAES will hire a director of finance in its third year. This position will be advertised locally and nationally in college/university MBA programs, including Adnan's contacts at the University of Chicago and other prestigious universities. See Attachment 10 for job description and tentative hiring timeline.

For the first year, Joule Consulting and Puget Sound Educational Service District (PSESD)—or another back-office service provider, will provide direct support to the Board and the principal, and will help onboard the director of finance as s/he takes over responsibility for budget planning and management, Board/state reporting, insurance, banking, payroll, and bookkeeping.

To ensure our staff are well-versed in the expectations and requirements for handling funds on behalf of RAES, we will develop a Financial Policies and Procedures Manual that will explain the fiscal responsibilities and identify the positions responsible for ensuring proper implementation.

Internal Financial Statements

RAES was incorporated as a 501(c)(3) recently, is not yet operational and has no internal financial statements.

Audit Reports and Management Letters

RAES was incorporated as a 501(c)(3) recently, is not yet operational and has no independent financial audit reports or management letters

CATEGORY 4: EXISTING OPERATORS

Section 29: Existing Operators

Not Applicable.

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Red Apple Elementary School

Section 1 Attachment 1: Logic Model

NEW CHARTER SCHOOL APPLICATION LOGIC MODEL TEMPLATE

RESOURCES	ACTIVITIES & INTERVENTIONS	OUTPUTS	SHORT & LONG-TERM OUTCOMES	IMPACT
In order to accomplish our set of activities we will need the following:	*In order to meet our long-term goals we will accomplish the following activities:*	*The following indicators allow us to know that our activities and interventions are reaching their intended populations and having their intended impact:*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years and then 4-7 years:*	*We expect that if accomplished these activities will lead to the following changes in 8-10 years:*
● Investment to fund hiring principal and initial staff at least 3-6 months before opening. ● Investment to fund the acquisition of the building and furnishings. ● Investment to fund the outreach and marketing of the school. ● Agreements with outside specialists to train and develop our staff to prepare them to deliver the strategies we have outlined. ● Agreements with outside service providers in place 6 months before opening: HR, Accounting, IT, cloud LMS software implemented, board consulting, transportation, meals, activities, community organizations, school district agreements, etc.	● Fully staff school with professional certified educators at least 3-6 months before opening. ● Funding secured for startup expenses including staffing, building, and marketing, at least 8 months before the school opens. ● Staff and principal fully trained in our strategies at least one (1) month before the school opens. ● Principal and staff to complete design of the curriculum and classroom strategies at least one (1) month before opening. ● A calendar for the school year including when outside service providers will be assisting RAES, community and parent meetings and open houses, speaking events, etc. ● Marketing and	● Principal, teachers, paraeducators, counselors, etc. are hired and in place 3-6 months before opening. ● RAES is fully funded 8 months before school opens. ● RAES financial model solid and complete forecasting and funding of the school for the first year with projections for years 2-5. ● All training for principal and staff completed at least 1 month before opening. ● All curriculum and classroom strategies are completed at least one (1) month before opening. ● All classrooms are fully set up for students at least one (1) month before school starts. ● Principal and staff have invested the month before opening in building a collaborative and healthy school culture. ● All learning materials and activities are ready to	● Years 1-6 continuous improvement based on parent and community input, principal and staff input, engagement of students, and student performance. ● Years 1-3 add K-2 classrooms based on community demand ● Year 2: add 3rd grade, staff, and classrooms. ● Year 3: add 4th grade, staff, and classrooms. ● Year 4: add 5th grade, staff, and classrooms. ● Year 5-7: school at capacity with all grades executed. ● Staffing is stable and student turnover under 10%. ● Faculty and students are thriving, and community reputation is strong.	● Years 8-10 continuous improvement based on parent and community input, principal and staff input, engagement of students, and student performance. ● Potentially open other schools in the Pacific NW, either based on the charter model or private school model. ● Our model is sustainable and contributes to our community in a positive way. ● Students continue to thrive and grow in our culture and leave the school in 5th grade ready to make a positive contribution to our community, state, nation and the world. ● Students are socially and ecologically conscious, critical thinkers, are healthy

	outreach executed and grades k-2 filled.	deliver. ● All students and families have everything they need to start school.		emotionally, spiritually, and intellectually, and as a result, score well on all assessments, both objective and subjective.

ASSUMPTIONS (root cause analyses, prior learning/experience)

Enter ***a few key pieces of information*** that lead you to believe that the activities and interventions planned are the right ones.

● We come to this school with a deep belief in teachers, children, and our community. We are scholars, educators, and businesspeople who are not here to enrich ourselves at the expense of our stakeholders. This is an endeavor of love in service to our children and their families.

● Given the above, we are seeking to create an educational culture where every child and adult will thrive and live into their potential.

● We see ourselves more as a private high-end school in quality and philosophy but with transparency and accountability to the taxpayers and stakeholders who support us. We see ourselves in the model of charter schools envisioned by Albert Shanker and are driven to contribute to children, families, staff, and the community.

● We are in alignment with and inspired by Indigenous learning principles, systems thinking, constructivism, and universal design for learning, cluster grouping, and multiple intelligences, all focused on the child and the teacher.

EXTERNAL FACTORS (barriers/facilitators)

Consider the context of the work, such as the local history, culture, and environment (both political and natural). Develop a ***short list of relevant barriers and facilitators***.

● Informed community members realize the extraordinary abuses from the charter industry nationally including the demonization of teachers and the elimination of public education. Washington has taken a different approach, one that we can be proud of. We will use our flexibility as a charter school to focus on the whole child and not test prep. This is a message we must craft and deliver to reduce pushback.

● Given the above, public school staff are hostile to charters. We intend to reach out and attempt to partner to reduce this friction. That is a tall order.

● We are not a Muslim school, yet we are intent on attracting Muslim children and families, as we will structure our breaks around prayer time so that this culture can honor its rituals. Non-Muslim children will simply use that time as recess time. This perception of a religious school must be overcome.

● We must attract a diverse student body, not just Muslim students. Introducing our school to the community in such a way as to attract all children, especially home school children and those who are not fitting within the structure of traditional public education is going to be a difficult lift we think.

Red Apple Elementary School

Section 1 Attachment 2 Pending Authorization and School Opening Form

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION Pending Authorization and School Opening FORM

Does the applicant have charter school proposals under consideration by any other authorizer(s) in the United States? ☐Yes X 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 X No

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

State	Authorizer	City	School Name	Opening Date

Red Apple Elementary School

Section 2 Family and Community Engagement
Attachment 3

Survey from Parents, Petition for Charter School, Community Engagement, Letters from Parents, Letters of Recommendation from Community Partners, Epstein Model along with Sample Newsletter

Survey from 5 Parents in the community

Responder

Respondent 1

25:57
Time to complete

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

- (●) 1 Uninformed
- ( ) 2 Somewhat informed
- ( ) 3 Informed
- ( ) 4 Very well informed

2. What are your 5 top expectations when it comes to enrolling your child into a school?

Easy process, information, doesn't take too long.

3. What are some of your fears when enrolling your child into school?

No information, documents missing, longer time to get child enrolled.

4. How many school aged children do you have?

1

5. What do you expect when it comes to your child's curriculum?

The material needs to be age appropriate, Up to date teaching methods.

6. Would you like to be involved in approving the curriculum your child is taught?

- ○ Yes
- ○ No
- ◉ Maybe

7. How satisfied are you with your child's current school?

- ○ Very satisfied
- ◉ Somewhat satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Somewhat dissatisfied
- ○ Very dissatisfied

8. How satisfied are you with the curriculum your child is being taught?

- ○ Very satisfied
- ◉ Somewhat satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Somewhat dissatisfied
- ○ Very dissatisfied

9. How likely are you to enroll your child into a Charter school that would be free to the public?

- ○ Very likely
- ○ Somewhat likely

- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

- Very likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

11. Do you feel your child's current school values him/her as a student?

- Yes
- No
- Maybe

12. Do you feel your child's needs are being met?

- Yes
- No
- Maybe

13. How confident do you feel about the safety of your child at their current school?

- Extremely confident

- ○ Somewhat confident
- ○ Neutral
- ○ Somewhat not confident
- ○ Extremely not confident

14. Do you feel your child is being neglected academically?

- ○ Yes
- ◉ No
- ○ Maybe

15. What is your vision of the perfect school for your child?

One that puts the kids first and cares about their education.

16. How involved would you like to be, when it comes to your child's education?

- ◉ Extremely involved
- ○ Somewhat involved
- ○ Neutral
- ○ Somewhat not involved
- ○ Extremely not involved

17. What are your expectations for your child's educators?

A love for what they do. Kindness and patience with their students

18. Do you feel like your child's emotional needs are met at their current school?

- (●) Yes
- ( ) No
- ( ) Maybe

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

Patient service coordinator

20. What is your spouse/partners current employment?

Single

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

Responder

Respondent 2

00:07
Time to complete

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

- (●) 1 Uninformed
- ( ) 2 Somewhat informed
- ( ) 3 Informed
- ( ) 4 Very well informed

2. What are your 5 top expectations when it comes to enrolling your child into a school?

Time to learn, not overworked, listened to, that my child enjoys going to school, safety

3. What are some of your fears when enrolling your child into school?

Bullying, lack of or interest in learning

4. How many school aged children do you have?

2

5. What do you expect when it comes to your child's curriculum?

Availability to resources such as teachers time and attention.

6. Would you like to be involved in approving the curriculum your child is taught?

- (●) Yes
- ( ) No
- ( ) Maybe

7. How satisfied are you with your child's current school?

- ( ) Very satisfied
- ( ) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- (●) Somewhat dissatisfied
- ( ) Very dissatisfied

8. How satisfied are you with the curriculum your child is being taught?

- ( ) Very satisfied
- ( ) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- (●) Somewhat dissatisfied
- ( ) Very dissatisfied

9. How likely are you to enroll your child into a Charter school that would be free to the public?

- (●) Very likely
- ( ) Somewhat likely

- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

- (●) Very likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

11. Do you feel your child's current school values him/her as a student?

- Yes
- (●) No
- Maybe

12. Do you feel your child's needs are being met?

- Yes
- (●) No
- Maybe

13. How confident do you feel about the safety of your child at their current school?

- Extremely confident

- ○ Somewhat confident
- ○ Neutral
- ◉ Somewhat not confident
- ○ Extremely not confident

14. Do you feel your child is being neglected academically?

- ◉ Yes
- ○ No
- ○ Maybe

15. What is your vision of the perfect school for your child?

> A school where suggestions and concerns are welcome with open and honest narratives and changes are actually made.

16. How involved would you like to be, when it comes to your child's education?

- ◉ Extremely involved
- ○ Somewhat involved
- ○ Neutral
- ○ Somewhat not involved
- ○ Extremely not involved

17. What are your expectations for your child's educators?

> to treat all children equally and work with all children equally to always have a kind and respectful narrative with all children and parents at all times.

18. Do you feel like your child's emotional needs are met at their current school?

- ○ Yes
- ◉ No
- ○ Maybe

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

Caregiver

20. What is your spouse/partners current employment?

Engineer

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

Possibly classroom size and maybe more help for teachers in classrooms

Responder

Respondent 3

47:09
Time to complete

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

- 1 Uninformed
- 2 Somewhat informed
- 3 Informed
- 4 Very well informed

2. What are your 5 top expectations when it comes to enrolling your child into a school?

Committed, happy and effective teaching staffs A safe school environment. Intellectual and emotional growth fostered by the Strong home/school communication A fun and supportive school environment

3. What are some of your fears when enrolling your child into school?

Social Situations Not being able to Keep up The Future

4. How many school aged children do you have?

Two

5. What do you expect when it comes to your child's curriculum?

School administrators and teachers should take advantage of every opportunity to engage with parents as partners in education by responding to these questions. Even better: make answers to these questions public and accessible even before parents ask them.

6. Would you like to be involved in approving the curriculum your child is taught?

- (●) Yes
- ( ) No
- ( ) Maybe

7. How satisfied are you with your child's current school?

- ( ) Very satisfied
- (●) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- ( ) Somewhat dissatisfied
- ( ) Very dissatisfied

8. How satisfied are you with the curriculum your child is being taught?

- (●) Very satisfied
- ( ) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- ( ) Somewhat dissatisfied
- ( ) Very dissatisfied

9. How likely are you to enroll your child into a Charter school that would be free to the public?

- ○ Very likely
- ◉ Somewhat likely
- ○ Neither likely nor unlikely
- ○ Somewhat unlikely
- ○ Very unlikely

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

- ○ Very likely
- ◉ Somewhat likely
- ○ Neither likely nor unlikely
- ○ Somewhat unlikely
- ○ Very unlikely

11. Do you feel your child's current school values him/her as a student?

- ◉ Yes
- ○ No
- ○ Maybe

12. Do you feel your child's needs are being met?

- ◉ Yes
- ○ No
- ○ Maybe

13. How confident do you feel about the safety of your child at their current school?

- ○ Extremely confident
- ◉ Somewhat confident
- ○ Neutral
- ○ Somewhat not confident
- ○ Extremely not confident

14. Do you feel your child is being neglected academically?

- ○ Yes
- ◉ No
- ○ Maybe

15. What is your vision of the perfect school for your child?

16. How involved would you like to be, when it comes to your child's education?

- ○ Extremely involved
- ○ Somewhat involved
- ○ Neutral
- ○ Somewhat not involved
- ○ Extremely not involved

17. What are your expectations for your child's educators?

Make your classroom a safe haven... a place that is conducive to learning. Acknowledge that as parents, we know our children better than anyone else

18. Do you feel like your child's emotional needs are met at their current school?

- (●) Yes
- ( ) No
- ( ) Maybe

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

Stay home mom

20. What is your spouse/partners current employment?

Technician

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

Are charter schools all the same? What makes the schools in Uncommon different from other schools?

Responder

Respondent 4

19:57
Time to complete

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

- 1 Uninformed
- 2 Somewhat informed
- 3 Informed
- 4 Very well informed

2. What are your 5 top expectations when it comes to enrolling your child into a school?

1) Curriculum has to updated and changes made to accommodate certain needs of children. 2) Diversity is a must in attendance, curriculum , and staff . 3) Communication is key between staff and parents . 4) Student have to feel safe and comfortable to speak out especially with the rise in bullying. 5) Learning is important but so is having some fun !

3. What are some of your fears when enrolling your child into school?

1) Bullying 2) lack of diversity in curriculum 3) school shootings 4) Students hates the school 5) Teachers are not as engaged as should be 6) Wont learn important things that should be taught to help cope with life skills

4. How many school aged children do you have?

1

5. What do you expect when it comes to your child's curriculum?

A fun,diverse,challenging Curriculum . Something to keep them truly engaged and want to learn more everyday. Especially in the subjects of science and math . I feel as those subjects lack because the way they are being taught.

6. Would you like to be involved in approving the curriculum your child is taught?

- (●) Yes
- ( ) No
- ( ) Maybe

7. How satisfied are you with your child's current school?

- (●) Very satisfied
- ( ) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- ( ) Somewhat dissatisfied
- ( ) Very dissatisfied

8. How satisfied are you with the curriculum your child is being taught?

- ( ) Very satisfied
- (●) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- ( ) Somewhat dissatisfied
- ( ) Very dissatisfied

9. How likely are you to enroll your child into a Charter school that would be free to the public?

- (●) Very likely
- ( ) Somewhat likely
- ( ) Neither likely nor unlikely
- ( ) Somewhat unlikely
- ( ) Very unlikely

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

- (●) Very likely
- ( ) Somewhat likely
- ( ) Neither likely nor unlikely
- ( ) Somewhat unlikely
- ( ) Very unlikely

11. Do you feel your child's current school values him/her as a student?

- (●) Yes
- ( ) No
- ( ) Maybe

12. Do you feel your child's needs are being met?

- (●) Yes
- ( ) No
- ( ) Maybe

13. How confident do you feel about the safety of your child at their current school?

- (●) Extremely confident
- ( ) Somewhat confident
- ( ) Neutral
- ( ) Somewhat not confident
- ( ) Extremely not confident

14. Do you feel your child is being neglected academically?

- ( ) Yes
- (●) No
- ( ) Maybe

15. What is your vision of the perfect school for your child?

Somewhere fun, safe , and can accommodate to children's needs . Curriculum involves more science and math and is engaging for not only the children but the parents as well.

16. How involved would you like to be, when it comes to your child's education?

- (●) Extremely involved
- ( ) Somewhat involved
- ( ) Neutral
- ( ) Somewhat not involved
- ( ) Extremely not involved

17. What are your expectations for your child's educators?

To be up to date with curriculum and to speak up when they feel as certain children need more help or if the curriculum is not working well. Has to be friendly , fun , and kind .

18. Do you feel like your child's emotional needs are met at their current school?

- (●) Yes
- ( ) No
- ( ) Maybe

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

Stay at home parent / student again soon!

20. What is your spouse/partners current employment?

Manager at Comcast

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

Responder

Respondent 5

06:34
Time to complete

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

- 1 Uninformed
- 2 Somewhat informed
- 3 Informed
- 4 Very well informed

2. What are your 5 top expectations when it comes to enrolling your child into a school?

Assisting profoundly gifted kids, providing hands on activities, and focusing on understanding concepts not memorization.

3. What are some of your fears when enrolling your child into school?

Bullying, not learning anything new, and teachers who are not knowledgeable.

4. How many school aged children do you have?

2

5. What do you expect when it comes to your child's curriculum?

Concept based learning.

6. Would you like to be involved in approving the curriculum your child is taught?

- (●) Yes
- ( ) No
- ( ) Maybe

7. How satisfied are you with your child's current school?

- ( ) Very satisfied
- (●) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- ( ) Somewhat dissatisfied
- ( ) Very dissatisfied

8. How satisfied are you with the curriculum your child is being taught?

- ( ) Very satisfied
- ( ) Somewhat satisfied
- ( ) Neither satisfied nor dissatisfied
- (●) Somewhat dissatisfied
- ( ) Very dissatisfied

9. How likely are you to enroll your child into a Charter school that would be free to the public?

- (●) Very likely
- ( ) Somewhat likely

- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

- (●) Very likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

11. Do you feel your child's current school values him/her as a student?

- Yes
- No
- (●) Maybe

12. Do you feel your child's needs are being met?

- Yes
- (●) No
- Maybe

13. How confident do you feel about the safety of your child at their current school?

- (●) Extremely confident

- ○ Somewhat confident
- ○ Neutral
- ○ Somewhat not confident
- ○ Extremely not confident

14. Do you feel your child is being neglected academically?

- ◉ Yes
- ○ No
- ○ Maybe

15. What is your vision of the perfect school for your child?

A school that provides hands on learning and does not use age to place students in appropriate level classes.

16. How involved would you like to be, when it comes to your child's education?

- ○ Extremely involved
- ◉ Somewhat involved
- ○ Neutral
- ○ Somewhat not involved
- ○ Extremely not involved

17. What are your expectations for your child's educators?

Knowledgeable and friendly

18. Do you feel like your child's emotional needs are met at their current school?

- (●) Yes
- ( ) No
- ( ) Maybe

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

Stay at home

20. What is your spouse/partners current employment?

Managing partner

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

Forms (Preview) Stakeholder Survey for Red Apple Charter... - Saved

Preview Theme Send ...

Questions Responses 5

Stakeholder Survey for Red Apple Charter School

5	19:56	Active
Responses	Average time to complete	Status

1. On a scale of 1-4, 4 being "Very well Informed" how much do you know about Charter Schools?

1 Uninformed	2
2 Somewhat informed	0
3 Informed	3
4 Very well informed	0

2. What are your 5 top expectations when it comes to enrolling your child into a school?

5
Responses

Latest Responses

"Assisting profoundly gifted kids, providing hands on acti...

"1) Curriculum has to updated and changes made to acco...

"Committed, happy and effective teaching staffs A safe sc...

3. What are some of your fears when enrolling your child into school?

5
Responses

Latest Responses

"Bullying, not learning anything new, and teachers who a...

"1) Bullying 2) lack of diversity in curriculum 3) school sh...

Forms (Preview) Stakeholder Survey for Red Apple Charter... - Saved

Preview Theme Send ...

Questions Responses 5

5
Responses

"1) Curriculum has to updated and changes made to acco...
"Committed, happy and effective teaching staffs A safe sc...

3. What are some of your fears when enrolling your child into school?

5
Responses

Latest Responses
"Bullying, not learning anything new, and teachers who a...
"1) Bullying 2) lack of diversity in curriculum 3) school sh...
"Social Situations Not being able to Keep up The Future"

4. How many school aged children do you have?

5
Responses

Latest Responses
"2"
"1"
"Two"

5. What do you expect when it comes to your child's curriculum?

5
Responses

Latest Responses
"Concept based learning. "
"A fun,diverse,challenging Curriculum . Something to kee...
"School administrators and teachers should take advanta...

6. Would you like to be involved in approving the curriculum your child is taught?

Yes	4
No	0
Maybe	1

Forms (Preview) Stakeholder Survey for Red Apple Charter... - Saved

Preview Theme Send ...

Questions Responses 5

Neither satisfied nor dissatisfied	0
Somewhat dissatisfied	1
Very dissatisfied	0

8. How satisfied are you with the curriculum your child is being taught?

Very satisfied	1
Somewhat satisfied	2
Neither satisfied nor dissatisfied	0
Somewhat dissatisfied	2
Very dissatisfied	0

9. How likely are you to enroll your child into a Charter school that would be free to the public?

Very likely	3
Somewhat likely	1
Neither likely nor unlikely	0
Somewhat unlikely	1
Very unlikely	0

10. How likely are you to enroll your child in a Charter School where your participation is wanted and valued?

Very likely	3
Somewhat likely	2
Neither likely nor unlikely	0
Somewhat unlikely	0
Very unlikely	0

Forms (Preview) Stakeholder Survey for Red Apple Charter... - Saved

Preview Theme Send ...

Questions Responses 5

Somewhat unlikely	0
Very unlikely	0

11. Do you feel your child's current school values him/her as a student?

Yes	3
No	1
Maybe	1

12. Do you feel your child's needs are being met?

Yes	3
No	2
Maybe	0

13. How confident do you feel about the safety of your child at their current school?

Extremely confident	3
Somewhat confident	1
Neutral	0
Somewhat not confident	1
Extremely not confident	0

14. Do you feel your child is being neglected academically?

Forms (Preview) Stakeholder Survey for Red Apple Charter... - Saved

Preview Theme Send ...

Questions Responses 5

Extremely not confident 0

14. Do you feel your child is being neglected academically?

Yes	2
No	3
Maybe	0

15. What is your vision of the perfect school for your child?

4
Responses

Latest Responses
"A school that provides hands on learning and does not u...
"Somewhere fun, safe , and can accommodate to children...

16. How involved would you like to be, when it comes to your child's education?

Extremely involved	3
Somewhat involved	1
Neutral	0
Somewhat not involved	0
Extremely not involved	0

17. What are your expectations for your child's educators?

5
Responses

Latest Responses
"Knowledgeable and friendly "
"To be up to date with curriculum and to speak up when t...
"Make your classroom a safe haven... a place that is cond...

Forms (Preview) Stakeholder Survey for Red Apple Charte... - Saved

Preview Theme Send ...

Questions Responses 5

18. Do you feel like your child's emotional needs are met at their current school?

Yes	4
No	1
Maybe	0

19. What is your current employment? (e.g. Administrator, Stay at home parent, Sales Associate)

5
Responses

Latest Responses
"Stay at home"
"Stay at home parent / student again soon! "
"Stay home mom"

20. What is your spouse/partners current employment?

5
Responses

Latest Responses
"Managing partner"
"Manager at Comcast "
"Technician "

21. Please comment any questions/concerns/suggestion/opinions you may have regarding Public Charter Schools

2
Responses

Latest Responses
"Are charter schools all the same? What makes the schoo...

Community Petition for Charter School

change.org

Recipient: Community, Parents

Letter: Greetings,

We are currently in the process of opening a Non-Profit Public Charter School

Signatures

Name	Location	Date
[redacted]	US	2020-02-15
[redacted]	Mountlake terrace, WA	2020-02-15
[redacted]	Mountlake Terrace, WA	2020-02-15
[redacted]	Seattle, WA	2020-02-15
[redacted]	Everett, WA	2020-02-15
[redacted]	Federal Way, WA	2020-02-15
[redacted]	Maple Valley, WA	2020-02-15
[redacted]	Seattle, WA	2020-02-15
[redacted]	Shoreline, WA	2020-02-15
[redacted]	Shoreline, WA	2020-02-15
[redacted]	Shoreline, WA	2020-02-15
[redacted]	Shoreline, WA	2020-02-15
[redacted]	Bothell, WA	2020-02-15
[redacted]	mountlake terrace, WA	2020-02-15
[redacted]	Petersburg, VA	2020-02-15
[redacted]	Seattle, WA	2020-02-15
[redacted]	Everett, WA	2020-02-15
[redacted]	West Des Moines, IA	2020-02-15

[redacted]	Pittsburgh, PA	2020-02-15
[redacted]	Everett, WA	2020-02-15

Name	Location	Date
[redacted]	Everett, WA	2020-02-15
[redacted]	Elmhurst, NY	2020-02-15
[redacted]	Lynnwood, WA	2020-02-15
[redacted]	Seattle, WA	2020-02-15
[redacted]	Portland, OR	2020-02-15
[redacted]	Lansing, MI	2020-02-15
[redacted]	Kent, WA	2020-02-16
[redacted]	Lake Stevens, WA	2020-02-16
[redacted]	Everett, WA	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Singapore, Singapore	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Lynnwood, WA	2020-02-16
[redacted]	Mill Creek, WA	2020-02-16
[redacted]	Houston, TX	2020-02-16

[redacted]	Lake Stevens, WA	2020-02-16
[redacted]	Fremont, CA	2020-02-16
[redacted]	Bothell, WA	2020-02-16
[redacted]	US	2020-02-16
[redacted]	San Jose, CA	2020-02-16
[redacted]	Kirkland, WA	2020-02-16

Name	Location	Date
[redacted]	Seattle, WA	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	East Wenatchee, WA	2020-02-16
[redacted]	Bremerton, WA	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Saipan, Northern Mariana Islands	2020-02-16
[redacted]	Seattle, WA	2020-02-16
[redacted]	Bothell, WA	2020-02-17
[redacted]	Shoreline, WA	2020-02-17
[redacted]	Houston, US	2020-02-17
[redacted]	Saint Charles, US	2020-02-17

[redacted]	Seattle, WA	2020-02-17
[redacted]	Los Angeles, CA	2020-02-17
[redacted]	Edmonds, WA	2020-02-17
[redacted]	Fairhaven, MA	2020-02-17
[redacted]	Kent, WA	2020-02-17
[redacted]	Bothell, WA	2020-02-17
[redacted]	Mountlake Terrace, WA	2020-02-17
[redacted]	Seattle, WA	2020-02-17
[redacted]	Lynnwood, WA	2020-02-17
[redacted]	Kirkland, WA	2020-02-17

Name	Location	Date
[redacted]	Moraga, CA	2020-02-17
[redacted]	Stanwood, WA	2020-02-17
[redacted]	Whittier, US	2020-02-17
[redacted]	Spanaway, WA	2020-02-17
[redacted]	New bedford, MA	2020-02-18
[redacted]	Seattle, WA	2020-02-18
[redacted]	Mill creek, WA	2020-02-18
[redacted]	Bothell, WA	2020-02-18

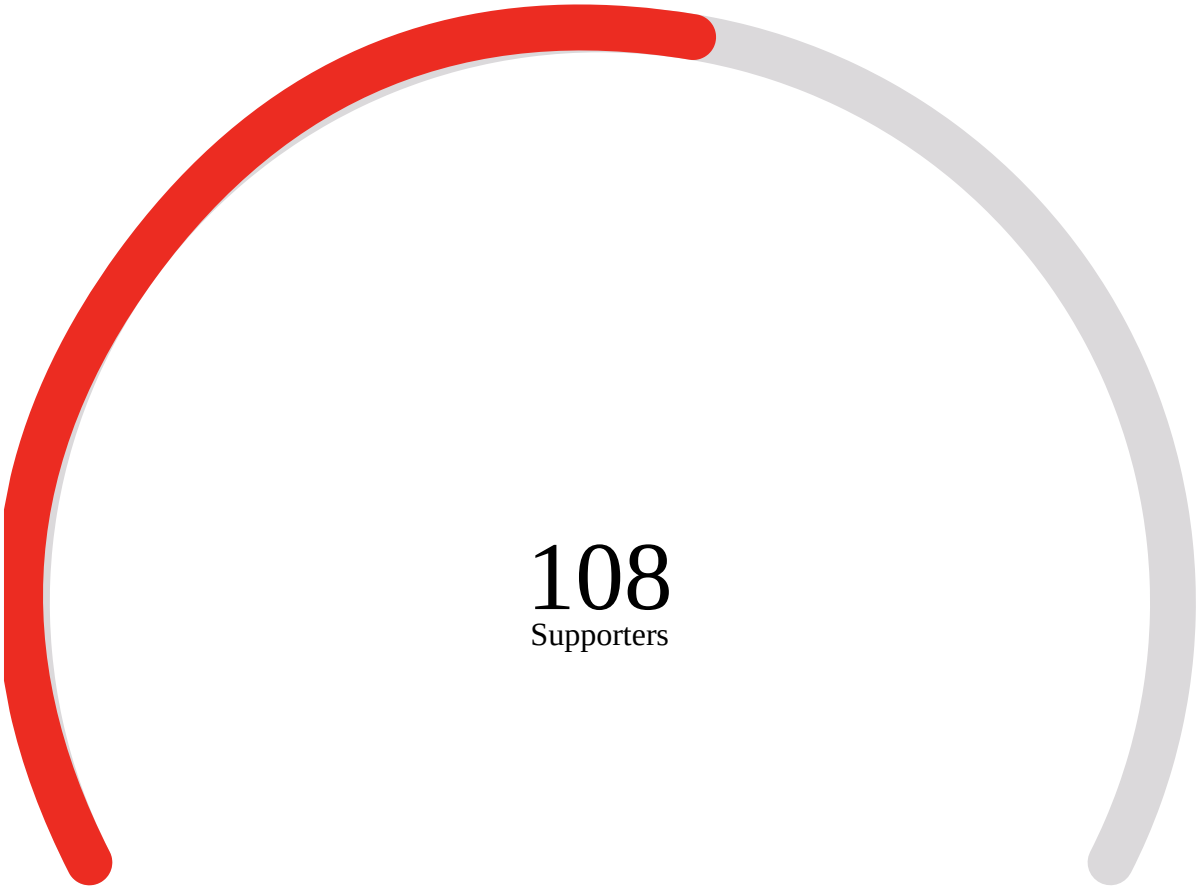
[redacted]	Danbury, US	2020-02-18
[redacted]	Woonsocket, US	2020-02-18
[redacted]	College Park, US	2020-02-18
[redacted]	Everett, WA	2020-02-18
[redacted]	Brandon, US	2020-02-19
[redacted]	Miami, US	2020-02-19
[redacted]	Saint Johns, US	2020-02-19
[redacted]	Madison, US	2020-02-19
[redacted]	West Valley City, UT	2020-02-19
[redacted]	Caseville, US	2020-02-19
[redacted]	Sioux City, US	2020-02-19
[redacted]	Seattle, US	2020-02-19
[redacted]	Houston, US	2020-02-19
[redacted]	Lynnwood, WA	2020-02-19

Name	Location	Date
[redacted]	Mountlake Terrace, WA	2020-02-19
[redacted]	Lynnwood, WA	2020-02-19
[redacted]	Mountlake Terrace, WA	2020-02-19
[redacted]	Lynnwood, WA	2020-02-19

[redacted]	Bradford, England, UK	2020-02-19
[redacted]	Arlington, WA	2020-02-20
[redacted]	Bothell, WA	2020-02-21
[redacted]	Fort mill, US	2020-02-21
[redacted]	US	2020-02-21
[redacted]	Attleboro, US	2020-02-21
[redacted]	Pittsburg, US	2020-02-21
[redacted]	Bentonville, US	2020-02-21
[redacted]	US	2020-02-21
[redacted]	San Pablo, US	2020-02-21
[redacted]	Idaho falls, US	2020-02-21
[redacted]	Tuscaloosa, AL	2020-02-21
[redacted]	mount airy, US	2020-02-21
[redacted]	Tulsa, US	2020-02-21
[redacted]	San Jose, CA	2020-02-21
[redacted]	Redmond, WA	2020-02-21
[redacted]	Vancouver, Canada	2020-02-21
[redacted]	Burleson, US	2020-02-21

Not for Profit Charter School

Menu View petition



Only **92 more** supporters to the next goal!

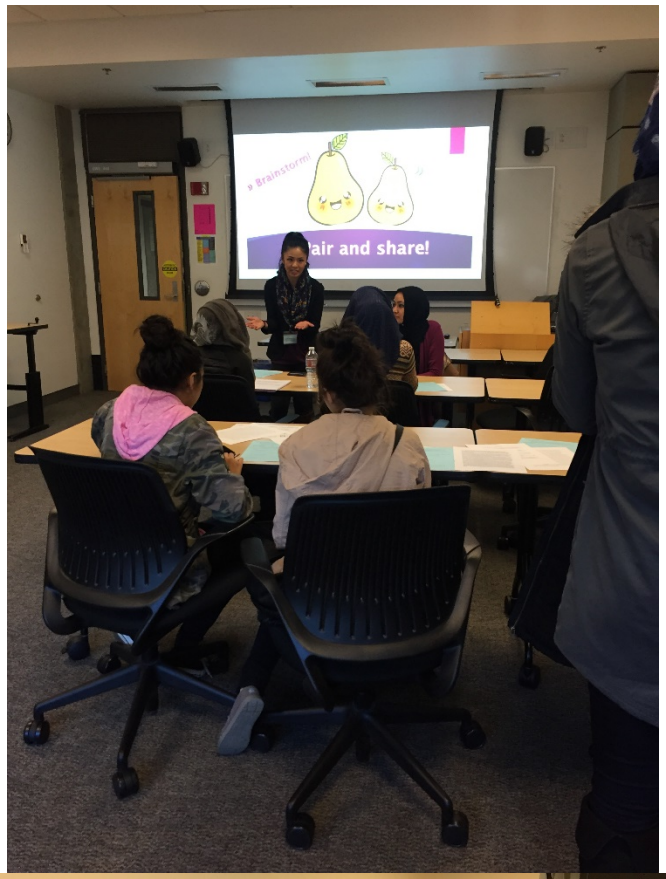
427 Views 73 Shares

Mailing List

Join our mailing list to stay updated with our announcements and events!

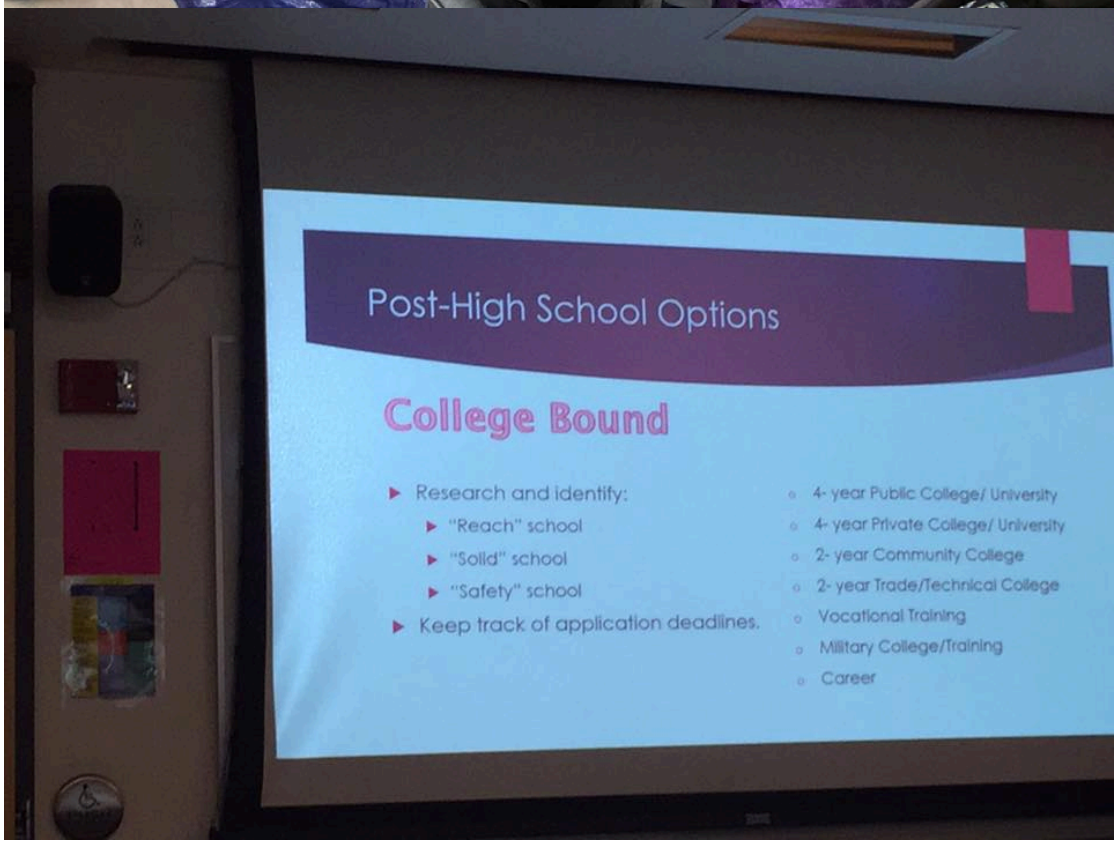
Name	E-mail Address
[redacted]	

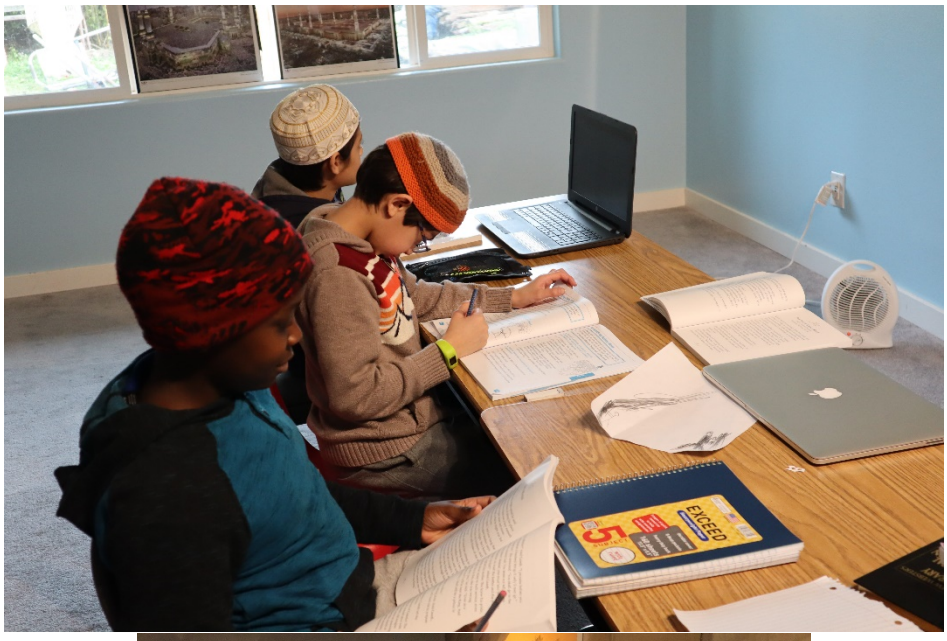
Community Engagement


Brainstorm!
air and share!


Prefixes
A prefix is one or more syllables added to the beginning of a word to form a new word.
mis- (wrongly)
misdial
to dial incorrectly
im- (not)
immoveable
cannot be moved
re- (again)
rename
to name again
bi- (two)
bifold
designed to fold twice
Common Prefixes
Prefix Meaning Prefix Meaning
anti- against non- not
bi- two pre- before
dis- opposite re- again
im- not semi- half
mid- middle un- not
mis- bad uni- one
Suffixes
A suffix is one or more syllables added to a word to form a new word.
-ble (can be done)
visible
can be seen
-en (made of)
wooden
made of wood
-ful (full of)
healthful
full of health
-less (without)
hopeless
without hope
Common Suffixes
Suffix Meaning Suffix Meaning
-ble can be done -ful full of
-ed past tense -ing continuous action
-en made of -less without
-er more -ty the state of
-er, -or a person who -ly in a manner like
-est most -s, -es more than one


Primary Colors
Red
Yellow
Blue

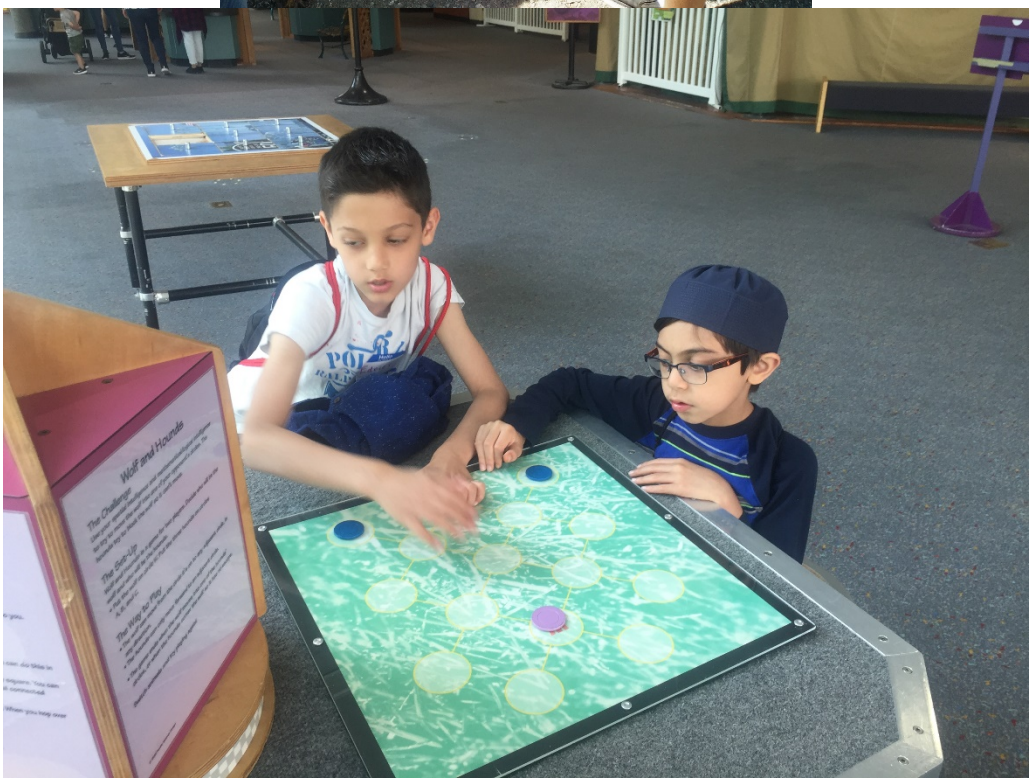

Post-High School Options
College Bound
Research and identify:
"Reach" school
"Solid" school
"Safety" school
Keep track of application deadlines.
4- year Public College/ University
4- year Private College/ University
2- year Community College
2- year Trade/Technical College
Vocational Training
Military College/Training
Career


EXCEED


CHANGING GEARS
IMAGINE
PLAN
GROW
WITH A LITTLE
START


Hello
Huzayfa
PUSH
TO
START


FISKARS
FISKARS
Level 2


Wolf and Hounds
The Challenge
The Set-Up
The Way to Play

SSSS


GRAVITY
WALL
Play with gravity!

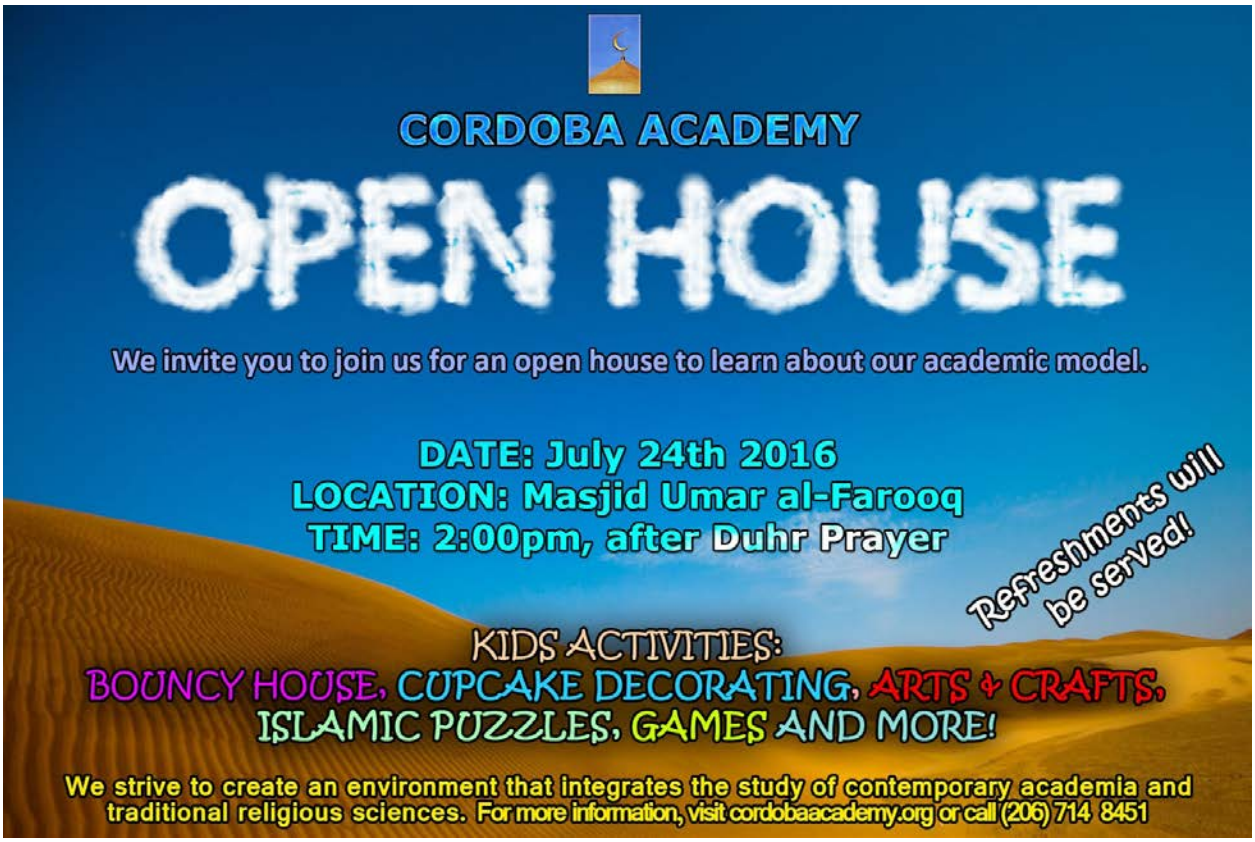
CORDOBA ACADEMY AND MIHRAAB PRESENTS:

PROFESSIONAL PREPARATION WORKSHOP 2: NETWORKING

Saturday, March 11, 2017

You are invited for a chance to connect with local Muslim professionals to learn how networking strengthens the Muslim community and to help you succeed in your professional life.

Time: 11:45 am - 4pm
Location: ARC 18115 Campus Way NE, Bothell, WA 98011
Register online at cordobaacademy.org


CORDOBA ACADEMY
OPEN HOUSE
We invite you to join us for an open house to learn about our academic model.
DATE: July 24th 2016
LOCATION: Masjid Umar al-Farooq
TIME: 2:00pm, after Duhr Prayer
Refreshments will be served!
KIDS ACTIVITIES:
BOUNCY HOUSE, CUPCAKE DECORATING, ARTS & CRAFTS, ISLAMIC PUZZLES, GAMES AND MORE!
We strive to create an environment that integrates the study of contemporary academia and traditional religious sciences. For more information, visit cordobaacademy.org or call (206) 714 8451

Letters From Parents

[redacted]

Mother

Lake Stevens, Washington

My name is Kristina and my son currently goes to public school. As a mother I understand that work at home is just as important as work at school with your kids. That being said I feel cheated. My son's classroom is overflowing with student and the teacher has a shortage of help. I have heard her say things to my child and every other child such as, I don't have time for this, you really don't know how to do this? I understand teacher are overwhelmed but shouldn't the children of our future be a priority? There is no excuses there should never be one adult to 25 children ever. How are they supposed to learn when there's not enough adequate attention? I am in great hopes that Red Apple will make the changes needed, and am in full support of the Charter schools mission and goals.

Please feel free to contact me if there is anything else need on my side. I am very excited to see this school be built and the progression it will bring to our children. We need this, my son needs this school.

[redacted]

[redacted]

To whom it may concern

My name is [redacted], I work in Public Health and Health Information Management. I worked at Children's Hospital here in Seattle, Washington for 5 years and am currently working as the Senior IS Project Coordinator for Providence Health and Service. I graduated from UW and have grown up within the public-school system in Seattle. I am in full support of Red Apple Charter School, as I feel it will bring change to students who are growing up with a similar background as mine.

Growing up, it was difficult to navigate the education system in this country. I came to the US as a refugee who spoke the English language very well, yet I still had to overcome many obstacles to achieve academic success. I felt teachers didn't possess the framework and cultural competency needed to meet my academic needs. I believe it is imperative for teachers to be trained to meet the needs of students of refugee backgrounds. I truly feel that Red Apple can and will provide that.

[redacted]

Dear Red Apple Charter School,

I am writing to you in hopes to be heard about something that is very important to me as well as many other parents. Growing up as a minority here in Washington State, my parents always stressed the importance of our education for our future. To me, school was a privilege and I always strived to do my best. Although school was so important to me, I found myself struggling to the point where I thought I was never going to be able to continue on with it. I could see the differences between myself and other classmates. I always knew I was different, and I could see how being a minority played a role in the lack of proper education that was geared towards my sisters and I. I remember being singled out in orchestra class, told not to play while watching all my other classmates being able to play. The horrific events of September 11 had me labeled a terrorist, even by those Whom I once looked up to and my parents had entrusted with my education. My own teacher singled me out due to something I had no control over, but the fact remained that I was Muslim and a person of color. Unfortunately, this is just one incident of such nature among many others which I have experienced along my educational journey, though this incident opened my eyes to a truth the innocence of a child was oblivious to. Providing an educational environment that facilitates the inclusion of diversity, we ensure that our children are exposed to other great minds, perspectives and creativity, all which play major roles in a student's education. Recognizing so is vital so that we provide the best education to children as they are our future, and so they can have the confidence in doing so.

There were times I would simply ask for extra help or a further explanation of content taught in class and I was never a priority, my hand remained raised with questions and instead of having them answered, I was told to go home and try to work on it myself. I continued my education with my struggles in math and science, though I still felt as if there was no support to help me. Every time I sought help, I felt as if other students were more important and received much more help than I ever did. I went on always trying my best and I barely made it. I developed anxiety at an early age that affected me in the classroom and reflected on the grades I would receive on exams. I would get so stressed while being tested and would frequently run out of time and despite this, I was never once offered accommodations by the teachers who witnessed my Constant struggle. Had I received the support I needed from an earlier age, it would have made a significant difference in my life, not only in the educational process but in my confidence as a student. I always did the best that I could and frequently stayed after school at “study club” led by teachers who were supposed to help students who needed it, but it was never enough.

I had to become my own advocate. It wasn’t until I was in college that I realized I needed to do something about it in order to succeed. I struggled so much just to get by up until high school, I knew college had to be different. I sought help to accommodate me with certain needs due to my anxiety that especially affected me in math and science. With the extra help and available tutors, I was able to actually succeed and finally excel contrary to all my previous experiences. Although the struggle continued, with help I was able to strive towards my dream of becoming a nurse. I’m relieved that my endurance has found me success along my educational journey.

It is important to me that I advocate and provide a voice for others that I did not have myself, not only for my own children who are now attending school, but for the other children who I know are struggling in silence as well. I would like to see greater help provided to those children who are struggling, emphasizing on challenging subjects that students often struggle with including math and science. I believe smaller classes will allow much more time for each student individually to succeed and to get the proper attention needed with an emphasis on these subjects, providing children with fun and interesting curriculum especially in STEM. I feel as if there is a huge lack of STEM material in the public-school districts which is hindering our children’s future that is promised to be revolved around. I hope that each student can be confident enough to simply be comfortable with each topic in school and be able to ask for help when needed.

I hope that Red Apple development takes into consideration my experiences as well as my voice in hopes to provide a better future for our children and our society.

Thank you,

[redacted]

Community Health Clinic

Cordoba Academy

Community Clinic

In Collaboration With
Rainier Valley Community Clinic And MCRC

WELLNESS EXAMS & SCREENING
Blood pressure, physical examinations, diabetes checks, heart health

EDUCATION & PREVENTATION
Help decrease health disparities in the future and to emphasize the importance of prevention medicine

REFERRAL & FOLLOW UP
Ensure that patients can be adequately connected to pre-existing continuity care clinics throughout King Country

A Non-Profit Health Clinic for the Community

MCRC Community Clinic will provide culturally competent healthcare for individuals and families who lack access to basic health services. We will provide continuous aid to low-income and underserved groups regardless of their ability to pay.

Every Second Saturday of the Month
10AM - 2PM

Services

General Health Care, Physical Exams (men & women), Blood pressure, Well Women Exam, Well Childcare, Diabetes Check, Vaccines, Heart Health, Acupuncture, and Natural Medicine

Contact us @
Irfan Khan
206.440.1589

MCRC
Cordoba Academy
Rainier Valley Community Clinic

Hosted at Cordoba Academy
21703 56th Ave W
Mountlake Terrace
WA 98043

Letters of Recommendations with Community Partners

SEEK. LEARN. LIVE.

For: RED APPLE ELEMENTARY SCHOOL, WASHINGTON STATE

February 25, 2020

Umair Ahmad
Mihraab Foundation
P.O. Box 52752
Bellevue WA, 98015

To whom it may concern,

It is my pleasure to sign a letter in support of Red Apple Charter School being submitted to the Washington State Charter School Commission by Adnan Khalid on behalf of Cordoba Academy.

I agree with the mission statement submitted by the board (above) and have full confidence that they will not only implement the following mission below, but ensure that the mission continues to be built on in regards to the prosperity of the students and its stakeholders.

Red Apple Elementary School promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience (w)holistic development through intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

Having served as Mihraab Foundation's Youth Director, it is my observation that children need education disseminated in an aggregate fashion. I believe it is vital to educate students of all backgrounds in a manner that cultivates resilience and emotional intelligence in order to build a society that exhibits cultural competency. I am confident a school like Red Apple will demonstrate the appropriate framework for the diverse body of students they intend to serve.

I fully support the efforts of Red Apple Charter School as they seek support to help in the success of children in this community.

Sincerely,

[redacted]

Umair Ahmad
Executive Director

Muslim Association of Snoqualmie Ridge (MASR)
35324 SE Center St. Unit G, Bldg. C, Snoqualmie, WA 98065
www.snoqualmiemosque.org

For: RED APPLE ELEMENTARY SCHOOL, WASHINGTON STATE

February 26, 2020

To whom it may concern,

It is my pleasure to sign a letter in support of the proposal of Red Apple Charter School being submitted to the Washington State Charter School Commission by Adnan Khalid on behalf of Cordoba Academy.

I/We agree with the following mission statement submitted by the board (above) and have full confidence that they will not only implement the following mission below but ensure that the mission continues to be built on in regard to the prosperity of the students and its stakeholders.

Red Apple Elementary School promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience (w)holistic development through intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

We believe a school like Red Apple will demonstrate cultural competency and the appropriate framework for the diverse body of Muslim and non-Muslim students they intend to serve.
In conclusion, I fully support the efforts of Red Apple Charter School as they seek support to help in the success of children in this community.

Sincerely,

[redacted]

Zeeshan Jahangir
Board of Director

Muslim Aid USA®
Serving Humanity

Letter of Support

For: RED APPLE ELEMENTARY SCHOOL, WASHINGTON STATE

February 26, 2020

To whom it may concern,

It is my pleasure to sign a letter in support of the proposal of Red Apple Charter School being submitted to the Washington State Charter School Commission by Adnan Khalid on behalf of Cordoba Academy.

I/We agree with the following mission statement submitted by the board (above) and have full confidence that they will not only implement the following mission below, but ensure that the mission continues to be built on in regards to the prosperity of the students and its stakeholders.

Red Apple Elementary School promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience (w)holistic development through intellectual, social, psychological, and spiritual growth. This experience will lead to empowered citizens who can critically think and self-lead.

We believe a school like Red Apple will demonstrate cultural competency and the appropriate framework for the diverse body of Muslim and non-Muslim students they intend to serve.
In conclusion, I fully support the efforts of Red Apple Charter School as they seek support to help in the success of children in this community.

[redacted]
Regional Manager

1818 Library St. Suite 500,
Reston VA 20190

866-606-2872
info@muslimaidusa.org

Family and Community Engagement: Attachment 3 Epstein Model for Engagement

Engagement Method	Examples
Parenting Support	Parents are given student trackers to help them develop literacy by encouraging age and culturally appropriate literature Providing lecture series that parents can attend to help foster a healthy learning environment at home ESL classes for adults
Fostering Volunteerism	Parents participate in an annual meeting to suggest and outline all the student extracurricular activities to be offered throughout the school year Parents lead after school events Parents participate in baking sessions, after school arts and crafts, and chaperones for field trips
Home Learning	Students are given yearly planners that outline homework assignments goals and expectations on a daily basis
Involving Parents	Monthly meetings engage parents to address concerns and the school has an open-door policy for parents to set up time for constructive criticism and feedback
Community Activities	The academy provides monthly extra-curricular activities for students to participate in including story times, game nights, arts and crafts
Communication	Parents have quarterly Parent Teacher conferences to receive student progress reports Database to provide weekly reports that show EQ And IQ data accessible through the JIRA platform Newsletters from the school go out every 2 months updating the community regarding holidays, community events, and field trips and important announcements

November/December 2019

CORDOBA ACADEMY NEWSLETTER

Our Recent Events At A Glance...



Alhamdulillah our recent Game Night was a success! We received a lot of encouraging feedback from parents regarding the layout of the event. We ended the night with Isha prayer in congregation and a talk for the youth on holding onto our Muslim identity. Our community is continuing to grow and we have had an amazing turn out of kids at our recent events. We hope to continue to serve the community and host free events to invite the youth to a place where they feel welcome, accepted, and are able to engage in fun activities in a halal manner with their fellow Muslim brothers and sisters. Our vision at Cordoba Academy is to one day have our own school campus, playground and parking lot. Alhamdulillah we were able to secure a building to call our own this year. While our current facility is admittedly humble, expansion to a full-on campus is essential to serve our growing community. Our goal is to eventually shift into a facility that adequately accommodates our needs to function as a school. This includes bigger classroom sizes, more restrooms, a gymnasium, a designated prayer hall, and conference rooms. As a non-profit organization, we can only meet our goals with your financial contributions. In order to better serve your family and our youth, we kindly request your generous donations and support to reach these efforts. Keep an eye out for our fundraising efforts in the coming months and please continue to support us.

For a limited time only! We are selling Zeeba Basmati Creamy Sella Rice bags to raise money for Cordoba Academy! Each 10 pound bag costs $14.00 and 100% of your proceeds will go to Cordoba Academy. Feed your family and gain the reward of sadaqah jariah by buying your rice from us. Please contact us at 425-954-3687 for further information.

Upcoming Events

December: Story Time: Isa (AS)

Dates To Remember

Nov. 28: Rabi Ul-Thani Begins*

Nov. 28 - 29: Thanksgiving Break (No School)

Dec. 23 - Jan 3: Winter Break (No School)

Dec. 27: Jumada Al-Awwal Begins*

* Based on local moonsighting

Like us on Facebook to stay updated on our current events!
https://www.facebook.com/CordobaAcademySeattle/

Donate to Cordoba Academy:

PayPal Donate Now

Red Apple Elementary School

Section 4 Attachment 4 Enrollment Policy

Section 4: Enrollment Policy

Red Apple Elementary School (RAES) is a public charter school. We are tuition-free and accept all and any student who chooses to attend. Admission to a charter school cannot be limited based on disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. No child will be subjected to enrollment testing. However we may use assessments to get metrics for the student's baseline after acceptance. Charter schools must accept all students who wish to attend, so long as there is space. In the case that all seats are filled, RAES will implement a lottery system in accordance with any authorizer approved enrollment preferences.

Application and Enrollment Process

To reach our target demographics most efficiently and minimize potential barriers to entry, we will make the application process as simple and accessible as possible. RAES requires only information that is necessary to minimize paperwork that will ensure a positive parent enrollment experience. The Director of Community Engagement is available to aid and guide parents in the application process at any point within the application time period.

Conditions of Enrollment

Each student requires the following documentation for the application process:

- Birth certificate
- Proof of guardianship and/or custody
- Updated record of immunization
- Emergency contact form (this will be provided with application)
- Enrollment application (this will be provided by RAES)
- Child's medical information, such as allergies, and any medical information pertaining to the safety of the child
  *If applicable, former school records

Application Timeline

A tentative timeline is as follows:

- **October 1** – Applications for admission will be made available via school website, mailing to our distribution list of interested parents. We will also utilize various outreach methods to increase enrollment awareness such as targeted facebook ads.
- **April 1** – Final deadline for submission of applications from new applicants and signed re-enrollment forms from current students. Any applications received after this date and time will be placed at the end of the lottery-generated waitlist. All applications received in person will receive a confirmation receipt. Families are welcome to mail their application, fill one out online, or in person at the school's office.

  An acknowledgement letter will be sent upon receipt of the mail or online

application. If a family does not receive or keep this receipt the school is not responsible for claims that an application was sent by mail but not received by the deadline. All receipts will be closely tracked and it is unlikely the school will lose the record, but the school cannot take responsibility should an application be unaccounted for and the family does not have their record.

- **April 7** – If applications exceed the number of available seats, a random lottery for each grade level will take place. The lottery will be conducted pursuant to Washington state's charter school law RCW 28A.710.050 and the admissions policy, once approved by the authorizer. The lottery will be open to the public and attended by a representative of the RAES Board of Directors and a neutral auditor. After all seats have been filled for each grade level, a lottery-generated waiting list will be created for each grade level, placing students in the order that their ticket was drawn. The waitlist will be valid for one year.
- **Ongoing** – If capacity is not reached by the application deadline, students will be enrolled to the school on a rolling basis. If and when the number of students surpasses the number of seats, students who submit applications after capacity is reached will be added to a waitlist, in the order that the school received their application.
- **April 9** - After the lottery is complete, all parents will be notified of the results of the lottery within 48 hours. Parents of accepted children will receive the Intent to Enroll form, which can either be picked up at the school, or mailed to the parent with a return envelope and postage included. School staff will be available to assist families with the completion of Intent to Enroll forms as necessary. Completion of the Intent to Enroll form guarantees the student a spot in the school and once a family submits and Intent to Enroll form this will receive an Enrollment Packet. Students who have been placed on the waiting list will also be notified of such placement within 48 hours of the lottery.
- **April 16** - Completed Intent to Enroll forms must be returned to the school. If mailed, the Intent to Enroll form must be postmarked by this date.

  Before the due date for the Intent to Enroll forms, RAES will attempt to verify personally with each parent by phone or at home if they intend to accept a seat at the school and encourage them to submit their Intent to Enroll form. If the school is unsuccessful in contacting the family for verification, the family will then give up the seat and the student's name will be placed at the end of the lottery-generated the waitlist.
- **April 19** - If there are still seats available after the Intent to Enroll deadline, the school will begin accepting students on the waitlist. After all seats have been assigned, the lottery-generated wait list will be utilized for the remaining students who have registered if a seat should open. In all cases, RAES will adhere to all

schedules and requirements pursuant to Washington State law concerning the recruitment and enrollment of students.

- **April 27** – Enrollment packets are due for lottery-selected students. If students are enrolled on a rolling basis, enrollment packet deadlines will be set accordingly to give families ample time to gather the necessary documentation. Late paperwork for admission and enrollment 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 each year. RAES will provide extensive support to families, including home visits, to ensure all paperwork is received on time.
- The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non- homeless students. RAES will immediately enroll any homeless student, and will not delay or prevent the enrollment of a homeless student due to the lack of school or immunization records.

The snapshot of the proposed timeline looks like this:

Task	Timeline/Deadline
Application Period	10/1/2020 – 4/1/2021
Lottery	4/7/2021
Notify Admitted Students	4/9/2021
Intent to Enroll Forms Due	4/16/2021
Waitlist Students Notified	4/19/2021
Enrollment Packets Due	4/27/2021

Student Recruitment Plan for Admission to the 2021-2022 School Year

RAES seeks to recruit most heavily from the Mountlake Terrace, Lynnwood neighborhoods and all Edmonds school district, which includes our target populations of systemically underserved students: students of color, students from low-income families, and students learning English. In addition, RAES seeks to recruit heavily from the immigrant community and refugee families living in the North Seattle/South Snohomish County area, as these are the main communities that were engaged during the school design process.

The information sessions, home visits, and the application packet for admission to RAES shall include information that allows students and parents to be informed about the charter school, its educational program, the academic and behavioral expectations of students, and the rights and

responsibilities of students and parents who wish to join the RAES community.

All communication (as outlined in section 4) will be in English, Somali, Arabic and Urdu whenever possible. Other languages will be added as needed. This communication process will be reoccurring to maintain a high level of recurrent enrollment.

The following will also be implemented:

- RAES will place paid advertisements in local print media (including and local community publications). The ads will announce that the school is accepting applications, contact information and dates, and times/locations for recruitment events.
- RAES will seek to include recruitment events and application deadlines on community calendars (print and electronic when available).
- RAES will have a booth set up at all major community events, fairs, farmers markets, celebrations, and parades to spread the word about the charter school.
- RAES will be present thrice (when possible) at Cordoba Academy's events
- RAES will reach out and speak at local faith based congregations
- RAES will post flyers and pay for targeted social media ads
- Designate recruitment events throughout the target geographic area

An example recruitment event timeline is as follows:

Month	Day of Week	Location
October	Saturday or Sunday + Weeknight	Cordoba Academy, Lynnwood Public Library
November	Saturday or Sunday + Weeknight	Cordoba Academy, Mountlake Terrace Public Library
December	Saturday or Sunday + Weeknight	Shoreline Community Center YMCA of Shoreline
January	Saturday or Sunday + Weeknight	Edmonds Library
February	Saturday or Sunday + Weeknight	Edmonds Community Center
March	Saturday or Sunday + Weeknight	Brier Library
April – Until targets met:	Saturday or Sunday +	Based on availability

If needed	Weeknight	

The agenda of the open house will include a presentation that provides a detailed description of RAES and its educational model. Participants will have the opportunity to provide feedback, ask questions to gain clarity, meet and greet staff and leadership. Additionally:

- 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 Somali, Spanish, and other languages as needed.
- Beginning in January 2021 and concluding in March 2021, RAES 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. A FAQ will be compiled and posted onto our website.

Lottery Procedures

The lottery will, generally, follow the order below:

1. Current students who complete a re-enrollment form are automatically re-enrolled to the next grade.
2. If spaces are available, and once an application is completed and duly submitted, siblings of currently enrolled students will be automatically enrolled. If a grade has more sibling applicants than openings, sibling applicants will be drawn using a lottery system.
3. New applicants are drawn completely for each grade, beginning with the lowest entry grade, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings will also be immediately enrolled.
4. After all spaces are filled, the drawing continues to determine the order of the waiting list.

Lottery rules, deadlines, dates and times for the lottery will be communicated in the admission applications and on the RAES website. Public notice for the official date and time of any lottery will be posted once the application deadline has passed. RAES will 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.

Weighted Enrollment Preference

RAES will grant an enrollment preference to siblings of currently-enrolled students, with any remaining enrollments allocated through a lottery per RCW 28A.710.050(3). Before RAES conducts the lottery, the school will work with the Commission and our consultants to legally grant a weighted enrollment preference to children of full-time employees of RAES, as well as to at-risk students to ensure that RAES is serving students in its target populations. We strongly believe that our teachers and staff children attending our charter school lets potential parents know that the environment is trusting and aligns with our DEI statement.

Waiting Lists, Withdrawals, Reenrollment, and Transfers

Waiting List
Using the lottery and waitlist process outlined above, RAES will notify families of available spots in a timely, systematic way. Students will be taken off the waitlist in the order they are placed. This waitlist 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.

Re-enrollments
Students are assumed to be returning to the school each fall unless the school is informed otherwise. Re-enrollment of currently enrolled students is automatic and the school will issue Intent to Renew Enrollment forms to confirm student status. Re-enrollment of previously enrolled RAES students that have unenrolled will be dependent upon capacity. The student may be placed on the waitlist.

Withdrawals
To withdraw a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which s/he is transferring. RAES is a school of choice and it is critical that all students and their parents examine the school closely before deciding to enroll. We realize there may be circumstances in which a parent or guardian wishes to transfer their child to a different school. In these instances, RAES personnel will offer to meet with the family to discuss the reasons for the desired withdrawal from the school and seek solutions to any problems within the school community. If the parent or guardian still wishes to transfer their child to another school, staff at RAES will make every reasonable effort to help the student find a school that better serves the family's desires. RAES will ensure the timely transfer of any necessary school records to the student's new school.

Transfers
Students who wish to transfer to RAES will be placed on the waiting list and notified when an opening exists. Students that enter mid-year will be supported with acculturation (see Section 3: School Culture).

Red Apple Elementary School

Section 6 Attachment 5 Sample Scope and Sequence 1st Grade ELA

Core Knowledge Sequence

Content and Skill Guidelines for Grades K–8

Core Knowledge®

ART DIRECTION AND DESIGN: Liza Greene and Holly Lanigan
COVER: Liza Greene

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Ninth printing of Core Knowledge Sequence for K–8

Third printing of Core Knowledge Preschool Sequence

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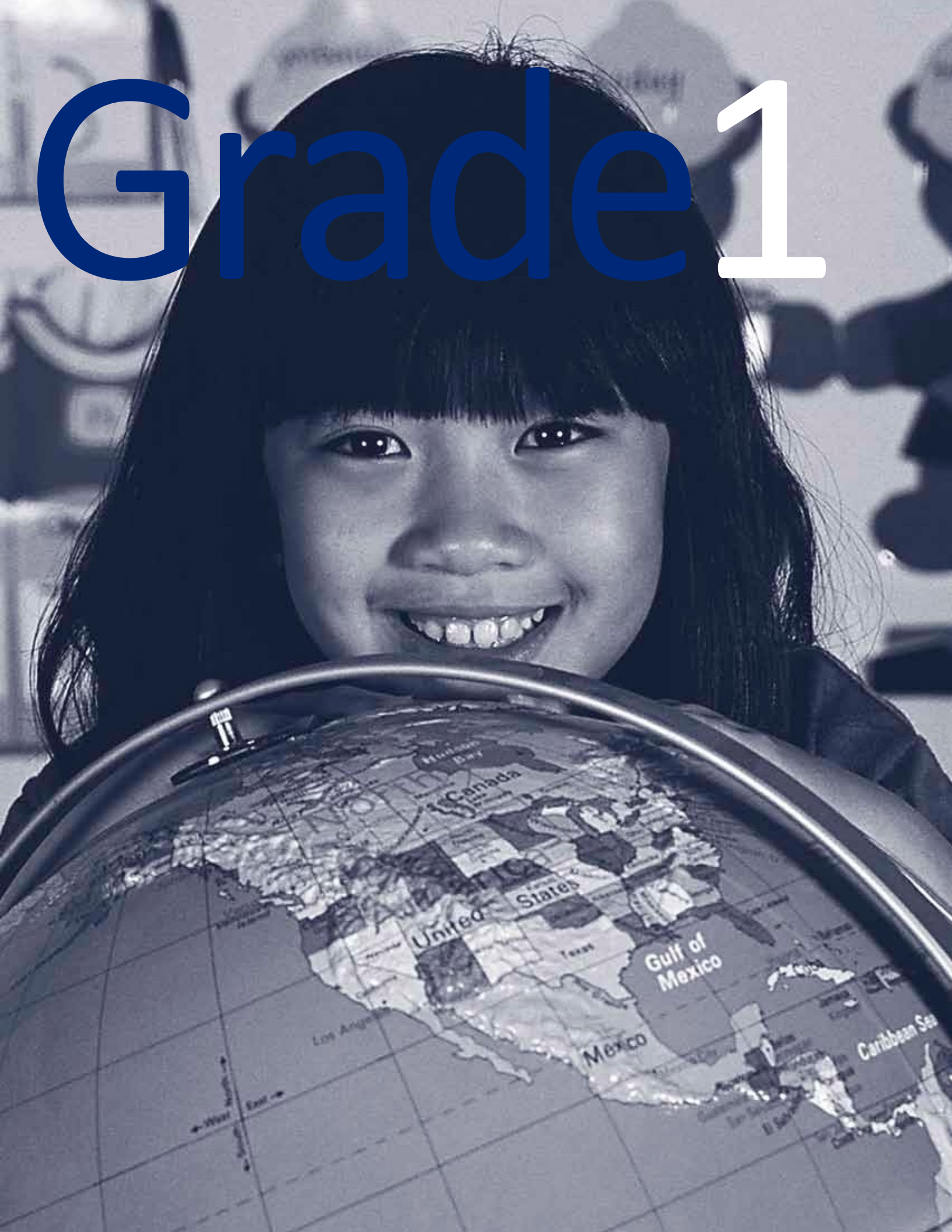
Red Apple Elementary School

Section 6 Attachment 5 Sample Scope and Sequence 1st Grade ELA

Grade 1



Language Arts: Grade 1

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 1, domains include: Early World Civilizations; Modern Civilization and Culture: Mexico; Early American Civilizations; Early Exploration and Settlement; From Colonies to Independence: The American Revolution; Early Exploration of the American West; Living Things and Their Environments; The Human Body; Matter; Introduction to Electricity; Astronomy: Introduction to the Solar System; The Earth.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the on-going development of children's listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up*, *down*, *first*, *last*, *before*, *after*, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as "Hit the nail on the head" and "Let the cat out of the bag" (see page 34).

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the first grade level, a child's ability to understand what he hears far outpaces his ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included on pages 32-34. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 1 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction read-aloud topics from the first grade history, science, music, and visual arts topics listed on pages 35–47, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.

- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. PHONEMIC AWARENESS

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/…/a/…/t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply bit or *mitt*.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words.

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/b/ spelled 'b' as in *boy*, 'bb'; as in *tubby*
/d/ spelled 'd' as in *dog*, 'dd' as in madder, 'ed' as in *filled*
/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*
/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*
/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*
/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
/l/ spelled 'l' as in *lip*, 'll' as in *sell*
/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*
/p/ spelled 'p' as in *pet*, 'pp' as in *happy*
/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*
/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*
/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*
/v/ spelled 'v' as in *vet*, 've' as in *twelve*
/w/ spelled 'w' as in *wet*, 'wh' as in *when*
/x/ spelled 'x' as in *tax*
/y/ spelled 'y' as in *yes*
/z/ spelled 'z' as in *zip*, 'zz' as in b*uzz*, 's' as in *dogs*
/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*
/sh/ spelled 'sh' as in *ship*
/th/ spelled 'th' as in *thin*
/th/ spelled 'th' as in *then*
/qu/ spelled 'qu' as in *quick*
/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/a/ spelled 'a' as in *cat*
/e/ spelled 'e' as in *get*
/i/ spelled 'i' as in *hit*
/o/ spelled 'o' as in *hot*
/u/ spelled 'u' as in *but*
/ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*
/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*
/ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
/ue/ spelled 'u_e' as in *cute*
/aw/ spelled 'aw' as in *paw*
/oo/ spelled 'oo' as in *look*,
/oo/ spelled 'oo' as in *soon*
/ou/ spelled 'ou' as in s*hout*
/oi/ spelled 'oi' as in *oil*
/er/ spelled 'er' as in *her*
/ar/ spelled 'ar' as is *car*
/or/ spelled 'or' as in *for*

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. READING COMPREHENSION—ALL TEXTS

Teachers: During the beginning of first grade, most students will still need to devote considerable energy when reading to deciphering the written text. Over the course of this year, they

will learn even more elements of the code, meaning that the decodable texts that they can read independently will increasingly resemble "real stories" and trade books. With practice and repeated readings of the same text, students will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both of these factors, i.e., the student's increasing fluency and the use of more authentic text—which is now decodable because of the student's increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text expected at the kindergarten level. This expectation is reflected in the increased number of objectives below that have been added to the kindergarten level objectives. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering "why" questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first*, *next*, *then*, etc.
- Identify words that link ideas, i.e., *for example*, *also*, *in addition*.

F. READING COMPREHENSION—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. READING COMPREHENSION—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction topics from the first grade history, science, music and visual arts topics listed on pages 35–47, with emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Teachers: It is important to recognize that of all the communication skills—listening, speaking, reading, and writing—writing is the most demanding and challenging. During the beginning of first grade, children still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. During this period, teachers should continue to support written expression through shared writing experiences that are modeled and scaffolded by an adult.

At some point during the first grade year, however, most children will feel comfortable enough with the basic skills to begin making a transition to writing more independently. Young children's desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age appropriate expectations about what first grade student writing should resemble. Students have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect students to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a student who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as good spelling for this stage of literacy acquisition. Dictionary-correct spelling will be a realistic goal when students have learned more spellings and learned how to use a dictionary to check spelling.

Furthermore, while teachers can begin to model and scaffold the use of a writing process, such as "Plan-Draft-Edit," it is equally important not to dampen student enthusiasm by rigidly insisting that *all* student writing be edited over and over again to bring the text to the "publication" stage. A sensible balance that encourages children to use their current skill knowledge when writing—without stifling creative expression—is optimal at the first grade level.

Writing to Reflect Audience, Purpose and Task

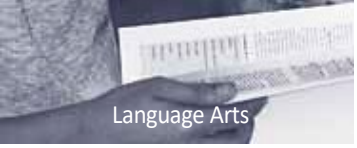
- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

A. NARRATIVE WRITING

- Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title and an ending that are relevant to the narrative.



B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. HANDWRITING AND SPELLING

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, *fone* for *phone*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I*, *me*, *my*, *they*, *them*, orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Produce and expand complete sentences orally and in shared writing exercises.

C. CAPITALIZATION, AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, and items in a series.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although children are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

V. Poetry

Hope (Langston Hughes)
I Know All the Sounds the Animals Make (Jack Prelutsky)
My Shadow (Robert Louis Stevenson)
The Owl and the Pussycat (Edward Lear)
The Pasture (Robert Frost)
The Purple Cow (Gelett Burgess)
Rope Rhyme (Eloise Greenfield)
Sing a Song of People (Lois Lenski)
Solomon Grundy (traditional)
The Swing (Robert Louis Stevenson)
Table Manners [also known as "The Goops"] (Gelett Burgess)
Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child)
Washington (Nancy Byrd Turner)
Wynken, Blynken, and Nod (Eugene Field)

VI. Fiction

Teachers: While the following works make up a strong core of literature, the "content" of language arts includes not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding and encoding skills (see above, II. Reading and III. Writing).

The titles here constitute a core of stories for this grade. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In first grade, most of the following titles should be read-aloud selections. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to "read it all by myself."

Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. STORIES

The Boy at the Dike (folktale from Holland)
The Frog Prince
Hansel and Gretel
selections from *The House at Pooh Corner* (A. A.Milne)
How Anansi Got Stories from the Sky God (folktale from West Africa)
It Could Always Be Worse (Yiddish folktale)
Jack and the Beanstalk
The Knee-High Man (African-American folktale)
Medio Pollito (Hispanic folktale)
The Pied Piper of Hamelin
Pinocchio
The Princess and the Pea
Puss-in-Boots
Rapunzel
Rumpelstiltskin
Sleeping Beauty
The Tale of Peter Rabbit (Beatrix Potter)

Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)
Why the Owl Has Big Eyes (Native American legend)

B. AESOP'S FABLES

The Boy Who Cried Wolf
The Dog in the Manger
The Wolf in Sheep's Clothing
The Maid and the Milk Pail
The Fox and the Grapes
The Goose and the Golden Eggs

C. DIFFERENT LANDS, SIMILAR STORIES

Teachers: To give students a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce students to similar folktales from different lands, such as the following:

Lon Po Po (China) and Little Red Riding Hood
Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam)
Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

Note: Children should learn terms relating to drama as part of their participation in a play appropriate for first graders—possibly a dramatized version of one of the stories listed above.

D. LITERARY TERMS

Characters, heroes, and heroines
Drama
- actors and actresses
- costumes, scenery and props
- theater, stage, audience

VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

a.m. and p.m.
An apple a day keeps the doctor away.
Do unto others as you would have them do unto you. [also in Kindergarten]
Fish out of water
Hit the nail on the head.
If at first you don't succeed, try, try again.
Land of Nod
Let the cat out of the bag.
The more the merrier.
Never leave till tomorrow what you can do today.
Practice makes perfect. [also in Kindergarten]
Sour grapes
There's no place like home.
Wolf in sheep's clothing

Red Apple Elementary School

Section 6 Attachment 6 Curriculum Development Plan

Section 6 Attachment 6: Plan for Curriculum Development

Curriculum development and design considerations have already been proposed in the narrative portion of section 6. We will select curricula that are horizontally and vertically aligned to standards, culturally responsive and relevant, and are aligned to our instructional model. Once curricula are selected the principal will, at least annually, review curricula to ensure that it is vertically and horizontally aligned. We will also review materials to ensure that they are free of all types of bias and to ensure that all cultures of our school are represented in instructional materials and that those materials are culturally responsive. A tool like OSPI's *Washington Models for the Evaluation of Bias Content in Instructional Materials* will be used.

The chart below demonstrates the process RAES will use to determine build out our final curriculum.

Schedule for Curricula Selection

Timeline	Topic	Description	Person(s) Responsible
Fall/Winter 2019-2020	Curricula Research	Begin auditing curricula currently being used in Edmonds School District and surrounding districts, and complete fact-finding about what has/hasn't worked and for what students	Board of Directors
Spring 2020	Curricula Review	Review the curricula used at high performing schools nationally for core content areas at all grade levels	Board of Directors
Spring 2020	School Review	Create a list of high performing schools to visit locally and nationally, develop timeline for visiting schools	Board of Directors
Spring/Summer 2020	Curriculum Advisory Team	Develop recruitment strategy for experts to join Educational Design team, develop outreach strategy	Board of Directors, Principal and ED design team
Summer 2020	Curricula Research	Develop initial lists of possible curricula, including pros/cons of each, testing them against our educational program terms and what we know about our anticipated population	Board of Directors, Principal and ED design team
Summer 2020	Professional Development	Engage Dr. Don Trent Jacobs, Four Arrows (Wahinkpe Topa) in developing school models based on Indigenous Framework Designer	Dr. John Inman, Principal and ED design team

Fall 2020	Professional Development	Engage national expert Diane Montegomery on developing ELL learning strategy	Dr. John Inman, Principal and ED design team
Fall 2020	School Visits	Schedule and attend local and national school visits	Board of Directors, Principal and ED design team
Fall 2020	Design Team	Assemble a design team of community members and educational experts to form and design the instructional model. Begin meeting consistently, 1-2 times per month	Director of Community Outreach, Principal and ED design team
Fall 2020	Curricula Research	Develop formal sharing agreements with high-performing schools of influence including Impact Public Schools, Navigator Schools, Spokane International Academy	Principal and ED design team
Winter 2021	Curricula Selection	Select finalist curricula choices for each content area/grade level	Principal and ED design team
Spring 2021	Curricula Selection	Develop curriculum roundtable meetings to vet and gain feedback on final curricula selections and confirm team consensus that these choices will best serve our anticipated school population and advance the experience delineated by our educational program terms	Principal and ED design team
June 1 , 2021	Curricula Selection	Finalize Curricula Choices Approved	Board of Directors, Principal and ED Design Team
Summer 2021	Playbook Development	Create detailed playbooks for each element of school culture and instructional model, including a playbook for effective implementation of curriculum	Principal and ED design team
Summer 2021	Scope + Sequence Development	Create internal scope and sequence documents that are aligned to relevant standards and curriculum	School Co-Founders alongside Principal and ED design team

Summer 2021	Unpacking Standards	Create unpacking standards toolkits for teachers across grade levels and content areas	School Co-Founders alongside Principal and ED design team
Summer 2021	Assessments	Create/select interim assessments aligned with chosen curriculum	School Co-Founders alongside Principal and ED design team

Red Apple Elementary School

Section 7 Attachment 7 Grade 5 Exit Standards

Red Apple Charter School Graduation Standards

Attachment 7: Exit standards for graduating students or students completing the last grade in school.

Red Apple Elementary School's (RAES's) mission is to prepare students to be leaders and critical thinkers. To this end we will prepare our students to excel in high school, college and in their careers and lives beyond. Our exit standards reflect our commitments to excellence.

To exit grade 5, students must meet or exceed all state grade-level expectations through RAES school-based expectations as noted below.

Area of Study	RAES Assessment	State Assessment	RAES Exit Expectations
Reading	STEP Assessment	SBA	Grade- level reading words per minute and comprehension per STEP or similar
Writing	STEP Assessment	SBA	Grade-level writing standard per STEP or similar
Math	ALEKS	SBA	% 85 or higher on SBA
Science Engineering Tech	NGSS Rubric	WCAS	RAES teacher Evaluation based on WCAS results and NGSS rubric
Humanities/Community Studies	RAES Teacher Evaluation	EALR/GLEs	RAES Teacher Evaluation
Leadership	RAES Leadership Rubric		CAPSTONE PROJECT

Summary of minimal developed skills:

- Be generally truthful and dependable
- Develop increasing independence
- Improve problem-solving skills
- Acquire more-advanced listening and responding skills
- Enjoy organizing and classifying objects and ideas
- Be able to read and concentrate for long periods of time
- Read complex text fluently and with good comprehension
- Research a topic using a variety of sources, and use the features of a book (for example, the index, glossary, and appendix) to find information
- Identify conflict, climax, and resolution in a story
- Write an organized, multi-paragraph composition in sequential order with a central idea
- Use problem-solving strategies to solve real-world problems
- Identify and describe the world around them from a DEI perspective

Red Apple Elementary School

Section 11 Attachment 8 School Calendar

Operating on a Quarter System

Sample Calendar Subject to Change at Principal's Discretion

August 2021		SU	M	T	W	TH	F	S
Home Visits	8/2-8/20	1	2	3	4	5	6	7
Muharram	10-Aug	8	9	10	11	12	13	14
Ashura	19-Aug	15	16	17	18	19	20	21
		22	23	24	25	26	27	28
Assessment Days	8/30-8/31	29	30	31				
Total Instructional Days:								

September 2021		SU	M	T	W	TH	F	S
Assessment Days	9/1-9/3				1	2	3	4
Student Orientation	9/7-9/9	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		
Total Instructional Days:	**18**							

October 2021		SU	M	T	W	TH	F	S
							1	2
		3	4	5	6	7	8	9
		10	11	12	13	14	15	16
Excursion Days	10/18-10/19	17	18	19	20	21	22	23
		24	25	26	27	28	29	30
		31						
Total Instructional Days:	**21**							

November 2021		SU	M	T	W	TH	F	S
			1	2	3	4	5	6
Veteran's Day		7	8	9	10	11	12	13
My Community Awareness Week	11/15-11/18	14	15	16	17	18	19	20
Thanksgiving Holiday		21	22	23	24	25	26	27
		28	29	30				
Total Instructional Days:	**19**							

December 2021		SU	M	T	W	TH	F	S
					1	2	3	4
Staff PD Training Days	12/13-12/17	5	6	7	8	9	10	11
Quarter 1 Assessment Days	12/13-12/17	12	13	14	15	16	17	18
Winter Break		19	20	21	22	23	24	25
End of Q1	17-Dec	26	27	28	29	30	31	
Total Instructional Days:	**13**							

January 2022		SU	M	T	W	TH	F	S
								1
Parent Teacher Conferences	1/3-1/13	2	3	4	5	6	7	8
		9	10	11	12	13	14	15
MLK day	17-Jan	16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	31					
Total Instructional Days:	**20**							

February 2022		SU	M	T	W	TH	F	S
				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
President's Day		20	21	22	23	24	25	26
		27	28					
Total Instructional Days:	**19**							

March 2022		SU	M	T	W	TH	F	S
Home -Visits	3/1-3/4			1	2	3	4	5
Q2 Assessment Days	3/7-3/11	6	7	8	9	10	11	12
End of Q2	11-Mar	13	14	15	16	17	18	19
Excursion Days		20	21	22	23	24	25	26
		27	28	29	30	31		
Total Instructional Days:	**23**							

April 2022		SU	M	T	W	TH	F	S
Ramadan Begins							1	2
		3	4	5	6	7	8	9
STEM Fair	4/11-4/14	10	11	12	13	14	15	16
		17	18	19	20	21	22	23
End of Ramadan - Holiday	29-Apr	24	25	26	27	28	29	30
Total Instructional Days:	**19**							

May 2022		SU	M	T	W	TH	F	S
Eid-Fitr - Holiday	5/2-5/3	1	2	3	4	5	6	7
		5	6	10	11	12	13	14
		12	13	17	18	19	20	21
		19	20	24	25	26	27	28
Memorial Day		29	30	31				
Total Instructional Days:	**19**							

June 2022		SU	M	T	W	TH	F	S
Excursion Day	1-Jun				1	2	3	4
Assessment Days	6/6 - 6/9	5	6	7	8	9	10	11
Parent Teacher Conferences	6/6-6/16	12	13	14	15	16	17	18
Last Day of School		19	20	21	22	23	24	25
		26	27	28	29	30		
Total Instructional Days:	**14**							

July 2022		SU	M	T	W	TH	F	S
							1	2
Independence Day		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						
Total Instructional Days:	**0**							

Total (Annual) Instructional Days	**185**

Legend	
Home Visits	
Student Orientation	
First/Last Day	
Vacation/Holiday	
Assessment Window	
Parent Student Conferences	
Inclement Weather Make Up Days	
Half Day / Faculty Pofessional Development	
Cultural Days	
Field Trips	
Student Led Days	

Red Apple Elementary School

Section 11 Attachment 9 School Daily and Weekly Schedule

Section 11: Attachment 9 Daily Schedule

Red Apple Charter School

Weekly Schedule

2021 - 2022

K- 5

		MON	TUE	WED	THUR	FRI
6	am :30					
7	am :15 :30 :45					
8	am :15	Breakfast or Optional Tutoring	Breakfast or Optional Tutoring	Breakfast or Optional Tutoring	Breakfast or Optional Tutoring	Breakfast or Optional Tutoring
	:30 :45	Start of Instruction: Reflection Time	Start of Instruction: Reflection Time	Start of Instruction: Reflection Time	Start of Instruction: Reflection Time	ELA and 5 minutes transition time
9	am :15 :30 :45	ELA and 5 minutes transition time	ELA and 5 minutes transition time	ELA and 5 minutes transition time	ELA and 5 minutes transition time	
10	am :15 :30 :45	Math and 5 minutes transition time	Math and 5 minutes transition time	Math and 5 minutes transition time	Math and 5 minutes transition time	Math and 5 minutes transition time
11	am :15 :30 :45	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Humanities/Community Studies/Social Studies and 5 minutes transition time
12	pm :15 :30 :45	DEI Time for Students	DEI Time for Students	DEI Time for Students	DEI Time for Students	Lunch and Dismissal
1	pm :15 :30 :45	STEM Studies and 5 minutes transition time	STEM Studies and 5 minutes transition time	STEM Studies and 5 minutes transition time	STEM Studies and 5 minutes transition time	Designated Time for Students extra-curricular activities such as tutoring, enrichment, also to attend Friday Prayers and return - PD time for STAFF
2	pm :15 :30 :45	Humanities/Community Studies/Social Studies and 5 minutes transition time	Humanities/Community Studies/Social Studies and 5 minutes transition time	Humanities/Community Studies/Social Studies and 5 minutes transition time	Humanities/Community Studies/Social Studies and 5 minutes transition time	
3	pm :15	Recess	Recess	Recess	Recess	
	:30 :45	Creative Arts	Physical Education	Creative Arts	Physical Education	
4	pm :15	End of Day Huddle (Dismissal)	End of Day Huddle (Dismissal)	End of Day Huddle (Dismissal)	End of Day Huddle (Dismissal)	
5	:30 pm :30	Option Tutoring/ Counseling/ Extra Curricular Activites	Option Tutoring/ Counseling/ Extra Curricular Activites	Option Tutoring/ Counseling/ Extra Curricular Activites	Option Tutoring/ Counseling/ Extra Curricular Activites	
6	pm :30					

Red Apple Elementary School

Section 12 Attachment 10 Discipline Policy

Section 12: Attachment 10 Discipline Policy

Red Apple Elementary School Discipline Policy Philosophy

Red Apple Elementary School (RAES) students experience holistic development through intellectual, social, emotional, and spiritual growth. This experience will lead to empowered global citizens who can think critically and self-lead. This can only be achieved if all of our students are engaged in their education each and every day. Our core values of love and respect guide us as we develop an inclusive and culturally responsive approach to school discipline.

RAES utilizes a discipline policy that puts students and their needs at the center. Pillars of our discipline policy include:

- Clear and consistent behavioral expectations that are developmentally appropriate and documented via our Code of Conduct;
- Fair and equal justice
- Clear expectations for students, school, and family documented in the Parent Student Handbook
- A positive, tiered, school-wide approach to behavior management;
- Restorative justice practices;
- Trauma-informed practices utilizing ACES framework; and
- Practices and structures to foster social-emotional learning and growth

Building a Foundation of Honesty, Integrity, Humility and Respect

RAES utilizes a school-wide, positive behavioral system and discipline policy to support students to meet high behavioral expectations. These key components have already been discussed in the application narrative. See section 12 for more details.

RAES will also respond to repeated misbehavior with logical consequences. In a responsive classroom based on belonging, it is important to use logical consequences as opposed to punishment.

The goal of logical consequences is to help students develop internal self-control and a desire to follow the rules for the good of the community. We combine high behavioral expectations with students' social-emotional development and individual needs and experiences. RAES's plan is to help students notice and reflect on the connections between their actions and the consequences of those actions. At RAES, logical consequences will be clear, understandable, respectful, realistic, and relevant to the student's actions.

In addition, there may be factors that mitigate circumstances and factors that aggravate circumstances. RAES has a diverse population of students with different lived experiences. In creating a culture of belonging and discipline as collaborative problem solving through restorative practices, mitigating and aggravating factors will play a role in equitable discipline decisions.

The following list is not an exhaustive list of factors:

Table of Possible Mitigating and Aggravating Factors:

Possible Mitigating Factors	**Possible Aggravating Factors**
• Little or no prior documented misconduct • Minimal damage • No injury or damaged caused • Little potential of harm • No evidence that student intended to	• Pattern of similar misconduct • Significant impact of incident on overall school community • Substantial disruption to learning of others caused by student's defiance

display or use the weapon • Student offers credible evidence that they had the weapon for legitimate purposes away from school and unintentionally brought the object to school • The weapon was a small pocket knife with a blade of 2.5 inches or less • Student was primarily acting defensively • Student's intent or purpose • Student's age and/or inability to understand potential consequences of the conduct • Admitted or self-reported conduct • Student attempted, but failed to or was prevented from, carrying out the conduct	• Student attempts to solicit or incite others to engage in behavior • Significant damage (in extent or cost) • Potential of serious harm • Intent or purpose in setting fire • Serious actual or potential injury • Use of an object or weapon • Premediated conduct • Multiple students assaulting a single student • Prior assault(s), threat(s), harassment, or bullying by the student against the same victim • Exceptional severity or cruelty • Previous discipline record of student warranting progressive discipline

Here is our proposed Discipline Policy in compliance with all state and federal laws.

Attendance Policy

Every day is important at RAES. Consistent school attendance is important to a student's ongoing progress. Our students are expected and required by law to attend school every day that school is in session, except for the following excused absences (RCW 28A.225.010):

- Student illnesses
- Family emergency
- Doctor or dental appointments
- Prearranged trip
- Reason of faith or conscience (2 days per year)

Tardies: Students are expected to be in the classroom and ready to learn by the time class starts. Students who are late to school must check in at the main office to get a pass to class. Teachers will record tardies in the student information system whenever a student is late to class.

Unexcused Absences: Parent/guardians are expected to notify the school office in case of an absence immediately. If the office is not notified by telephone or a note indicating the reason for the absence within three days, the absence will be considered truancy.

Pre-arranged Absences: For parents/guardians wishing to have a student released from school for reasons other than illness, permission will be granted subject to the following conditions:

- A request by parent/guardian should be made in advance of the absence either by sending a note or calling the school office.
- Make-up work is the student's responsibility. Classroom participation and project work are difficult to make up; therefore, a student's evaluation in a class or on a project may be affected by absences.

Attendance Procedure

For safety purposes, RAES is a closed campus. All students need to check in and out of school through the main office. Students are not allowed to leave campus at any time during the school day without a

parent, guardian, or sibling named on the child's registration paperwork. This person will be required to sign in and provide valid identification. If a parent/guardian wishes to have an alternative person pick the student up, they must notify the school in advance. The school will also maintain a "Do Not Release" list based on named people from students' registration paperwork in the main office. If a student is reported absent by school staff, an attempt will be made to contact the parent/guardian by telephone as soon as possible. The staff will take attendance at the beginning of every school day via the school's student information system. The main office will call the parents/guardians of any students for whom there was no prior notice of absenteeism.

Suspensions and Expulsions from School

RAES believes that the vast majority of disciplinary issues that arise at school can be addressed via methods that do not involve suspensions or expulsions. In the rare cases that these consequences are warranted, the following policies, aligned with Washington state law, will guide our decision making.

Student Discipline and Corrective Action Policy

Rules of student conduct are essential for maintaining a safe and supporting learning environment for all students. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for disciplinary action.

Staff are responsible for supervising student behavior, employing effective classroom management methods, and enforcing the rules of student conduct in a fair, consistent, and non-discriminatory manner. Disciplinary action must be reasonable, culturally responsive, and necessary under the circumstances, while reflecting the RAES's priority to maintain a safe and positive learning environment for all students and staff. RAES will administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.

When administering discipline under this policy and the related procedure, RAES staff must not:

- 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;
- Deprive a student of constitutional rights to: freedom of speech, press, peaceable assembly; petition the government and its representatives for a redress of grievances; free exercise of religion; freedom from sectarian control or influence; subject to reasonable time, place, and manner limitations on exercising such rights;
- Deprive a student of the constitutional right to be secure in the person, papers, and effects against unreasonable searches and seizures;
- Unlawfully interfere in a student's pursuit of an education while in the custody of the Charter School; or
- Deprive a student of the right to an equal educational opportunity, in whole or in part, without due process of law.

RAES will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. RAES will provide students and/or their parents/guardians with all required substantive and procedural due process concerning grievances, hearings, and/or appeals of corrective action. RAES will ensure that it provides such information with language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

RAES will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and RAES staff whose duties require them to interact with students and enforce or implement components of student discipline.

RAES will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a re-engagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

RAES, however, may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:

- 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; and
- 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.

In consultation with RAES staff, students, families, and the community, RAES will periodically review and update this policy and its accompanying procedure. The following policies has been modeled after the Washington State School Directors Association model policies 3241 and 3241P regarding Classroom Management, Discipline, and Corrective Action.

Procedures for Classroom Management, Discipline, and Corrective Action

Definitions

1. "Behavioral violation" means a student's behavior that violates the Charter School's discipline policies.
2. "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:
    i. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
    ii. The student remains under the supervision of the teacher or other school personnel during such brief duration.
3. "Corrective action" means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion.
4. "Culturally responsive" has the same meaning as "cultural competency" in RCW 28A.410.270.
5. "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.
6. "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.
7. "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.
8. "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 school principals or designee. An emergency expulsion requires the school principals 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 the Charter School 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.

9. "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 their current school placement by a Charter school principal 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 Charter School board for an extension; and 2) the Charter School principal authorizes the extension pursuant to the school principals 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 the Charter School.
10. "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.
11. "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 the biological or adoptive parent 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.
12. "School business day" means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the school principal is open to the public for business. A school business day concludes or terminates upon the closure of the school principal's office for the calendar day.
13. "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.
14. "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 Charter School.
15. "Short-term suspension" means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.
16. "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 Charter School's board of trustees), 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."
17. Note that in the first two years of the school's operation the school's co-founders will act as the leaders of the school. Beginning in Year 3 a principal will be hired for the school. The term "principal" in these policies refers to the school leader(s) in charge for the grade level where any behavioral need has occurred.

Authority of School Principals

The school principals will have the authority to discipline, suspend, or expel students. The school principals will:

- Identify the conditions under which a teacher may exclude a student from their 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 the Charter School can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior
Principals in the school will annually publish and make available to students, parents/ guardians, staff, and the community the rules, policies, and procedures of the Charter School 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/guardians will be given annual notice of the standard of conduct the Charter School requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The Charter School will also, in consultation with staff, students, students' families, and the community, periodically review and update the Charter School's rules, policies, and procedures related to student discipline.

Fundamental rights
When administering discipline under this chapter, the Charter School 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 the Charter School; or

(5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a Charter School 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.
- 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.

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.
- 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
The Charter School 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 the Charter School; 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 with 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:

- Coursework, 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 coursework 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:

- Coursework, 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.
- Access to school personnel who can offer support to keep the student current with assignments and coursework 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 coursework between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and coursework 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

The Charter School 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
Charter 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
Charter 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. Charter School 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 school principals.

Except in cases involving exceptional misconduct, charter school 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
The Charter School 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; and
- 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 60 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 their actions to the staff member.

Student's 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 school principals 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, school principals, 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 a charter school disciplinary appeal council established pursuant to WAC 392-400-310(1).

Classroom Exclusions
A teacher may exclude a 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. A Charter School may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the Charter School's 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, the Charter School 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 the charter school 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 Charter School 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:

- Having a firearm on school property or school transportation in violation of RCW 28A.600.420
- Any of the following offenses listed in RCW 13.04.155, including:
    - Any violent offense as defined in RCW 9.94A.030, including:
        - Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony
        - Manslaughter
        - Indecent liberties committed by forcible compulsion
        - Kidnapping
        - Arson
        - Assault in the second degree
        - Assault of a child in the second degree

        - Robbery
        - Drive-by shooting
        - 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
    - 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
    - Inhaling toxic fumes in violation of chapter 9.47A RCW
    - Any controlled substance violation of chapter 69.50 RCW
    - Any liquor violation of RCW 66.44.270
    - Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280
    - 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
    - Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking
    - Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation
    - Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti

- Two or more violations of the following within a three-year period:
    - Criminal gang intimidation in violation of RCW 9A.46.120
    - Gang activity on school grounds in violation of RCW 28A.600.455
    - Willfully disobeying school administrative personnel in violation of RCW 28A.635.020
    - Defacing or injuring school property in violation of RCW 28A.635.060

- 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 their 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 (10) school days during any single trimester.

Short-term suspension: Continuation of educational services
The Charter School 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 the Charter School can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Short-term suspension: In-school suspension
Students who are denied attendance at school are denied the opportunity to learn. The Charter School has therefore created an in-school suspension program which temporarily removes the student from their regular learning environment but permits the student to maintain their 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 school principals will establish guidelines for the operation of the in-school suspension program.

Short-term suspension: 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, the Charter School may impose a short-term suspension without first attempting alternative forms of corrective action. The school principals, 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.

Short-term suspension: Prior notice and conference
Prior to the short-term suspension of a student, the principals 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 the Charter School may impose.

The Charter School will provide the student with an opportunity to present their 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 written electronic communication 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 the Charter School may reduce the student's suspension as a result of such conference.

Short-term suspension: Grievance and appeal process
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 principals 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 school principals.

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 not 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, school principals, or board elects to postpone such action.

Short-term suspension: Readmission
The Charter School will allow any student who has been short-term suspended to make application for readmission at any time in accordance with charter school policy and procedure (see also **Readmission Application Process and Re-engagement** below).

Short-term suspension: Reporting
School principals will record all short-term suspensions that are issued and will report this data to the board of trustees at least quarterly, along with other disciplinary data.

Emergency expulsion: Limitations
An emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

The Charter School principals or a designee may immediately expel and remove a student from school prior to a hearing without other forms of corrective action if the school principals 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 the Charter School converts an emergency expulsion to another form of corrective action, the Charter School will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Emergency expulsion: Notice of hearing
The Charter School will notify the student and their 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 (charter schools 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).
- The Charter School'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 the student's 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 the employee's 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 their parent/guardian to contest it.

As a best practice, the Charter School should provide a schedule of school business days with the notice.

The student and/or their 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 Charter School employee specified in the notice or their office. If the Charter School does not receive a hearing request within the required period, the Charter School may deem the right to hearing waived and the Charter School may impose the emergency expulsion for up to ten (10) school days from the date of the expulsion from school.

Emergency expulsion: Prehearing and hearing
If the Charter School receives a request for hearing within three (3) school business days after receipt of notice, the charter school 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 their parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the Charter School intends to introduce at hearing;

- Question and confront witnesses (see WAC 392-400-305 for procedure if a charter school witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The Charter School and/or its representative have the right to inspect in advance of the hearing evidence that the student and their parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the school principals. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both charter school 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 their 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, the hearing officer 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 their 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 the Charter School 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 their decision that the emergency expulsion shall be converted to another form of corrective action, the Charter School 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 charter school 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 their 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 the Charter School can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Long-term suspension: 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 school principals, 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.

Long-term suspension: Notice of hearing
Prior to imposing a long-term suspension, the Charter School will provide the student and/or their 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 their parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the charter school 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, the Charter School should provide a schedule of school business days with the notice.

The student and/or their 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 the Charter School employee specified in the notice or their office. If a request for hearing is not received within the required period, the Charter School may deem the right to hearing waived and the long-term suspension may be imposed.

Long-term suspension: Pre-hearing and hearing
If a request for hearing is received within three (3) school business days after receipt of notice, the charter school 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 the Charter School intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a charter school witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The Charter School and/or its representative have the right to inspect in advance of the hearing evidence that the student and their 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 school principals. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both charter school 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 their 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, the hearing officer 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 their 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 the Charter School will provide notice of such decision to the student's legal counsel, or, if none, to the student's and their 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 Charter School disciplinary appeal council by filing a written or oral notice of appeal at the office of the school principals 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 the Charter School, 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).

Long-term suspension: Readmission
Any student who has been long-term suspended will be allowed to make an application for readmission at any time in accordance with charter school policy and procedure. (See also **Readmission Application Process and Re-engagement**, below)

Long-term suspension: Reporting
Principals will report all long-term suspensions and the reasons therefore to the school principals or designee within twenty-four (24) hours after 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 Charter 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 the student's conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

The Charter School 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 school board for an extension; AND
- The school board 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 charter school 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 school principals may modify the expulsion of a student on a case-by-case basis.

Expulsion: Firearm Exception
In accordance with RCW 28A.600.420, a charter school must expel a student for no less than one year if

the Charter School 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 school principals may modify the expulsion on a case-by-case basis.

Charter School 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 the Charter School in which rifles are used;
- Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the Charter School; or
- Any student while participating in a rifle competition authorized by the Charter School.

Expulsion: Notice of hearing

Prior to the expulsion of a student, the Charter School will provide the student and/or their 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 their parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the charter school 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.

Expulsion: Prehearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, the Charter School 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 the Charter School intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a charter school witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The Charter School and/or its representative have the right to inspect in advance of the hearing evidence that the student and their 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 school principals. Such hearing

officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both charter school 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, the Charter School 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 their 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, the hearing officer 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 their 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 the Charter School will provide notice of such decision to the student's legal counsel, or, if none, to the student's and their parents/guardians.

The student and parent/guardian will have the right to appeal the hearing officer's decision to the school board or charter school disciplinary appeal council by filing a written or oral notice of appeal at the office of the school principals 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 the Charter School, 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 the Appeal **Process for Long-Term Suspension or Expulsion**, below.

Expulsion: Readmission

Any student who has been expelled will be allowed to make an application for readmission at any time in accordance with Charter School enrollment and lottery policy and procedure. (See also **Readmission Application Process and Re-engagement**, below)

Expulsion: Reporting

Principals will report all long-term suspensions and the reasons therefore to the school principals or designee within twenty-four (24) hours after the imposing the expulsion.

Expulsion: Petition for extension of expulsion
The principal or designee may petition the school board 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 the 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 the Charter School;
- 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; and
- A proposed date for the re-engagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and their 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 school principals will issue a written decision granting or denying the petition. The school principals, in their discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, they 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.

The Charter School will report the number of petitions submitted, approved, and denied to the office of the school principals of public instruction annually.

Board option to delegate authority to hear appeals for long-term suspension and expulsion
The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to a charter school 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 their 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 **non-emergency** 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 assignments 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 the student 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, the student will submit the written application to the school principals. 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 school principals will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application

Re-engagement Meeting and Plan

For any student who has been subjected to a long-term suspension or expulsion, the Charter School will convene a re-engagement meeting with the student and their parent(s)/guardian(s) to discuss a plan to re-engage the student. The re-engagement meeting does not replace an appeal hearing to challenge the suspension or expulsion, nor does it replace a petition for readmission. Before convening a re-engagement meeting, the Charter School will communicate with the student and parents to schedule the meeting time and location.

The re-engagement 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 re-engagement meeting.

The Charter School will collaborate with the student and parents to develop a culturally sensitive and culturally responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school.

In developing a re-engagement plan the Charter School 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 an 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.

The Charter School must document the re-engagement plan and provide a copy of the plan to the student and parents. The Charter School must ensure that both the re-engagement meeting and the re-engagement 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

The Charter School 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 re-engagement 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. The Charter School is not precluded from administering discipline for behavioral violations that occur after the Charter School enters into an agreement with the student and parents.

The Charter School 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

The Charter School 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;
- **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.

Rights of Students with Disabilities

RAES will follow the procedural safeguards found in the Office of the Superintendent's Notice of Special Education Procedural Safeguards for Students and Their Families.

Discipline Procedures for Students Eligible for Special Education

There are special education protections afforded to a child when the child is disciplined. These protections are in addition to discipline procedures that apply to all students. These protections also apply to students who have not yet been found eligible for special education if the Charter School should have known that the student would be eligible.

Authority of School Personnel

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child who violates a school code of student conduct.

General

To the extent that they also take such action for students without disabilities, school principals may, for not more than **ten (10) school days** in a row, remove a child from their current placement to an appropriate interim alternative educational setting, another setting, or suspend a child, when the child violates a code of student conduct. School personnel may also impose additional removals of a child of not more than **ten (10) school days** in a row in that same school year for separate incidents of misconduct; as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).

Once a child has been removed from their current placement for a total of **ten (10) school days** in the same school year, the Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional Authority

If the behavior that violated the student code of conduct was not a manifestation of a child's disability (see **Manifestation Determination**, below) and the disciplinary change of placement would exceed **ten (10) school days** in a row, school personnel may apply the disciplinary procedures to a child in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to a child as described below under **Services**. A child's IEP team determines the interim alternative educational setting for the services to a child in this situation.

Services

The services that must be provided to a child, when the child has been removed from their current placement may be provided in an interim alternative educational setting.

A charter school is not required to provide services to a child if the child has been removed from their current placement for **ten (10) school days or less** in that school year, unless it provides services to students without disabilities who have been similarly removed.

If a child has been removed from their current placement for **more than ten (10) school days** a child must:

- Continue to receive educational services, so as to enable a child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**,

- If a child's behavior was not a manifestation of their disability, the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child has been removed from their current placement for **ten (10) school days** in that same school year, and **if** the current removal is for **ten (10) school days** in a row or less, **and**, if the removal is not determined to be a change of placement (see definition below), **then**, school personnel, in consultation with at least one of a child's teachers, will determine the extent to which services are needed to enable a child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in a child's IEP.

If the removal is a change of placement (see definition below), a child's IEP team determines the appropriate services to enable a child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Change of Placement Because of Disciplinary Removals
A child's removal from their current educational placement is a **Change of Placement** if:

- The removal is for more than ten (10) school days in a row; **or**
- a child has been subjected to a series of removals that constitute a pattern because:
    - The series of removals total more than ten (10) school days in a school year;
    - A child's behavior is substantially similar to their behavior in previous incidents that resulted in the series of removals; **and**
    - There are additional factors considered such as the length of each removal, the total amount of time a child has been removed, and the proximity of the removals to one another.

The Charter School determines whether a pattern of removals constitutes a change of placement on a case-by-case basis and, if challenged by the parent, is subject to review through due process and judicial proceedings.

Notification
On the date the Charter School makes the decision to make a removal that is a change of placement for a child because of a violation of a code of student conduct, it must notify the parent of that decision, and provide the parent with a procedural safeguards notice.

Manifestation Determination
Within **ten (10) school days** of any decision to change the placement (see **Change of Placement Because of Disciplinary Removals**) of a child because of a violation of a code of student conduct, the Charter School, and relevant members of the IEP team, determined by the parent and the charter school, must review all relevant information in a child's file, including their IEP, any teacher observations, and any relevant information provided by the parent to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, a child's disability; **or**
- If the conduct in question was the direct result of the charter school's failure to implement a child's IEP.

If the relevant members of a child's IEP team, including the parent, determine that either of those conditions was met, the conduct must be determined to be a manifestation of a child's disability.

If the group described above determines that the conduct in question was the direct result of the

Charter School's failure to implement the IEP, the Charter School must take immediate action to remedy those deficiencies.

Determination that Behavior Was a Manifestation of the Student's Disability
When this group, that includes the parent, determines that the conduct was a manifestation of a child's disability, the IEP team must either:

- Conduct a functional behavioral assessment, unless the Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for a child; **or**
- If a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address a child's behavior.

Except as described below under the sub-heading **Special Circumstances**, the Charter School must return a child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances
School personnel may remove a child to an interim alternative educational setting (determined by the student's IEP team), regardless of whether or not a child's behavior was a manifestation of the child's disability, for up to 45 school days, if he or she:

- Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of a charter school;
- Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of a charter school; **or**
- Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of a charter school.

Definitions
- Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- Serious bodily injury means a bodily injury that involves: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.
- Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length.

Determination of Setting
The IEP team must determine the interim alternative educational setting for removals that are **Changes of Placement**, and removals under the headings **Additional Authority** and **Special Circumstances**, above.

Due Process Hearing Procedures for Discipline

The parent may file a due process hearing request if the parent disagree with:

- Any decision regarding placement made under these discipline provisions; **or**
- The manifestation determination described above.

The Charter School may file a due process hearing request if it believes that maintaining the current placement of a child is substantially likely to result in injury to a child or to others.

See the **Due Process Hearing Procedures** section for more information on filing a due process hearing request.

Authority of Administrative Law Judge (ALJ)
An ALJ must conduct the due process hearing and make a decision. The ALJ may:

- Return a child to the placement from which the child was removed if the ALJ determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that a child's behavior was a manifestation of their disability; **or**
- Order a change of placement of a child to an appropriate interim alternative educational setting, for not more than 45 school days if the ALJ determines that maintaining a child's current placement is substantially likely to result in injury to a child or to others.

These hearing procedures may be repeated if the Charter School believes that returning a child to the original placement is substantially likely to result in injury to a child or to others.

Whenever the parent or the Charter School requests a due process hearing, the request must meet the requirements described under the headings **Due Process Hearing Request Procedures and Due Process Hearings**, except as follows:

- The due process hearing is expedited and must occur within **twenty (20)** school days of the date the hearing is requested. The ALJ must issue a decision within **ten (10)** school days after the hearing.
- Unless the parent and the charter school agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven (7)** calendar days of the date the parent filed the due process hearing request with OSPI and the charter school. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **fifteen (15)** calendar days of receipt of the due process hearing request.
- OSPI has established a **two (2)** business day timeline for production of evidence when the parent or the charter school files an expedited due process hearing request (for discipline).

The parent or the Charter School may initiate a civil action, contesting the decision in an expedited due process hearing the same way as they contest decisions in non-disciplinary special education due process hearings (see **Appeals**, above).

Placement During Due Process Expedited Hearings
When the parent or the Charter School has filed a due process hearing request related to disciplinary matters, unless the parent and the charter school agree to a different arrangement, a child must remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal, described under the heading **Authority of School Personnel**, whichever occurs first.

Protections for Students Not Yet Eligible for Special Education and Related Services

General
If a child has not been determined eligible for special education and related services, and violates a code

of student conduct, the parent may assert a child's procedural protections if it is determined that the Charter School had knowledge that a child should have been evaluated and determined eligible for special education services before the behavior that brought about the disciplinary action occurred.

Basis of Knowledge for Disciplinary Matters
A charter school must be deemed to have knowledge that a child is eligible for special education if, before the behavior that brought about the disciplinary action occurred:

- The parent expressed concern in writing that a child is in need of special education and related services to supervisory or administrative personnel of the charter school, or to a teacher of a child;
- The parent requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
- a child's teacher, or other charter school personnel, expressed specific concerns about a pattern of behavior demonstrated by a child directly to the charter school's director of special education, or to other supervisory personnel of the charter school.

Exception

A charter school would not be deemed to have such knowledge if:

- the parent did not allow an evaluation of a child or the parent refused special education services; or
- a child has been evaluated and determined to not be eligible for special education services.

Conditions That Apply if There is No Basis of Knowledge
If a charter school does not have knowledge that a child is eligible for special education, prior to taking disciplinary measures against a child, as described above under the sub-headings **Basis of Knowledge for Disciplinary Matters** and **Exception**, a child may be subjected to the disciplinary measures that are applied to students without disabilities who engaged in the same types of behaviors.

However, if the parent or the Charter School requests an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, a child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If a child is determined to be eligible for special education services, taking into consideration information from the evaluation conducted by the Charter School, and information provided by the parent, the Charter School must provide special education and related services to a child and follow the disciplinary requirements described above.

Addressing Discipline Disproportionality
RAES will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including race, ethnicity, and gender, and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions, and expulsions. In reviewing the data, the RAES will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If RAES finds disproportionality, RAES will take action to ensure that it is not the result of discrimination. This action includes teacher professional development about bias, classroom management, and coaching for any teachers for whom data shows are disciplining at disproportionate rates.

See previous sections for information about procedures for due process when a student is suspended or expelled, as a result of a code of conduct violation, including the appeal process and service provision.

Red Apple Elementary School

Section 13 Attachment 11 Principal Job Description

Principal Job Desired Qualifications
JOB DESCRIPTION
QUALIFICATIONS: **Must have Master's Degree from an accredited college or university. Must hold a current, valid Washington State Education Certificate.** **5 Year's Experience in educational leadership role.**
I. LEADERSHIP
Visionary Leadership: The principal, with the partnership of the school board, develops, articulates, implements and guards the vision of the school that is shared and supported by the school community.
Instructional Leadership: The principal, with the partnership of the administrative team, promotes the success of all students by planning, implementing and supervising a quality instructional program conducive to student learning.
Inspirational Leadership: The principal consistently inspires students, faculty and staff to be all they can be and achieve all they can achieve, increasing their confidence in their abilities.
II. MANAGEMENT
Managing Human Resources: The principal builds a strong team by attracting, selecting, orienting, developing, evaluating and retaining faculty and staff who assist the school in accomplishing its purpose and mission.
Managing Finances: The principal understands and manages the finances of the school and understands the relationship between the goals of the school and the budgeting process. He/she uses resources effectively and conservatively; forecasts accurately and maintains budgetary projections consistently; controls operating costs by effectively utilizing staff and resources.
Managing Facility: The principal is aware that the school facilities reflect the school community. The principal administers the maintenance of the school and its environment, complementing the school vision, mission and goals.
Managing Information: The principal, with the administrators develops, distributes and revises school documents, weekly, monthly and annual publications and handbooks that are consistent with the school's vision.
JOB DESCRIPTION
III. RELATIONSHIPS

Working with the Board: The principal promotes and establishes an effective partnership with clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of the goals to be achieved.
Working with Parents: The principal promotes and establishes an effective partnership with the parents. Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.
Working with Other Schools: The principal represents the school in the educational community; he/she networks with other principals. The principal communicates with other principals to ensure that the school is in line with the principles of good practice of all school operations, especially those of admission, marketing, faculty recruitment and fundraising.
Working with the Wider Community: The principal maintains high visibility, active involvement, collaboration and communication with the larger community. S/he establishes partnership with area businesses and community groups to strengthen and support the school.
IV. ENVIRONMENT
Culture of Moral-Ethical Environment: The principal ensures that every element of school life reflects the principles of equity, justice and dignity of each individual and models with integrity, fairness and justice.
Culture of High Expectations: The principal emphasizes quality performance and outstanding achievement and advocates, nurtures and sustains a school culture conducive to high achievement and student learning.
Culture of Life-Long Learning: The principal encourages and models life-long learning; and creates staff development opportunities.

[TYPE THE COMPANY NAME]

Red Apple Elementary School

Section 13 Attachment 12 Other Leadership Job Descriptions

Includes Job description for Director of Family and Community Outreach/Engagement, and Executive Administrator, as well as resume for Executive Admininstrator

Timeline:
Solicit Resumes June 2020
Conduct Interviews July 2020
Hire and Begin August 1, 2020

Director of Family and Community Outreach

Duties and Responsibilities

- Be the face of RAES, alongside the Executive Director, and a respected leader representing the school in local and regional philanthropic circles of influence, public and private events, the community at large, and other relevant engagements.
- Develop and implement a 5-year strategic student recruiting plan alongside the Board of Directors.
- Establish annual objectives based on goals and budget considerations agreed to by the Board.
- Maintain an ongoing dialogue with the Board on successes and failures against key strategic priorities, recalibrating as needed to achieve RAES's stated goals.
- Cultivate, build, and maintain strong and authentic relationships with a wide range of partners, community and business leaders to understand and articulate evolving needs.
- Supervise the preparation of any regulatory reports, website content, and other communications materials and outreach activities.
- Works with parents/families to enroll into the school
- Supports school districts in evaluating and improving their parent engagement operations, create workshops and training for school personal
- Identify opportunity to gather input from families and the community on their vision for education, and use that input to actively implement into Red Apples priorities
- Develop and lead a process to make grants to key partners to promote Red Apples goals and vision for engaging families and the community.
- Execute and create plans to operationalize the family and community engagement vision and long-term goals
- Provide technical assistance to Red Apple family and community engagement grantees
- Facilitate monthly resource development meetings
- Create and implement outreach strategies to help expand candidates and volunteers teams for events
- Support Red Apple media relationships and social media.

Experience

Master's Degree or 5 years equivalent experience (Bachelor's Required)

- Must have experience in education or as a classroom teacher
- Experience in working across lines that promote equity, inclusion, and has achieved results
- Must be a people oriented person, who enjoys listening to others, attempting to understand their motivations and successfully working with a range of people from diverse background.
- Must understand Red Apples mission and vision
- Must be highly organized with ability to prioritize tasks and produce quality-work in a deadline driven environment
- Collaborative decision maker with the ability to consider multiple perspectives to approaching a problem before recommending a solution
- Attend local meetings with stakeholders/parents/community to promote Red Apple

Timeline:
Solicit Resumes June 2020
Conduct Interviews July 2020
Hire and Begin August 1, 2020

Executive Administrator

The Executive Administrator reports directly to the Executive Director.

Duties and Responsibilities

- Correspondence preparation
- Formulating or editing emails, memos and other correspondence generated by supervisors, may also write emails, letters and reports.
- Good spelling and grammar skills and mastery of word processing, database and presentation software.
- Meeting and calendar management: Executive administrators manage their executives' calendars, schedule meetings, prepare agendas, operate audio-visual systems during meetings, record minutes and ensure that meetings don't exceed time limits. They may also hold their own meetings, depending on their areas of responsibility.
- Travel preparation: Administrators schedule flights, make hotel reservations and coordinate out-of-town meetings for board members and executives
- Event management: Executive administrators may also be required to schedule events, conferences, dinners and executive team retreats.
- Employee supervision: Supervision of junior-level administrative assistants in the executive office
- Handle ad-hoc request
- Excellent organization skills
- Must be able to work with different personalities
- Independently researches a wide variety of information requests and gathers and complies reports
- Data entry
- Responds and follows up on client requests

Experience

- Proficiency in English and High-Level Written and Communication Skills
- Bachelors in Administrative Studies (BAS), Bachelors of Commerce (BCom) or similar discipline
- Minimum 3 years related experience in an Executive Assistant role [MANDATORY].
- Proficient in Word, Excel, PowerPoint, with an aptitude to learn standard firm software and other relevant applicants and technical/office equipment at an intermediate level
- General understanding of financial principles as it relates to the billing of chargeable time
- Proven ability to differentiate when to take action independently or to partner as a team
- Ability to multi-task and meet multiple and/or unexpected deadlines in a demanding environment
- Leadership capabilities in limited capacity
- Demonstrates sound judgment regarding confidential and sensitive matters

[redacted]

SKILLS

Certification:
Data Visualization, Big Data, Java Script, HTML, HTML 5, CSS, CSS +, Python, SQL, IBM DB2, Salesforce CRM, Salesforce Data Modeling, Advanced Business Analytics

Software:
Salesforce, Dreamweaver, Siebel, Oracle, QuickBooks, Edge, MFG Pro, CLX, PSE Maps, Consumer LINX, SAP, IPM, Peachtree.

Microsoft: Outlook, Word, PowerPoint, Access, Excel, Communicator, Publisher

Work
Over 10 years of experience in the Administrative field with and emphasis in Legal
Over 10 years in HR assisting and recruiting
Over 7 years in Accounting and Billing

EXPERIENCE

PSE Puget Sound Energy
2016-2017
Administrative Specialist EES
19900 North Creek Parkway BOT-01H
Bothell, WA 98011

Supporting one director with a team over 100 employees, basic data entry, working mainly within SAP, organizing and coordinating meetings, processing invoices.

Precor
2014-2016
Salesforce Administrator and Data Analyst
20031 142nd Ave NE
Woodinville, WA 98072

At Precor I worked multiple roles, within Marketing and Technical support, my starting position was data entry I would update client accounts within Salesforce, later I began helping the Marketing and Sales team create accounts and eliminate any closed or expired accounts. Within my first year, I began doing training with Salesforce, this included Salesforce Administrator and Developer, I was in training for an upcoming position at Precor, while training I continued to help any data entry that needed to be done, this included, updating excel spreadsheets, updating salesforce accounts, and creating spreadsheets with client information that would later be imported into Salesforce.

Stock Pot-Campbell Soup
2014-2015
HR Administrative Support
1200 Merrill Creek Parkway
Everett, WA

Working at Campbell's StockPot I provided HR and Administrative support. Providing employees with access and materials to FMLA, Shared Work, Medical Insurance, Income Verification, W4, internal and external applications, HMO, Hardship withdraw, Bereavements, Drug testing consent, Direct Deposits, Change of Status, Job Postings, Medical Appeal, Military and Disability. Organizing interviews, reviewing resumes and applications. Keeping track of and maintaining employee relations, and trainings that included: SOP, Safety Start, HACCP, GMP, CCP, CQP, X-Ray Detection, Metal Detection, Code of Business Conduct, and NEO (new employee orientation). Planning company events which included: cost/budget, food, employee expectations, entertainment, quality, timing, employee safety, and legality.

Premera Blue Cross
2013-2013
Medical Analyst
7001 220th Street Southwest
Mountlake Terrace, WA 98043
425.918.4534

Working here my focus concentrated on evaluating new and current clients on eligibility for health care. I analyzed their current health stability from vision, dental, medical, and mental. Key factors included but were not limited to maintaining confidentiality of all documents/files. Consistently meet cycle time/productivity goals that are aligned with corporate objective, being aware of HIPPA laws, and translating data into information acceptable to the plan applications system information up on pending claims.

Talentwise
2013-2013
Vendor and Manual Records
PO Box 1048, Bothell, WA 98041
1-877-893-1665

Talentwise is a technology company that helps simplify the hiring process. Here at Talentwise I revised over criminal records that were submitted to us by our clients for thorough background checks on potential employees. My duties included ensuring that the crimes committed were in fact committed by the individual candidate. To research major crimes such as, murder, rape, molestation (all sex offense crime) and certain traffic crimes. In order to conduct a valid research we would contact out research team to go out to court houses and pull records, and or research the state laws regarding reportable crimes.

SK&A
2012-2013
Medical Resource Analyst
2601 Main St #600, Irvine, CA 92614
(949) 476-2051

SK&A, is the leading provider in the US for healthcare provider information solutions and research. Here duties included, finding healthcare for people in Southern California, data report research, marketing and compliance, healthcare medical devices and pharmaceuticals.

Safety Source LLC
2011-2013
Lead Marketing and Public Relations
8916 122nd Ave, Kirkland, WA 98033
(425) 822-8300

At Safety Source LLC I was hired on as a temp for a temporary contract, here I took on the role of a bookkeeper, I provided accounting from receivable's, payables, invoices (both creating new and updating), and also updating the financial statements for that fiscal year. I was also creating legal contracts, revising legal contracts, updating and personalizing terms and conditions per clients, as an administrator I did inventory, updating products, scheduling classes, meetings, flights and customer and client services. Furthermore, I utilized the most updated version of Quick books, and Excel, and as well as helped the company find a collection agency through thorough research, by meeting with each business, analyzing the work environment and job designs to make sure the correct agency was chosen for the company. I was hired on permanent and promoted to Lead Marketing and Public relations, in this position I learned how to create web pages by using programs like Dreamweaver, setting up advertisements with KIRO Sports, and KJR, creating new employee presentations, sales presentation, safety awareness presentations, and logos.

InfraSource Construction LLC
2011-2012
Project Assistant/Invoicing/Permitting/Dispatching
13330 Stone Ave N, Seattle, WA 98133
(425) 249-4287

Through Aerotek Staffing, I was staffed at InfraSource. InfraSource is a sister company to the engineering firm Quanta, that has contracted through PSE (Puget Sound Energy). At InfraSource I held multiple positions working at the fast-paced construction company,

from creating construction dispatches for both gas and electric services and ensuring quality results with installation. Further I was in charge of invoicing and billing for materials that were used and for client billings who required gas installment. Moreover, I helped in obtaining permits from the city to allow the construction and scheduled dates for construction to go out. I used programs such as SAP, Oracle/IPM, Microsoft outlook, excel, CLX, PSE Maps, and Consumer Linx. Each program helped in determining the correct planning for gas and electric installation.

Physio-Control a Division of Medtronic Inc
2007-2009
Service Contract Administrator
Sub-positions: Legal contracting, Quotes Specialist, Accounting, Hiring
11811 Willows Rd NE, Redmond, WA 98052-2015
(425) 867-4000

At Physio-Control I first obtained a position as a junior quotes specialist and was then promoted to Service Contract Administrator, obligations included, data entry of products being distributed nationally and internationally. Communications with internal associates both sales rep and service reps. Scheduling of client and representative meetings. Revising legal documents, contracts, creating special terms for clients. Minor accounting, revising annual, monthly, quarterly payments. Handling past due balance, creating manual proformas, credit re-bills, invoicing. Created training walk-through for employees. These walk-throughs included how to use outlook, excel for accounting purposes, applications such as MFG Pro, Siebel, all Microsoft applications, Sole source letters, Business letters, Letter head, creating internal distributions list for certain associates, contract cancellations, and revisions. Daily usage of Microsoft outlook, excel, and office. Moreover, I have obtained experience in recruiting, employee training, and assisting HR in scanning potential candidates.

WDS GLOBAL,
2007-2008
Technical Support III
330 4th St, Kirkland, WA 98033
(425) 947-3800

As a tier three technical support representative, duties included troubleshooting technical problems that occur with client's phone or computer, setting up cell phones, computer, and, provided customer care. Inputting notes, setting word applications utilizing Microsoft word, power point, excel, and outlook.

Receivables Performance Management
2005-2007
Collection Representative
20816 44th Ave, Lynnwood, WA 98036
(425) 412-2600

In this position as a collection representative, duties included collections of debts owed to clients, providing customer service and care, call backs, obtaining information from clients, revising notes from other employees, managing accounts along with payments. Interviewed potential candidates for employment; reported to HR with qualified candidates and research. Respectfully held confidential documents including candidate's information and client information.

EDUCATION

University of Phoenix, AZ **2009-2012**
BA in Human Service Completed

Seattle University, WA
MSW **2007-2008**
BA Social Work

Lynnwood High School, WA **2000-2004**
High School Diploma

Shoreline Community College, WA **2005-2007**
AA in communication

Cascadia Community College, WA **2019-2019**
Data Science

Coursera **2019-2020**
Big Data/Machine/Data Analytics/Data Science/SQL

Achievements: Presidential Academic Award for Over Achievement 2004

REFERENCES

[redacted] [redacted] [redacted]
[redacted] [redacted] [redacted]
[redacted] [redacted] [redacted]

Red Apple Elementary School

Section 14 Attachment 13 Legal Status and Governing Documents

Includes Articles of Incorporation, Washington State Non-Profit Status, Cordoba Academy 501c3 Status, Bylaws, 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

ARTICLES OF INCORPORATION

to

RED APPLE ELEMENTARY SCHOOL

A WA NONPROFIT CORPORATION, effective on the date indicated below.

Effective Date: 02/26/2020
UBI Number: 604 583 186

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

Kim Wyman, Secretary of State

Date Issued: 02/26/2020

BY-LAWS
OF
RED APPLE ELEMENTARY SCHOOL

ARTICLE I

NAME

The name of the corporation shall be RED APPLE ELEMENTARY SCHOOL.

REGISTERED OFFICE AND REGISTERED AGENT

The registered office of the corporation shall be located in the state of Washington at such a place as may be fixed from time to time by the Board of Directors upon filing such notices as may be required by law. The registered agent shall have a business office identical with such as registered office.

ARTICLE II

PURPOSES

a. Red Apple Elementary School is organized exclusively for charitable, literary, educational and scientific purposes, including, for such purposes, the making of distributions to organizations under Section 501 (c) (3) of the Internal Revenue code (or the corresponding section of any further Federal tax code).

b. The corporation shall not be formed for pecuniary profit or financial gain, and no part of the assets, income or profit of the corporation is distributable to, or ensures to the benefit of, its directors or officers.

c. The corporation shall not devote any part of its activities to carrying propaganda, or otherwise attempting to influence legislation, nor participate in any political campaigns, nor endorse any political candidates.

ARTICLE III

POLICIES

The following are basic policies of the Corporation:

a. The corporation shall be non-commercial and non-partisan.

b. The name of the corporation or the name of any officers or directors in their official capacities shall not be used in any connection with a commercial concern or with any partisan interest or for any purposes not appropriately related to the promotion of the objectives of the corporation.

c. This corporation may cooperate with other organizations and agencies concerned with the purposes for which this corporation is formed.

d. Red Apple Elementary School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its students and does not discriminate on the basis of race in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE IV

MEMBERSHIP

The corporation will be a non-membership corporation.

ARTICLE V

GOVERNANCE

Red Apple Elementary School shall be governed by these Bylaws and its Board of Directors.

ARTICLE VI

BOARD MEMBERS

SECTION 6.01 NUMBER AND POWERS

The management of all the affairs, property, and interests of the Corporation shall be vested in a Board of Directors. The Board of Directors shall consist of nofewer than five (5) and no more than nine (9) Members. The terms of the directors shall be five (5) years, expiring at the annual meeting following their election, except that at least half of the initial Members of the Board of Directors shall be elected to serve an initial two (2) year terms to ensure that approximately half of the Board is elected in any given year thereafter. At each annual meeting, the directors shall be elected to succeed the directors whose terms expire at such meeting. In addition to the powers and authorities expressly conferred upon it by these Bylaws and Articles of Incorporation, the Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are necessary to carry out the business of the Corporation.

SECTION 6.02 TERM LIMITS

Directors may serve up to a maximum of (2) 5 year terms or a total of ten (10) years, after which he or she may not be re-elected for one (1) term. Such term limits shall be calculated from the adoption date of these Bylaws forward (i.e., past terms will not be counted in the term limits, whereas any term currently being served as of the adoption date will be counted in the term limits) regardless of how many terms a Director may have served in the past. Notwithstanding the foregoing, in the event the Corporation cannot find a new member to fill the vacant position on the Board of Directors, the remaining members of the Board of Directors may, by unanimous vote, elect to waive the term limits provision for such period.

SECTION 6.03 CHANGE OF NUMBER

a. The current number of directors serving may at any time be increased or decreased, between five (5) and nine (9) Members, by a majority of the entire Board of Directors, but no decrease shall have the effect of shortening the term of any incumbent director.

b. The number of directors authorized to serve on the Board of Directors under these Bylaws may at any time be increased or decreased by an amendment of these Bylaws, but no decrease shall have the effect of shortening the term of any incumbent director.

SECTION 6.04 VACANCIES

All vacancies in the Board of Directors, whether caused by resignation, death or otherwise, may be filled by the affirmative vote of a majority of the remaining directors. At such time as the Board of Directors may drop below the minimum number of five (5), whether by resignation, death or otherwise, the Board of Directors shall be authorized to carry out business with that reduced number for the maximum period required to fill the vacant position(s). A director

elected to fill any vacancy shall hold office for the unexpired term of the predecessor director and until a successor is elected and qualified.

SECTION 4.05 REGULAR MEETINGS

Regular meetings of the Board of Directors may be held at the Corporation's business office or at such other place or places, either within or without the state of Washington, as the Board of Directors may from time to time designate. The annual meeting shall be held each year during the month of December at a date, time and place as the Board of Directors shall designate by written notice. In addition to the annual meeting, there shall be regular meetings of the Board of Directors held, with proper notice, not less frequently than once each calendar quarter. Minutes shall be kept at all meetings of the Board of Directors.

SECTION 6.06 SPECIAL MEETINGS

Special meetings of the Board of Directors may be called at any time by the Chair or upon written requests by any directors. Such meetings shall be held at the registered office of the Corporation or at such other place or places as the directors may from time to time designate. When called by written request of any two directors, such directors shall be charged with providing proper notice of the special meeting in accordance with §4.07. Minutes shall be kept of all Special Meetings.

SECTION 6.07 NOTICE

Notice of all meetings of the Board of Directors (regular, annual and special) shall be given to each director by seven (7) days prior service of the same by email, letter, or personal delivery. Such notice shall designate the time and place of the meeting, but need not specify the business to be transacted at, nor the purpose of, the meeting.

SECTION 6.08 POSTING ELECTRONIC NOTICE

Notice may be provided to directors by posting the notice on an electronic network and delivering to such directors a separate record of the posting, together with comprehensible instructions regarding how to obtain access to the posting on the electronic network. Notice is effective when it has been posted to an electronic network and a separate record of the posting has been delivered to the recipient as provided by this §4.08.

SECTION 6.09 WAIVER OF NOTICE

Waiver of notice can be made in one of the following two ways:

a. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened; or

b. A waiver of notice signed by the director or directors, whether before or after the time stated for the meeting.

SECTION 6.10 QUORUM

A majority of the Members of the entire Board of Directors shall be necessary and sufficient at all meetings to constitute a quorum for the transaction of business.

SECTION 6.11 MANNER OF ACTING

The act of the majority of the directors present at a meeting at which there is a quorum shall be the act of the Board of Directors, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law.

SECTION 6.12 VOTING BY ELECTRONIC TRANSMISSION

Votes for successor directors may be cast by electronic transmission, provided that the Corporation has designated an address, location or system to which the ballot may be electronically transmitted.

SECTION 6.13 MEETINGS BY TELEPHONE

Members of the Board of Directors or any committee designated by the Board of Directors may participate in a meeting of such Board of Directors or committee via conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation via such equipment shall constitute presence in person at a meeting.

SECTION 6.14 REGISTERING DISSENT

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

SECTION 6.15 REMUNERATION

No stated salary shall be paid to directors, as such, for their service, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of such Board of Directors; provided that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore. Members of ad hoc or standing committees may be allowed like compensation for attending committee meetings.

SECTION 6.16 LOANS

No loans shall be made by the Corporation to any director.

SECTION 6.17 REMOVAL

Any director may be removed at any time, with or without cause, by the affirmative vote of three-fourths (3/4) of the whole Board of Directors. Notice stating that a named director shall be considered for removal and the cause, if any, for such removal must be mailed to the director prior to a duly called meeting of the Board of Directors at the same time and in the same manner prescribed for the notice of the meeting.

SECTION 6.18 ACTION BY THE DIRECTORS WITHOUT A MEETING

Any action required or permitted to be taken at a meeting of the directors, or of a committee thereof, may be taken without a meeting by a written consent setting forth the action so to be taken, signed by all the directors, or all of the Members of the committee, as the case may be, before such action is taken. Such consent shall have the same effect as a unanimous vote. Any such action may also be ratified after it has been taken, either at a meeting of the directors or by unanimous written consent.

SECTION 6.19 DUTIES OF BOARD MEMBERS

a. Board members are expected to be dedicated to the work of the organization and its vision for the future.

b. In addition to attending meetings, Board members lend their skills, expertise and talents to the organization through committees and special projects.

c. It is expected that each Board member regularly attends Board meetings and serves on one committee. Each committee should be chaired by a member of the Board.

d. Board members are expected to educate themselves about the school's history, goals, current operations, fiduciary matters, policies, and concerns in order for casting an informed vote.

e. Each member of the Board should provide support to the growth of the organization.

f. It is expected that Board members would come to meetings prepared, having read the minutes of previous meetings and other pertinent materials, and would participate in the discussion of all matters before the Board.

g. Board members always respect confidentiality of Board discussions.

h. A Board member should never seek to impose a personal agenda on the staff of the school or become involved in curricular issues.

i. Board members are expected to be careful against any conflict of interest, whether business related, or personal, in jeopardizing the effective functionality of the Board.

j. All Board members must sign a Code of Conduct.

ARTICLE VII

COMMITTEES

SECTION 7.01 STANDING AND AD HOC COMMITTEES

a. **Standing Committee.** A committee designated as a Standing Committee shall serve continuously until such time as the Board of Directors dissolves such committee by a majority vote of the full Board of Directors. Standing Committees will be charged with assisting the Board of Directors with the continuous management and operation of the Center.

b. **Ad Hoc Committee.** A committee designated as an Ad Hoc Committee shall serve on a temporary basis for the purpose of assisting the Board of Directors in any particular matter as the Board of Directors may designate and shall be automatically dissolved at the conclusion of the matter for which they were created or upon a majority vote of the full Board of Directors.

SECTION 7.02 MEMBERSHIP

Membership on Standing or Ad Hoc Committees shall be by appointment of the Board of Directors. Upon formation of a committee, at least one Board Member or officer shall be designated to serve on such committee. The Board Member or officer serving on the committee shall be the liaison between the Board of Directors and the committee. If at any time no Board Member or officer is serving on a committee, such committee shall designate one among its membership to make reports to the Board of Directors at each Board meeting as to the activities, progress, needs and concerns of the committee.

SECTION 7.03 DUTIES – COMMUNICATION WITH BOARD OF DIRECTORS

Committees shall be charged with whatever duties the Board of Directors may designate in accordance with the purposes for which the committee was created. All committees shall have an obligation to ensure that the minutes of committee meetings are kept and regular reporting is made to the Board of Directors.

SECTION 7.04 NOMINATION OF BOARD MEMBERS

All committees shall have the ability to nominate Members to serve on the Board of Directors. The Board of Directors shall consider the nominations made by committees at each regular election of the Board of Directors. If a vacancy occurs, for whatever reason, with respect to a Board Member who was charged with acting as a committee liaison, the committee upon which that Board Member served shall nominate a replacement from among the committee

membership. The Board of Directors shall have full discretion to elect or reject candidates nominated by committees.

SECTION 7.05 DISSOLUTION

The Board of Directors shall have the ability to dissolve any Standing or Ad Hoc Committee at any time by a majority vote of the full Board of Directors. Ad Hoc Committees may also be automatically dissolved upon completion of the purposes for which they were created. Standing Committees shall serve indefinitely until dissolution by the Board of Directors.

ARTICLE VIII
BUDGET

a. The Board shall have a special meeting in January of each year to set up the operating budget for the upcoming school year including the determination of expenditures. The itemized budget shall contain a schedule of income, any applicable fees, and expenses for the ensuing financial feasibility for the upcoming fiscal year.

b. The following should be observed in preparing the School budget:

   (i) Approximately 10% of the income shall be from fund raising activities as needed.
   (ii) Essential program elements must be covered in the budget.

c. The fiscal year for the School shall commence on September 1st and end on August 31st of each calendar year.

ARTICLE IX

OFFICERS

SECTION 9.01 DESIGNATIONS

The officers of the Corporation may be a Chair, Vice-Chair, Secretary, and such other officers as the Board of Directors may designate. The Corporation shall have a Chair and Secretary. Any two or more offices may be held by the same person, except the office of Chair and Secretary.

SECTION 9.02 ELECTION OF OFFICERS

The Board at the first Board meeting following the annual meeting, whenever three (3) voting members have been changed or re-elected, shall elect the Chairman, Vice-Chair, Treasurer and Secretary of the Board. However, there should be an election for Officers at least once every two years.

SECTION 9.03 REMOVAL OF OFFICERS

Any Director may be removed for good cause from office by a unanimous vote of the Directors of the Corporation at any regular meeting or special meeting. Notice of the proposed removal of the Director must be given to such Director prior to the date of the meeting at which such removal is to be voted upon. Such notice to the Director must state the cause of the proposed removal for good cause.

SECTION 9.04 RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to this Board. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective.

SECTION 9.05 VACANCIES IN OFFICES

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that office. In case of any vacancy of the elected Board officers, the active Board members shall elect the officer(s) during the following regular Board meeting.

SECTION 9.06 RESPONSIBILITIES OF OFFICERS

a. **Chairperson**. The Chair of the Board shall:

(i) Be responsible for the direction, operation, long-term planning and strategic vision of Red Apple Elementary School, as determined by the Board of Directors;
(ii) Call meetings of the Board and serve on the Board of Directors;
(iii) Preside over all meetings of the Board of Directors; and
(iv) Perform such other powers and duties from time to time assigned to the Chairperson by the Board or prescribed by these Bylaws.

b. **Vice-Chair**. The Vice-Chair shall have those powers as the Chair delegates, and shall act as the Chair, in the absence of the Chair. In circumstances in which the Chair resigns, or otherwise is unable to complete his/her term, the Vice-Chair shall be vested with the full powers of the Chair for the remainder of the Chair's term. The Vice-Chair shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

c. **Secretary**. The Secretary shall attend to the following:

(i) The Secretary shall take accurate minutes at all meetings and distribute these minutes to the Board members for approval at the next meeting.

(ii) Book of Minutes. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may direct, a book of approved minutes of all meetings and actions of Board members and

committees, with the time and place of the holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings.

(iii) The Secretary shall keep or cause to be kept the names, addresses, telephone numbers, and e-mail addresses of all Board members.

(iv) The Secretary shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(v) The Secretary shall give notice of meetings whenever notice is required.

(vi) The Secretary of the Board shall coordinate with the Board members and prepare the agenda of the meeting. The meeting agenda shall be supplemented with the draft minutes of the previous meeting, prior approved minutes, and supporting documents such as the monthly financial statements and common reports, etc. The agenda and its attachments shall be distributed to Board members at least one (1) week prior to the next scheduled regular meeting.

d. **Treasurer**. The Treasurer shall attend to the following:

(i) Books and records of account. The accounting records shall be kept in accordance with generally accepted accounting practice and auditing procedures set up by American Institute of Certified Public Accountants (AICPA). The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the assets and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, surplus or deficit and all other matters customarily included in financial statements. The accounting records shall be open for review by any Board member with prior written request approved by the Board.

(ii) Deposit and disbursement of funds and valuables. The Treasurer shall deposit or cause to be deposited all cash and other valuables in the name and to the credit of Red Apple Elementary School with such depositories as may be designated by the Board; shall disburse or cause to be disbursed the funds of Red Apple Elementary School as may be ordered by the Board; shall render to the Board, whenever they request it, an account of all of the transactions of the Treasurer and of the financial condition of Red Apple Elementary School; and shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws. The Treasurer is the principal authorized signature for all checks issued and expenses recognized. The co-signer should be Chair, Vice-Chair or Secretary.

(iii) The Treasurer shall oversee the School's revenue and expenditure reports and shall prepare the monthly operating revenue and expense report in compliance with the monthly budget. This report has to include the year-to-date annual budget for comparison purposes.

(iv) The Treasurer shall regularly review the financial management of the School and shall annually develop a draft-operating budget for the review of the Board for the forthcoming academic year.

All officers shall:

a. perform the duties prescribed in the parliamentary authority in addition to those outlined in these By-Laws and those assigned from time to time; and

b. deliver to their successors all official material no later than ten days following the appointment of their successors.

ARTICLE X

RECORDS AND REPORTS

SECTION 10.01 MAINTENANCE OF RECORDS

The Board shall keep among other things:

a. Adequate and correct books and records of account;

b. Minutes in written form of the proceedings of the Board and its committees.

c. Resolutions in written form of the decisions of the Board.

d. A record of its Board members, giving their names, addresses, telephone numbers and e-mail addresses.

All such records shall be kept at the School's principal office.

SECTION 10.02 CONTRACTS, ETC., EXECUTION

The Board, except as otherwise provided in these By-laws, may authorize any officer or officers, agent or agents to enter into any contract or execute any instrument in the name of and on behalf of Red Apple Elementary School, and such authority may be general or confined to specific instances; and unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind Red Apple Elementary School by any contract or engagement or to pledge its credit or to render it liable for any purpose or in any amount.

ARTICLE XI

AMENDMENTS

These By-Laws may be amended, repealed, or altered in whole or in part by a unanimous vote of the Board of Directors at any duly organized meeting of the Board. The proposed change shall be mailed to the last record address of each Board member at least ten days before the time of the meeting, which is to consider the change.

ARTICLE XII

FISCAL YEAR

The fiscal year of the Corporation shall begin on September 1st and end August 31st of each year.

ARTICLE XIII

DISPOSITION OF ASSETS

Dissolution will take place in accordance with the Articles of Incorporation.

ARTICLE XIV

SECTION 14.01 INDEMNIFICATION

The corporation shall indemnify any officers or former officer, any member of the Board of Directors or former member of the Board of Directors, or any other person who may have to serve at the Board of Directors' request as a Director or officer of another corporation, or School Executive Committee member, teacher or staff against all liabilities, losses, fines, costs and expenses (including counsel fees and amounts reasonably paid otherwise then to the corporation in the settlement or to secure the termination of litigation) reasonably incurred by or imposed upon such person in connection with or resulting from any action, suit or proceeding, civil or criminal, in which such person is made a party by reason of having been a director or officer or School Executive Committee member, teacher or staff, except in relation to matters to which such person shall finally be adjudged, without right of further appeal in such action, suit or proceedings, to have been liable for willful misconduct in the performance of their duty as a director or officer or School Executive Committee member, teacher or staff.

Such indemnification shall extend to the respective heirs, executors and administrators of each person so indemnified. The foregoing right of indemnification shall not be exclusive of other rights to which such directors or officers or School Executive Committee members, teacher or staff may be entitled as a matter of law, by the articles, regulations, agreements, insurance, vote of members or otherwise. Expenses of each person indemnified hereunder may be paid by the Corporation in advance of the final disposition of any action, suit or proceeding if authorized by the Board of Directors whether a disinterested quorum exists or not, upon receipt of a letter agreement from the person to be indemnified to repay such expenses unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation.

ARTICLE XV
LIMITATIONS OF THESE BYLAWS

The Bylaws of Red Apple Elementary School are subject to the Articles of Incorporation.

CERTIFICATE OF CHAIR

I, the undersigned, certify that I am the presently elected and acting Secretary of the Board of Red Apple Elementary School, and the above Bylaws, consisting of 13 pages, are adopted by resolution of the Corporation's Board of Directors on 20, February, 2020.

[redacted]

Chairman of the Board
Adnan Khalid

Section 14 Attachment 13 Proof of 501c3

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

DEPARTMENT OF THE TREASURY

Date: JAN 09 2018

CORDOBA ACADEMY
23331 CEDAR WAY STE D-101
MOUNTLAKE TERRACE, WA 98043

Employer Identification Number:
47-4297945
DLN:
17053192333007
Contact Person:
S J YINGLING ID# 31698
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
June 17, 2015
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.

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 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.

Letter 947

CORDOBA ACADEMY

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

Sincerely,

[redacted]

Director, Exempt Organizations
Rulings and Agreements

State of Washington

RED APPLE ELEMENTARY SCHOOL
ARTICLES OF INCORPORATION

ARTICLE 1
NAME

The name of this Corporation is “Red Apple Elementary School”.

ARTICLE 2
DURATION

The corporation shall have perpetual existence.

ARTICLE 3
PURPOSES

3.01 The Corporation is organized exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.

3.02 Subject to the foregoing, the purpose of forming this nonprofit Corporation shall be to provide education to students in the State of Washington in any combination of grades ranging from kindergarten through twelve (12).

3.03 The Corporation shall admit and assist any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its general membership. It shall not discriminate on the basis of race, color, national and ethnic origin in administration of its policies.

3.04 The foregoing notwithstanding, the Corporation shall be entitled to serve any other purpose, as determined by its Board of Directors, consistent with the limitations set forth in paragraph 3.01 of this Article.

ARTICLE 4
POWERS

4.01 The Corporation shall have all powers conferred on, or not prohibited of, non-profit organizations organized pursuant to Chapter 24.03 of the Revised Code of Washington; provided, however, the Corporation shall have no power or authority to carry on any activity not permitted to be carried on by (1) an organization exempt from federal income tax pursuant to 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or (2) an organization, contributions to which are deductible under 170(c)(2) of the said Code.

4.02 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE 5

NON-PROFIT CORPORATION

5.01 The Corporation shall be organized and operated as a non-profit, non-stock Corporation pursuant to Chapter 24.03 of the Revise Code of Washington.

5.02 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, directors, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

ARTICLE 6
BOARD OF DIRECTORS

6.01 The Corporation shall be managed by its Board of Directors, which shall be no less than five (5) and no greater than nine (9) in number, as determined from time to time by majority vote of the Board of Directors.

6.02 Unless otherwise provided in the Corporation's Bylaws, vacancies on the Board of Directors shall be filed by majority vote of the remaining Board of Directors.

ARTICLE 7
INCORPORATOR

The name and address of the incorporators are:

Mohammed Adnan Khalid
23331 Cedar Way D101
Mountlake Terrace WA 98043

ARTICLE 8
INDEMNIFICATION

The Corporation shall indemnify its officers and directors to the full extent permitted by law.

ARTICLE 9
BYLAWS

The Board of Directors shall adopt, by majority vote, such bylaws as it deems appropriate and as not inconsistent with these Articles, for the internal governance of the Corporation.

ARTICLE 10
AMENDMENT

These Articles may be amended by majority vote of the members of the Board of Directors.

ARTICLE 11
DISSOLUTION

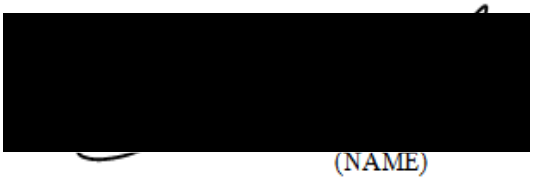
Upon the dissolution of the Corporation, its assets shall be distributed to one or more organizations or entities exempt from taxation pursuant to 501(c)(3) of the Internal Revenue Code at the discretion of the board of directors as stated in the bylaws.

ARTICLE 12
REGISTERED OFFICE AND AGENT

The registered agent and registered office address of the Corporation shall be as follows:

Noor Samad
3116 NE 123rd St.
Seattle, WA 98125

DATED this 24 day of February, 2020.



(NAME)
Noor Samad

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION

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: **Red Apple 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 of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

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

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

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

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

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

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

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

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

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

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

Red Apple Elementary

NAME OF SCHOOL

[redacted]

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

2/24/20

DATE

MOHAMMED ADNAN KHALID

NAME OF DULY AUTHORIZED REPRESENTATIVE

Red Apple Elementary School

Section 15 Board Members and Governance
Attachment 14, 15, & 16

This section attachment contains Board Member Information Forms and Resumes, Signed Initial Background Check Certification Form, Code of Ethics and Conflict of Interest Policy

Attachment 14

Sufia Azmat

NEW CHARTER SCHOOL APPLICATION
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

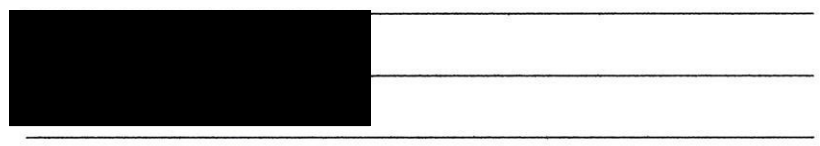
1. Name of charter school on whose Board of Directors you intend to serve **Red Apple**

2. Full name [redacted]
   Home Address [redacted]

   Business Name and Address [redacted]

Phone Number

E-mail address



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).
☐ Does not apply to me. ☐Yes

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

It is an opportunity to give back to the community and serve others with my knowledge and experience.

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

Long-term Strategic Planning

Monitor academic performance

Support school principal

Provide oversight

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 am the Executive Director of CISNA. I am a certified teacher with over 20 years of experience in education. I have taught at multiple grade levels with primary focus in English and literature. My administrative experiences include serving as an English Department Chair, a Middle School Division Head, a Principal and as the Head of School at K-12 Islamic schools. I have served on accreditation teams for schools (Islamic as well as non-Islamic) throughout the country. I serve on the ISNA Education Forum Program Committee and am an education consultant whose workshops

include Bullying Prevention, Critical Thinking, Effective Communication, Leadership Development, and Positive School Climate. I am on the Advisory Board of Fons Vitae Ghazali Children's Project and on the Board of Trustees of E3 (Excellent Education for Everyone), a research and policy not-for-profit with the mission of improving K-12 education. I am a student at Bayan Claremont Islamic Graduate School in the Islamic Education and Leadership program. I have been invited to speak at the International Congress on Islamic Education in Istanbul and participated on an education panel at the Parliament of the World's Religions in Canada.

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

With well over 20 years' experience working in education and multiple school boards. I understand what is involved in running a successful school and sustaining board member relationships. I believe in this schools specific mission to build it's charter school.

School Mission and Program

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

a. Provide a safe, inclusive environment where students have access to the resources they need to become critical thinkers and effective leaders.

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

a. High quality academics
b. Positive, collaborative learning climate
c. Caring teachers

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

Fidelity to mission

Student centered

High parent Involvement

Low teacher turnover

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

a. KPIs based on school mission
b. Stakeholder satisfaction surveys
c. Tracking graduates

Governance

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

   To contribute to the education of our youth, to help schools around the nation expand in complete education amongst our youth, to ensure that children are give the opportunity to reach their full potential

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

   Success will be based off the success of students. We want our students to be confident in themselves and confident in their educators to continue to give them the tools and resources they will need to reach their highest potential.

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

   By obtaining the trust and continuous support from our community and stakeholders. Having students who started with us continue their journey in education with us. Having students who feel safe and confident in not only themselves but their educators and school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   - Plan for now and the long run
   - Set clear expectations to create trust amongst the group
   - Take full advantage of board meetings, be prepared, have and know your material and/or the material set forth from other board members
   - Stay focused on the mission

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   a. Inform Board Chair
   b. Have an open, honest conversation

Disclosures

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

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

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. ☐ Yes

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

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

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

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

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
X I / we do not know any such persons. ☐ Yes

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

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

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. X I / we or my family do not anticipate conducting any such business. ☐ Yes

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

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

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

X None. ☐ Yes

Certification

I, ____Sufia Azmat____, 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 _Cordoba Academy_____ Charter School is true and correct in every respect.

_____ 2/12/2020___

Signature Date

John Inman

NEW CHARTER SCHOOL APPLICATION
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:

3. 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

4. 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 **Red Apple**

2. Full name **John Inman**
   Home Address
   Business Name and Address Ed.D., M.A., Ed.M., DDPE

Phone Number [redacted]

E-mail address [redacted]

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).
☐ Does not apply to me. ☐Yes

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

To give back to the community, to give children of the community a more focused education, to help children of all backgrounds have the same resources as children who maybe more privileged

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

We are here to serve the children of this community and ensure their potential, to serve and provide for our teachers.

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.

- Leadership
- Management
- Entrepreneurship
- Marketing
- Adult Education
- Human Resource Management
- Systems Theory – Learning Organization
- Strategic Planning/Management
- Business Development – Partnering – Consultative Sales
- Customer Service/Guest Services
- Dialogue, Deliberation, and Public Engagement (Communication)
- Social Change – Social Movements
- Project Management

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

- Design and deliver strategic planning sessions for government, non-profit and for-profit organizations
- Multiple World Café interventions in multiple settings
- Culture, values and vision development interventions
- Conflict resolution interventions
- Executive retreats
- Three pastoral call processes, ELCA Lutheran
- Change management facilitations

School Mission and Program

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

The school is an educational space that utilizes alternative education strategies to create an academic setting that connects with and instills a love for learning in students.

2. What is your understanding of the school's proposed educational program?
To promote wholistic STEM education through the lens of humanities and Liberal Arts. A wholistic approach composes of academic, intellectual, social, psychological and spiritual growth.

3. What do you believe to be the characteristics of a successful school?
    - A clear focus that is shared amongst the board, community and its stakeholders
    - Dedicated teachers
    - Committed board members
    - Student focused curriculum using a multi-tiered system
    - Happy, and engaged students
    - Safe environment for all staff and students
    - Students who are confident in reaching their own potential
    - Having tools and resources for all students
    - Continuous training/workshops for all staff and educators

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

Thru data showing how our students are succeeding academically, speaking with our students to see how safe they feel at the school, if their needs are being met, if they feel they have all the resources and tools they need. Having a continuous communication with all our stakeholders

Governance

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

We are here to serve the children of this community and ensure their potential, to serve and provide for our teachers.

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

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

By obtaining the trust and continuous support from our community and stakeholders. Having students who started with us continue their journey in education with us. Having students who feel safe and confident in not only themselves but their educators and school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   - Plan for now and the long run
   - Set clear expectations to create trust amongst the group
   - Take full advantage of board meetings, be prepared, have and know your material and/or the material set forth from other board members
   - Stay focused on the mission

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   a. Inform Board Chair
   b. Have an open, honest conversation

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X I / we do not know any such employees. ☐ Yes

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

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

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

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

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
X I / we do not know any such persons. ☐ Yes

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

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

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. X I / we or my family do not anticipate conducting any such business. ☐ Yes

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

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

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

X None. ☐ Yes

Certification

I, John Inman, 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 _Cordoba Academy_____ Charter School is true and correct in every respect.2/11/2020

Charter School is true and correct in every respect.

[redacted] 2/11/2020

Signature Date

Haris Mohammad

NEW CHARTER SCHOOL APPLICATION

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 **Red Apple**
2. Full name **Haris Mohammad**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

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

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

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

I want to give back to the society that has given me so much and believe that giving my time and thought leadership to ensure the next generation has the tools and educational resources to succeed and advance our society further is a great opportunity to do this, one that I cannot pass up.

6. What is your understanding of the appropriate role of a public charter school board member?
   Honesty, Transparency, Work Ethic, Selflessness, Commitment, Aptitude.

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 am seeking to improve myself in every facet of my life and that means constantly learning and surrounding myself with like-minded individuals hungry to make the most with the opportunities they have. This mindset, to 'learn it all' vs. trying to be a 'know it all' is critical for the next generation to inculcate into their upbringing as change is the constant truth in the time we live in and in order to succeed, one not only needs to understand this, but more importantly embrace it and use it to their advantage.

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

Participation, commitment, and offering expertise based on my corporate experience running enterprise level programs and shipping products that are used by 100's of millions of users.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   To be deeply committed to the community, parents, and families following a service-oriented approach and mindset.

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

Education to be comprehensive, diverse, challenging and project-based with a strong foundation in STEM and research and developed providing children with a platform to experiment, learn from application, learn from making mistakes, and taking risks to grow and be challenged.

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

The board should be from the community and for the community. It should be deeply committed to the community, parents, and families following a service-oriented approach and mindset.

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

The success and measurement in our students' academic progression from the beginning of the year to the end

Governance

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

Ensure all voices are heard and actions are completed and followed up on. Follow the mission and values the school was built on

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

Success will depend on the success of our students. If we are able to see a difference in academia and positivity in our students from the start of the year to end, we have been successful.

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

With the increase in enrollment, positive feed back from our community and stake holders

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

Keeping continuous communication with the community and stakeholders

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?

Have a discussion with the board member and collectively decide with board members whether or not they should remain a part of 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 serve on the school's board.
you ☒ None. ☐ Yes

Certification

I, Haris Mohammad, 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 RED Apple Elementary Charter School is true and correct in every respect.

[redacted] 2/23/2020

Sigr[redacted] Date

Hammad Rajjoub

NEW CHARTER SCHOOL APPLICATION
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 _____

2. Full name **Hammad Rajjoub**

Home Address [redacted]

Business Name and Address

Phone Number

E-mail address

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

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

5. Why do you wish to serve on the board of the proposed charter school?
To give back to the society and there is nothing more impactful than helping our future generations with quality education.

6. What is your understanding of the appropriate role of a public charter school board member?
Board member should exhibit most if not all of the following attributes:
- Self-starter
- Strategic thinker
- Excellent interpersonal skills
- Passion for education

Servant leadership

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.
Extensive experience of delivering success in a school/educational set up.
Strong alignment with and commitment to the vision and mission of school.
Strong commitment to the community.

8. Describe the specific knowledge and experience that you would bring to the board.
By making sure that we always have a set agenda and hold each other accountable to drive the desired outcome.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To ensure that all children that attended are give all the resources and tools they need to be successful

2. What is your understanding of the school's proposed educational program?
My vision is that education enables this community to create thinkers and leaders who will make positive impact all around them. Education should foster empathy and systems thinking in the young minds. This should lead young learners to become more mindful and aware that in nature everything is connected and has a meaning. By using STEAM we will enable our young learners to leverage the power of science and technology

to solve for variety of challenges.

3. What do you believe to be the characteristics of a successful school?
Board should have a strong connection with the community, parents and families. Board should foster a culture of respect, trust and partnership leading to creation of future leaders.

4. How will you know that the school is succeeding (or not) in its mission?
By the progression of our students and positive feed back from our stakeholders

Governance

1. Describe the role that the board will play in the school's operation.
Board should have a strong connection with the community, parents and families. Board should foster a culture of respect, trust and partnership leading to creation of future leaders

2. How will you know if the school is successful at the end of the first year of operation?
Through the academic results of our students success

3. How will you know at the end of four years if the school is successful?
Same as question as above along with positive support from our stake holders

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

This starts by setting SMART (Specific, Measurable, attainable, relevant and time-based) goals. Once the goals are set and RACI model (snapshot below) assigned the next step is to track the progress. Additionally, by regularly tracking the progress board will make sure that goals are being accomplished and policies are being carried out. If and when there is a gap in execution and things are not working as expected, as a board member, I will jump in to provide more clarity and help put in place a "get-well" plan so we can get back on track and help the school achieve the goals it set out to achieve.

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?
Termination

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, __Hammad Rajjoub_____, 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 _____RED APPLE___ Charter School is true and correct in every respect.

[redacted] __02/23/2020_____

Signature Date

Adnan Khalid

NEW CHARTER SCHOOL APPLICATION
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 **Red Apple Elementary**
2. Full name **Mohammed Adnan Khalid**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

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

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

5. Why do you wish to serve on the board of the proposed charter school?
To enact the vision and mission that I co-created with my community and board.

6. What is your understanding of the appropriate role of a public charter school board member?
To be a guardians of the mission and vision of the school.
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 spent the last 5 years building two separate organizations to serve Muslims in the greater Puget Sound region. From my experience in those roles, I have learned a lot of 21st century leadership skills and experienced starting a non-profit educational resource center from grass roots to full operation. I am capable and competent to run a school.

8. Describe the specific knowledge and experience that you would bring to the board.
The knowledge of Divinty, leadership on a high-level, clout within a marginalized community.

School Mission and Program

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

My understanding is that we are starting a public school that will be catered to be conducive to the cultural and religious sensitivities of the demographics we intend to serve.
2. What is your understanding of the school's proposed educational program?
The educational terms stated within the application point towards a holistic education that will create critical thinkers who can lead in the 21st century.
3. What do you believe to be the characteristics of a successful school?
Our student outcomes, our community reputation, our reputation and standing with the general public.
4. How will you know that the school is succeeding (or not) in its mission?
Benchmarks, Student assessment outcomes, parent feedback surveys, independent audits.

Governance

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

The board is a supporting unit of operations, while the executive director and principal are responsible on a daily level, ultimately the board is responsible to the commission and therefore must provide all the resources for those two roles to be successful in operating the entity.

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

We want to be on track with our goals and budget as well as increase enrollment for year 2. These will be some gauges of success but most important will be our school culture and the attitude of our students after year one.

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

If the school culture permeates into the community that surrounds the school and we start to see the fruits of our efforts in terms of prestige, student outcomes, and increased community and educational support.

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

Reiteration of the mission and vision in all aspects of governance. A commitment to excellence and selflessness. Reiteration of the mission and vision in all aspects of decision-making.

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? **Restorative justice and transparent accountability.**

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 cultivated all these members through my time as the Imam of Snoqualmie Mosque or Cordoba Academy. I have assembled this team because I believe it is the best caliber to execute the mission and vision.

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

Besides Dr. John Inman, all employees of schools that I know of are acquaintances and peers and have no vested business interest.

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, Adnan Khalid, 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 boa[redacted] is true and correct in every respect.

Sig[redacted] 2/20/20
Date

Resumes

Sufia Azmat

Board Member

[redacted]

EDUCATION/CERTIFICATIONS:

Masters of Islamic Education and Leadership Bayan Islamic Graduate School Exp. May 2020

Certificate in Islamic Studies and Leadership August 2018

Lead Evaluator Certification 2017

Accreditation Team Training with New England Association of Schools & Colleges

Accreditation Team Training with Middle States Association of Colleges & Schools

Teacher Certification for K-8 Education in NJ

Northern Illinois University Graduate School of Business – Marketing & Management University of Chicago – A.B. Political Science

LEADERSHIP POSITIONS:

Executive Director of CISNA (Council of Islamic Schools in North America) 2011– present

Academic Advisor, Garden of the Sahaba Academy, FL: August 2019 – present

Interim Head of School, An-Noor Academy, NJ: Nov. 2017 – June 2018

Principal of American Youth Academy, FL: December 2015 – June 2016

Member of Noor-Ul-Iman School, NJ, Executive Council: 1998 – June 2016

Head of Noor-Ul-Iman Middle School: 2005 – June 2016

Head of Noor-Ul-Iman School English Department: 2004 – 2012

TEACHING POSITIONS:

Noor-Ul-Iman School, New Jersey

College Counseling, 2004 – 2014

Middle & High School English, 1999 – 2010

Civics, 2003 – 2004

Fourth Grade Academics, 1998 – 1999

Second Grade Academics, 1997 – 1998

PROFESSIONAL AFFLIATIONS:

CAPE (Council of American Private Education) Board member

CSEE (Center for Spiritual and Ethical Education)

E3 (Excellent Education for Everyone) NJ Board of Trustees *Fons Vitae Ghazali* Children's Project Advisory Board Member

ISNA (Islamic Society of North America) Education Forum Program Committee

SPEAKING ENGAGEMENTS

Panelist at the Parliament of the World's Religions November 2018

Speaker at the International Congress on Islamic Education, Istanbul, Turkey April 2018 Annual speaker at ISNA Education Forum, Chicago since 2012 Topics Include:

Accreditation

Bullying Prevention

Critical Thinking Skills

Effective Communication

Ethical Decision Making

Leadership

Positive School Climate

Religious and Independent Schools Educators Conference Albany, NY

School Leaders Roundtable-Advanced Studies on Culture Formation, University of Virginia

References available upon request

John Inman

Board Member

John Inman, Ed.D., M.A., Ed.M., DDPE

[redacted]

Young Adult and Adult Educator

Engaging and effective management educator
delivering collaborative learning to young adult and adult learners

PROFESSIONAL PROFILE

Sought after educator developing collaborative learning experiences for learners of all ages. Combines strong theoretical and practical experience to provide learners with a strong foundation of knowledge and practice to make a positive contribution to the world. Thrives in communication networked enterprises reaching across all boundaries engaging individuals and small and large groups to co-create learning in a collaborative setting.

Coaches and mentor's learners in conversational practices to improve communication in diverse communities. Engages generationally diverse students in dialogue fostering innovation, new knowledge, and wisdom necessary to achieve a sustainable competitive advantage in a complex, uncertain, and ambiguous world.

EDUCATION

- *Ed.D. in Educational Leadership and Change:* Fielding Graduate University, Santa Barbara, Calif. (2015)
- *M.A. in Human and Organization Systems:* Fielding Graduate University, Santa Barbara, California (2011)
- *Ed.M. in Adult Education/Organization Development:* Oregon State University, Corvallis, Oregon (2003)
- *B.S. in Business Management:* Oregon State University, Corvallis, Oregon (1977)
- *B.S. in Agriculture - Animal Science/Pre-Vet Medicine:* Oregon State University, Corvallis, Oregon (1977)

CERTIFICATIONS AND AWARDS

Certifications

- National Certification in Dialogue, Deliberation, and Public Engagement: Fielding Graduate University
- Professional in Human Resource Management (PHR, SHRM-CP) (Unused and Expired)
- TAD Certified Professional (Strategic Management Implementation): adaQuest
- Team Management Systems (TMS) Certified Instructor
- Development Dimensions International (DDI) Certified Instructor
- Oregon Q Certified "It Pays to Please" Certified Instructor
- Myers Brigs Type Indicator Stage l and ll Certified
- Certified Hospitality Trainer, AHLEI
- Certified Hospitality Supervisor, AHLEI **Awards**
- 2018 Most Inspirational Faculty Award, Milgard School of Business, University of Washington, Tacoma
- Values Leader Award, T-Mobile
- Power Zone Award, T-Mobile
- Servitude Leadership Award, T-Mobile
- National Salesperson of the Year, Bard Critical Care

ORGANIZATION TEACHING

Courses Taught

- Tacoma Community College, Tacoma instructed one section of 300 business management
- Tacoma Community College, Tacoma instructed one section of 320 organization behavior
- Tacoma Community College, Tacoma instructed one section of 360 human resources management
- University of Washington, Tacoma instructed four sections of 320 marketing management

- University of Washington, Tacoma instructed six sections of 400 capstone strategic management
- University of Washington, Tacoma instructed one section of 506 MBA strategic management
- University of Washington, Tacoma instructed two sections of 508 MBA systems thinking
- University of Washington, Tacoma instructed two section of 574 MBA new business ventures
- University of Washington, Tacoma instructed six sections of 455 team management
- University of Washington, Tacoma instructed seven sections of 300 managing organizations
- South Seattle College instructed two 400 level Human Resources courses for BAS program
- Invista instructor for 6-week Management Development program for Red Winds Casino
- Russell Investments instructor for 6-week Management Development program, instructed 6 times
- T-Mobile corporate instructor for 3-day Leadership Academy; have instructed 7 times
- T-Mobile corporate instructor for 1-day values course. Have instructed 20 times
- Developed 10-week web-based leadership development blended curriculum program – Central Oregon CC
- Statistical Process Control to corporate client

Workshops Lead

- Leadership Development – Conversational Leadership
- Coaching as Management Practice
- Developing High Performance Teams
- Delegating Work
- Behavioral Based Interviewing
- Improving Communication using MBTI
- Beyond ROI
- Decision Making and Problem Solving
- Creating an Engaged Workforce
- Customer Service/Guest Services
- Relationship Building – Rapport Building
- Time Management
- Personality Styles – Learning Styles
- New Hire Orientations, 1 and 2-day format

Facilitation Provided

- Design and deliver strategic planning sessions for government, non-profit and for-profit organizations
- Multiple World Café interventions in multiple settings
- Culture, values and vision development interventions
- Conflict resolution interventions
- Executive retreats
- Three pastoral call processes, ELCA Lutheran
- Change management facilitations

AREAS OF ORGANIZATION INSTRUCTION TAUGHT

Organization Studies – Organization Development

- Leadership
- Management
- Entrepreneurship
- Marketing
- Adult Education
- Human Resource Management
- Systems Theory – Learning Organization
- Strategic Planning/Management
- Business Development – Partnering – Consultative Sales
- Customer Service/Guest Services
- Dialogue, Deliberation, and Public Engagement (Communication)
- Social Change – Social Movements
- Project Management

HIGHLIGHTS OF WORK EXPERIENCE

Applied Management BAS Program – Tacoma Community College, Tacoma, WA – Foundation Faculty and Professor September 2019 to current

Teaching business management, organization behavior, human resources management, project management, organization systems, and strategy

Milgard School of Business – University of Washington, Tacoma, WA – Management Lecturer September 2015 to 2019, Adjunct current

Teaching business strategy, leadership, management, marketing, systems, and team building to undergraduate and MBA students.

John Inman Dialogue, Tacoma, WA – Talent Accelerator, Coach, Trainer, Consultant January 2014 to current

Seattle based consultancy focused on designing containers, convening, and hosting conversations for organizations and communities of all types. Passion for developing healthy and productive social systems where individuals are treated with respect and can thrive and grow, accelerating the delivery of value to stakeholders. Expertise includes leadership and organization development, coaching, education excellence, marketing, business development, partner relations, strategic positioning and management, and workforce analytics. Work founded on the field of Dialogic OD.

Training and Development Manager, Snoqualmie Casino, Snoqualmie, WA September 2012 to January 2014

Joined leadership team to develop property into the best lead guest services organization in the region. Charged with transforming Training and Development's role and reputation on the property. Train and develop tribal member to move into Training and Development management position.

- Property of 1200 looking for a talent management strategy. Designed and implemented a comprehensive and integrated talent management program for the property including guest services training for 1200, supervisor training for 175, and leadership development training.
- Not enough bandwidth to deliver core training to 1200 team members. Negotiated partnerships with third party vendors to provide online solutions for core developmental training and compliance training.
- Compliance training not accessible to non-English fluent team members. Led effort to provide compliance training in multiple languages. Selected vendor and negotiated hosting pre LMS implementation leading to much quicker fulfillment of compliance training, far better understanding of messages, and reduced stress on operational management.

Leadership and Organizational Development on contract, Russell Investments, Seattle, WA February 2012 to September 2012

Joined the organization to provide executive coaching, leadership and organization consulting, and culture transformation work during a time of cutbacks and difficult change.

- Global technologies suffering from cutbacks and business overload. Designed and implemented intervention to transform business processes that resulted in improved product and service delivery to corporation of 2000.
- Marketing group of 26 struggling with intergroup communication. Designed and hosted process to build cross department collaboration and relationships that improved performance and business alignment.

- Operational group with branding and identity challenges. Designed and hosted process based on MBTI and TMS to understand foundation of disperse group resulting in new brand and improved recognition.

Leadership Development Manager, T-Mobile USA, Redmond, OR December 2006 to March 2011

Internal adviser and coach to leadership team of 100. Assessed leadership team performance problems and developed coaching and leadership interventions leading to site performance improvement. Cultivated ongoing relationships with leadership and staff opening door to direct and timely performance feedback. Conducted employee focus groups to identify satisfaction issues pinpointing areas for improvement. Frequent operational assignments. Traveled to deliver corporate 3-day leadership training and 1-day coach training.

- History of infighting between ops and support leadership teams. Designed intervention to transform relationships resulting in collaboration of senior leaders to improve site performance to top 10% in nation.
- High-potential manager of team of120 struggling to perform. Provided executive and performance coaching for 12 months resulting in her metric performance moving from the bottom to the top of management team.
- On boarding and training new supervisors painfully slow. Built project team, designed and delivered webbased supervisor development curriculum resulting in bringing new coaches into performance 2 months earlier.

Training and Development Manager, Kah-Nee-Ta High Desert Resort, Warm Springs, OR August 2004 to December 2006

Adviser to executive leadership team on transforming property into competitive destination resort. Assistant HR manager focused on developing culture of service into department. Integrated tribal culture into all training initiatives on property. Coached and developed property leaders on delivery of high levels of hospitality.

- Customer and employee satisfaction declining. Developed tribal culture based 2-day orientation focused on culture, respect, service, and retention resulting in increased pride of tribe and property leading to improved morale and a 22% increase in positive client satisfaction comments.
- Senior leadership team not working together. Designed and implemented senior leader intervention to transform non-cooperating executives into a cohesive team resulting in new alignment and cooperation setting in motion a redesign of property to create a competitive destination resort.
- Lack of leadership development causing poor performance. Developed 10-week blended learning leadership development program resulting in improved relationships and increasing employee satisfaction by 17%.

Training Supervisor, Spirit Mountain Casino, Grand Ronde, OR June 2002 to June 2004

Coached and developed 30 departmental managers improving leadership capabilities and capacities to deliver hospitality. Developed training initiatives for leaders and staff designed to improve guest experience. Intervened in staff manager conflicts modeling effective conflict resolution. Career counseling of staff and managers.

Managers struggling to build staff relationships. Developed weekly "Conversation Circles" based on key management questions improving manager confidence and performance leading to better staff relationships.

- Lack of bench strength in lower level management. Developed property wide succession planning program and presented the prototype to senior leadership to be included in the yearly plan.
- Fine dining restaurant suffering from high turnover and declining profits. Stepped in for four months at end of year to turnaround operations resulting in positive staff relations, greatly reduced turnover, and a 23% profit increase.

Senior Vice President Sales and Marketing, First Pacific Corporation, Salem, OR April 2001 to January 2002

Brought in to transform marketing and sales for a dental practice management business. Managed $2 milliondollar sales and marketing budget. Lead marketing manager and her team of 5 to transform logo, marketing materials, and market presentation for enterprise. Lead sales VP and national sales team of 24 to transform manipulative sales approach into consultative sales approach.

- Dental practice management business suffering market decline. Redesigned marketing and sales resulting in increased sales by annualized $2 million dollars through improved positioning and client relationships.
- Lead generation declining in an increasingly competitive market. Redesigned direct marketing and communication program resulting in increased lead generation by 28%.
- Lead conversion by sales team declining. Developed financial models to communicate value proposition to clients of complex financial, service, and software solution improving sales conversions of leads by 19%.

Director Marketing Programs, PlaceWare ESD, Portland, OR August 2000 to February 2001

Hired into newly created position to develop new market verticals for the CEO to reposition organization for growth and acquisition. Supervised marketing analyst providing research for projects. Managed $50,000 research budget.

- Poor penetration into new market vertical. Delivered full marketing roll out plan for the financial silo with financial projections, applications, value propositions, and sales training including collateral materials for sales.
- Lack of online transaction process for clients. Negotiated partnership with TransSync, a new service developed by Visa and Intel. Created the partnership proposal and agreement to improve merchant services offered to clients.

Director Business Development, Interactive Northwest, Inc., Tualatin, OR July 1994 to August 2000

Joined client software start-up as GM to hire staff, set up processes, and create initial growth of company. Moved to lead business development and marketing creating explosive growth in competitive market over first three years. Trained direct and indirect channel sales organizations across nation in selling complex mission critical software solutions.

- Software startup on verge of shutting down. Turned around firm by setting up all processes, establishing financial controls, hiring team, and building marketing and customer base; taking firm from 4 employees and $450,000 sales in 1994 to $6 million sales and 60 employees in 1997.
- Lack of planning creating unstable growth. Developed and implemented strategic planning process leading to earning large increases in new clients creating a planned yearly operational growth of over 100%.
- Sales team struggling to gain market acceptance for startup. Developed and modeled sales process, accelerated sales growth for all sales people, and delivered personal sales volume unmatched since organization founded.
- Lacking flagship product to capture market share in declining market. Identified new voice mail product resulting in new product development, providing sustainable sales leading to enterprise financial stability.

Leadership, Marketing, and OD consultant, John Inman and Associates, Portland, OR March 1991 to July 1994

Started firm to deliver leadership, organization development, strategic planning, quality, marketing, and sales consulting to NW enterprises. Clients including Hart Crowser, TriMet, State Farm Ins, DeMar, Skyline RV, OMSI, INI, and 20 others. Conducted public soft skills workshops on topics ranging from consultative sales to communication.

- Firm struggling with quality. Developed and delivered statistical process control curriculum and book for manufacturer in Oregon driving quality improvement into manufacturing processes.

- Education programs with gaps in quality improvement instruction. Conducted day workshops on quality and education for OSU education doctoral students and Marylhurst University business students.
- National museum leaders seeking examples of quality improvement in a museum setting. Presented quality and science museum case study to national science museum conference based on work at OMSI.
- Clients needed model on integrating organization change efforts. Wrote white paper on integrating the organization community supporting the growth of consulting business.
- Consulting business needed visibility. Produced and hosted weekly interview radio show, The Decade of the Customer, gaining market visibility and increasing consulting leads by 50% over a year period.

RESEARCH

- Doctoral Thesis: Another Way to Understand Dyslexia: Hypothetical transformations via an Indigenous Worldview (Focus on twice-exceptionality and Indigenous learning principles)
- Researching co-generation of leadership capabilities for social change through multi-generational dialogue
- Dialogic Organization Development
- Gifted and dyslexic educational strategies for children and adults
- Conversational Leadership
- Social Transformation
- Dialogue, Deliberation and Public Engagement
- Process-Based Organization Studies
- Collaborative Learning Strategies
- Adult Learning – Conversational Learning
- Traditional American Indian Educational Principles
- Borderlands and Creolization
- Social Systems – Systems Thinking – Learning Organizations
- Constructionism – Humanism

TEACHING EVALUATIONS

- I wanted to thank you for a wonderful quarter. I really appreciated your hard work, dedication, and the sacrifices you made for us. You are an inspiration to me. I look forward to taking more classes with you in the future. – Yvette Tran TBUS300

- This course by far has been my favorite in my time with Milgard. I think you bring much more insight that supplements the textbook effectively. The structure of the class overall enables us to apply our knowledge, think creatively, and learn to work together. I think if more professors taught in a similar fashion, Milgard's graduates would be more successful and represent the UW brand better. – Brianna Maurer
- Thank you for being an amazing professor!!! – Stephanie Schuur TBUS300
- Thank you for investing in your students! I learned to share my interests and life, to be down to earth with people, and to put people first. Thank you for demonstrating these things for your students. – Shawnie
  Krauter TMGMT455

Thank you for the opportunity of working as a group, into becoming teams of leaders. We appreciate your creativity in enhancing our education through encouraging us in working in the community. – Project Group TMGMT455

- I just wanted to thank you for an amazing quarter. Your passion and knowledge were such a joy to be around. I really hope to take more classes of yours in the future. This was my first year back in college after a few years, and I really couldn't have asked for a better professor. Thank you for keeping things interesting, and for really wanting to connect with your students. It was extremely refreshing. – Cassidy Stephens TBUS300
- John Inman changed my view of college for the best. He is the best professor I have ever met because he truly puts all his students first. John spends so much time dedicated to learning what each student needs and what information is the most important to teach them. Most of the work is hands on so we really get to practice what we are taught. I will forever remember him and all that he has taught me. – Student
  TMGMT455

- I cannot stress how beneficial this class has been to my academic and professional growth. I highly suggest this class to other students ESPECIALLY if they do not have any type of business experience or knowledge. – Cedric Brothern TBUS300
- You are one of my very few inspiring professors who I truly appreciate. I am honored to be taught by you and I want more educators like you. I know I'm not the only student who has these thoughts and feelings either. – Katrina Blankmeyer TBUS300
- I have experienced John as a professor for two different courses this year, and I can confidently say that he has been a huge source of knowledge and inspiration for me. His kind nature makes students feel welcome as soon as they walk into the classroom. I remember when he posted his bio on Canvas, and I knew we would become close as he stated that he encourages students to come to his office for tea to discuss anything important, whether it be school related or not. I have had many conversations with him about my professional career, and he always takes a genuine interest in the well-being of his students. His desire to see us succeed transcends the classroom and he works every day to make sure we have all of the materials to succeed in and outside of the classroom. I feel very lucky to have met John during my time at UWT and hope to continue a relationship with him after graduating. – Student TBUS400 and TMGMT455

HIGHLIGHTS OF PROFESSIONAL DEVELOPMENT

Leadership/Management

- Mastering the Art of Coaching T-Mobile Workshop
- Leadership Academy T-Mobile Workshop
- Coach University T-Mobile Workshop
- 9-month Leadership Development Program American Hotel and Lodging Educational Institute Course
- Managing the Millennials: Getting the Most Out of This Generation of Twenty-Somethings - Levit
- Statistical Process Control Clackamas Community College Course
- The New Economics for Management with Deming Portland Community College Seminar
- Building Powerful Teams T-Mobile Workshop

Marketing/Business Development

- Quality Marketing Process Strategic Positioning Associates Workshop
- Quality Selling Process Strategic Positioning Associates Workshop
- Partnering: Creating Customers for Life 40 hours Pecos River Learning Course
- Playing to Win 40 hours Pecos River Learning Course
- Oregon Q Certified "It Pays to Please" Chemeketa Community College Workshop
- The Customer Blackman and Associates Seminar
- Mastering Persuasion Techniques Robbins Research Institute Seminar
- Acting for Presentation Improvement Stanislavski Seminars Workshop
- Practical Basics for Managing People Portland State University Workshop
- Sales Management Fred Pryor Seminars Workshop
- Motivational Psychology Portland State University Workshop
- How to Manage Difficult People/Difficult Situations Portland State University Workshop
- Sales Development Skills 16 hours Tim Conner Workshop
- Soft Selling Advanced 40 hours Personal Growth Associates Course
- Soft Selling 40 hours Personal Growth Associates Course
- Soft Selling 8 hours Personal Growth Associates Workshop
- Counselor Selling 40 hours Wilson Learning Course
- Customer Oriented Selling 40 hours McGraw Hill Course

Human Resource Management

- Human Resources Management Central Oregon Community College Pre-Certification Course
- The Secrets of Recruiting and Retaining Gen X & Y WorkSource Oregon Employment Department
- Human Performance Improvement Vetter Solutions Course
- e-Learning, designing curriculum for an e-learning environment, 2-day workshop, Portland State University
- DDI Train the Facilitator Training T-Mobile Workshop
- Developing a World-Class Orientation Program Native American Leadership Academy Workshop

- Team Management Systems 3-day certification workshop
- Myers Brigs Type Indicator 3-day certification workshop

EDUCATION TECHNOLOGY

- SiteScape by Novell – I have been using extensively for a year and a half at Fielding Graduate University.
- BlackBoard – I used for 3 years at OSU Graduate School of Education.
- Jive SBS community software – I used extensively at T-Mobile.
- Moodle
- BaseCamp as a collaborative workspace.
- Google docs as a collaborative workspace.
- Strong contributor to The World Café Forum on Ning collaborative space.
- Online communities on LinkedIn, Facebook, Twitter and others.
- Maintain blog and web site.
- First online master's portfolio for OSU Graduate School of Adult Education.
- Canvas at University of Washington Tacoma and Tacoma Community College

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PROFESSIONAL MEMBERSHIPS

- Society of Human Resource Management (SHRM) (Past)
- American Society of Training and Development (ASTD) (Past)
- OD Network (Past)
- Society for Organizational Learning (SoL) (Past)
- National Coalition for Dialogue & Deliberation (NCDD)
- CMM (Coordinated Management of Meaning) Institute
- American Mensa

SERVICE

- Board member of startup school, Red Apple Elementary School, Bothell, WA
- President of Board for First 5 Fundamentals, Tacoma WA
- Lake Washington Human Resource Association Volunteer

South Seattle Community College Hospitality BAS Program Advisory Board Chair

- ASTD Cascadia Board Member
- Boys and Girls Clubs of Central Oregon Regional Board member
- Huddle Up Community Engagement Initiative, T-Mobile Site Champion
- Plan Loving Adoptions Now Vice Chair of Board
- Aravind Eye Care Center, Tamil Nadu India, OD and Adult Education Consultant/volunteer

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PUBLICATIONS

- Inman, J. L., & Thompson, T. A. (2013). Using dialogue then deliberation to transform a warring leadership team. *OD Practitioner*, 45, 35-40. http://www.johninmandialogue.com/wpcontent/uploads//2012/09/ODP-V45No1-Inman-Thompson.pdf
- Inman, J. L. (2015). Another way to understand gifted and dyslexic: Hypothetical transformation via an indigenous worldview. *Fielding Graduate University Doctoral Dissertation.* http://www.johninmandialogue.com/wp-content/uploads//2015/03/Inman-Dissertation-Final-Manuscriptwith-Edits-Publish.pdf
- Inman, J. (2016). The communication process model of organization. [Presentation]. *Paper presented at annual meeting of the American Society of Cybernetics*, Olympia, WA. http://www.johninmandialogue.com/wp-content/uploads/2016/06/Communication-Process-Theory-ofOrganization.pdf

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STARTUP VENTURE EXPERIENCE

- Red Apple Elementary School – Active startup board member
- UW CoMotion – Active startup mentor
- Medical Startup – VP Operations in Seattle
- RAIN Incubator – co-PI and commercialization director of biotech incubator in Tacoma
- Tacoma Tech Hub – Member of steering committee for new technology incubator in Tacoma
- John Inman Dialogue – Developed new consulting company in Seattle
- Wiser Together Initiative of The World Cafe – Research Chair
- Placeware web conferencing startup – Marketing Director
- Wel-Pet (now Petco)– Regional Director of new startup
- Incredible Universe – Software Store Manager on startup leadership team

- John Inman and Associates – Owner of consulting startup
- INI – Director Business Development on startup team, built company
- Cell Tech – VP marketing and sales of culture media bio-tech startup in Seattle
- IcapBiz – Consulting startup
- Rhino Learning International – Marketing VP, product design of student planner startup

Haris Mohammad

Board Member

Haris Mohammad

[redacted]

Professional Summary

Product Management leader in Identity at Microsoft with 16 years' experience leading, building, and landing solutions currently working as a Principle PM Lead managing a team of PMs responsible for improving the IT Admin experience for Azure AD. Expertise in Cloud services with over 10 years' experience marketing, designing, implementing, operationalizing and optimizing new Cloud strategies, product features, promotions, business models, roadmap publications, and commerce solutions. Highlights include architecting Identity loyalty program, designing new insights and SAT based features in Azure AD, building and managing the Office Roadmap Mgmt application and website, managing a $200M+ Usage promotion program, landing product and licensing readiness for Office 365's premium product offering in Office 365 E5, landing new multi-tier partner business models, driving the implementation and expansion of commerce into 60+ countries.

Core Skills and Experiences include:

- Leading and motivating diverse product and project v-teams with emphasis on agility, scale, satisfaction, and speed to market
- Delivering major cross-company products and programs in high growth environments where priorities shift rapidly
- Excellence in public speaking; awarded with Executive Briefing Center Performance Excellence award in 2018 & 2019
- Leading business, program management, and VOC initiatives across multiple teams and regions with e2e accountability
- Excellence in written, verbal and executive communications with ability to drive simplicity and focus on results
- Data driven decision making to land key business model decisions and influence strategy and requirements
- Analyzing financial and customer usage data to influence pricing/licensing model decision and product requirements
- Translating customer needs into commerce requirements, feature needs and pricing/licensing models
- Expertise in E2E customer journey and service lifecycle process design and simplification
- Expertise in Office 365 and Azure Active Directory

Work Experience

Microsoft, Identity CXP Product Group – Principle PM Manager, 08/18 – Present

- Manage a team of PMs responsible for improving the AAD IT Pro (admin/ops) experience.
- Directly working with customers to improve their security posture and help them increase their usage and satisfaction of Azure AD.
- Developing insights and partnering with feature PMs and software engineers to design and deliver enhancements in product.
- Own the AAD inProduct feedback service, conduct loyalty research, journey mapping, manage the Identity Roadmap, and accountable for enabling the division to reach SAT metric targets for NPS, CES, and CVA.

Microsoft, Identity CXP Product Group – Senior Product Manager, 08/17 – 08/18

- Responsible for architecting customer loyalty program to drive improvements in SAT and usage across Azure Active Directory
- Leading a virtual team of program managers to work directly with our most unsatisfied customers on their core identity challenges
- Working directly with developers to enhance key admin insight, transparency, and testing experiences
- Responsible for managing and influencing investments on our internal engineering Identity Roadmap

- Driving changes that correlate directly to gains in customer retention, satisfaction, and usage with our AAD services.
- Building a deep understanding of the customer journey and tracking qualitative and quantitative metrics at each touch point
- Developing tools, processes, and a reporting engine to automate and scale
- Implementing a data-driven, experimental approach to continuous program improvement
- Aggregating and analyzing statistically relevant data from a variety of markets, industries, and geos

Microsoft, Office Division Product Marketing Group – Senior Product Manager, 01/13 – 08/17

- Responsible for the Office Roadmap website and internal publications including the product management of the underlying roadmap tracking application, and managing the cross-group ROB and alignment across all engineering and marketing leaders
- Developed and evangelized Office 365 licensing disclosure strategy and readiness to sales, partners, customers, and analysts
- Build and landed Office 365 E5 licensing disclosure plans touching thousands of internal and external stakeholders
- Landed Office 365 product positioning, licensing and pricing strategy with lead analysts from Gartner, Forester, Directions on MSFT
- Managed and designed Office 365 usage offers comprising of a $200M+ plus budget
- Designed Office 365 Adoption and Deployment programs including integration with Office 365 FastTrack
- Grew program brand and adoption with sales, customer and partner audiences
- Implemented levers to improve customer results and accelerate onboarding timeframes
- Landed new and existing licensing models for the Office Division, which generates more than $25 billion annually
- Redefined the commerce offer/sku launch process for a cloud centric world of continuous services, ensuring operations are optimized

Microsoft, Online Operations – Global Program Manager for Office and New Partner Models, 11/10 – 01/13

- End-to-end Service Accountability for all Office 365 services and Syndication partner onboarding
- Enhance BG readiness on new capabilities and build VOC program to influence strategy and prioritization decision making
- Partnered with the business to develop the all-up business requirements for new updated Open and FPP O365 business models
- Lead the Operations workstream for enabling the onboarding and execution of the new Open and FPP O365 business models
- BIOS Lead for the launch of O365 on both the Direct (60 countries) and Syndication partner (37 partners) channels
- Accountable for the Ops Office and Syndication product roadmap and ownership of the BG lifecycle through multiple launches (new offers, migrations, promotions, upgrades, etc.)
- Accountable for Office and Syndication service program health including billing incident rate, credits/invoice, and cogs
- Point-of-contact for the BG and BIOS escalations that require facilitation between the two teams
- Conduct impact assessment of BG requests on COGS, CPE, and BIOS capacity
- Create and maintain relationships with CTP, CPC, LMX, PLS, WWLP and BIOS that positively facilitates the continual improvement of customer and platform services experiences

Microsoft, Online Operations – Senior Program Manager, 09/09 – 11/10

- Accountable for leading the all up business analysis requirements for International expansion of the Online Commerce Platform; delivered for 22 new countries launched in FY10 and 25 countries launched for FY11/12
- Lead the development of the new geo onboarding, local commerce analysis, and requalification framework by partnering with the following stakeholders: CPC, Engineering, Marketing, Legal, Tax, Trade, Treasury, WWLP, WPG, and WW ROC counterparts
- Defined and supported the prioritization of all international country requirements by partnering with the above stakeholders
- Partnered with Marketing to lockdown the International Roadmap for MS Online Services
- Partnered with Marketing to connect with the Field to articulate challenges in launching into key markets including Korea and Russia
- Lead the monthly prep meetings for the International Executive Review
- Presented International Requirement Analysis updates at the International Monthly Executive Review
- Lead local commerce depth analysis Workshops with Engineering, Legal, Tax, Trade, Treasury and WWLP to focus on resolving local currency/billing challenges to increase market revenue and share in countries
- Partnered with Tax, Legal, Payment Processing, and external Payment Service Providers to conduct best practice market research
- Leveraged market research to contribute to the development of the market opportunity analysis framework
- Created the International Legal Qualification Tracking framework to support the onboarding of New Services onto OCP
- Connected with BG Finance to understand projections to aid operational resource planning efforts
- Lead weekly and bi-weekly meetings with WW Operations and Management
- Lead key requirements gathering reviews and validation meetings with CPC, Engineering, Marketing, Legal, Tax, Trade, Treasury, WWLP, WPG, and WW ROC stakeholders while dealing with issues relating to cross-team dependencies and scope challenges
- Responsible for the following project management activities for international OCP expansion: operational organizational resource planning, framework development, issues/risk management, status reporting, coordination and communication across all internal and external stakeholders

Revel, Senior Associate / Account Manager, 8/08 – 08/09

Microsoft, Business Incubation and Online Services (BIOS) - Online Commerce Operations Project Manager

- Responsible for driving key Online Commerce Operations initiatives: building and executing a repeatable New Geography On-Boarding requirement framework, 9.1 International Purchase Release to 18 countries, Transition of T3 Operational Support to 3 (AOC, APOC, EOC) Regional Operating Centers (ROCs), Operational Budget & Resource Forecasting exceeding $4M, and managing and building the BI reporting framework enabling the automation of key manual processes
- Driving project planning, strategy and framework development, issues/risk management, status reporting, coordination and communication across all internal and external stakeholders including BIOS Workstream Leads, BOSG, CPC, GPD, LCA, Marketing, OCP and BIOS Senior Management, ROCs, Tax, WWLP, and WPG
- Lead key requirements collection, review, and validation meetings with internal BIOS stakeholders, ROCs, Management, and external stakeholders while dealing with cross-team dependencies and scope challenges
- Management of New Geo On-Boarding PM and junior process design/document consulting resources

Accenture, Senior Consultant / Account Manager, 8/05-7/08

Microsoft, ASM / Enterprise Service Management (ESM) - Application On-Boarding Project Manager

- Lead the overall delivery of on-boarding 100 plus platinum application client experience and operational monitoring management packs onto the new ESM centralized monitoring platform (SCOM 2007) across 10

COE's enabling the business to achieve Availability Management, Service Monitoring and Control program goals in a cost-effective fashion

- Partnered with COE leads in the creation/assessment of business cases to onboard applications onto the ESM monitoring platform
- Managed MP development/testing/support resources consisting of 3 on-shore and 10 off-shore resources in Manila, Philippines along with managing the overall project budget and financials exceeding $1.3M
- Drove release schedules, status, issue/risk management, coordination and communication across stakeholders in 10 different COE's including Project Sponsor, Senior Management, COE leads, Applications owners, and ESM project team
- Built a streamlined requirements collection framework following the Agile/Scrum Methodology for fast Management Pack on-boarding.

Microsoft, SMSG, Commercial Solution Delivery MOC Planning Process – Business Planning Manager

- Built and facilitated the execution of the Microsoft Operations Committee (MOC) planning process to enable stakeholders across WWLP, Server & Tools, BG, and WW ROCs to present their project/budget asks for FY09 with the governance team
- Responsible for ensuring thorough definition of business cases, alignment to corporate level strategies, themes, and scenarios across the LOBs represented in SMSG to support the Microsoft Operations Committee planning process
- Created and owned work back schedule, socialization/coordination all stakeholders, training, & consistency across the specific LOB they represent, COE coordination and process alignment

Microsoft, BGCOE and Center Of Release Excellence (CORE) MOF Process Improvement - Project Manager

- Lead a team of 4 consultants building the To-Be Operating and Support Framework for the Center of Release Excellence organization. The scope of this work included conducting an Operations Maturity Assessment, creating detailed support processes, operation guides, recommending best practices for service/system monitoring activities, developing a To-Be Organizational design, and implementation plan for deployment in Redmond and Puerto Rico
- Managed Project Budget for entire account Book of work in excess of $1.5M and delivered above original deal economics.
- Project plan creation and coordination, status reporting to sponsor and senior management, lead stakeholder interviews, risk/issue management, Lead Design Workshops for Service Desk, Incident, and Problem Management processes

Microsoft, Vegas – SAP Backbone Wave 1 - Methods and Tools Program Manager

- Delivered the new SDLC 'Packaged' Methodology to facilitate the delivery of all ERP implementations for the Enterprise Application Services (EAS) organization (80 plus person organization)
- Presented status to sponsor/management/project teams, lead methodology/tools super user meetings across 10 plus project teams under Vegas, presented training/methodology kick-off to 80 plus stakeholders, and managed all inquiries and work items
- Created SDLC 'Packaged' Methods/Tools Training decks and provided training and overview presentations as needed

Walt Disney Internet Group, Go Publish 5.0 – Content Management System Project - Test Lead

- Responsible for leading the testing efforts for a new version of a Content Management System (Go Publish 5.0.) that serves 1000s of pages of unique content across a variety of sites (Disneyland.com, espn.com, abc.com)
- Managed a team of off-shore testers located in Hydrebad, India while collaborating with developers and onsite senior QA engineers to resolve system issues and defects
- Provided daily and weekly status reports to management tracking team progress, issues, and deadlines

Microsoft, FrontBridge (Exchange Hosted Services) Integration - SAP Business Analyst / Configurator / Tester

- Responsible for configuring the SAP Sales and Distribution and Materials Management modules to implement the FrontBridge acquisition/Exchange Hosted Services Order Entry, Master Data, and Billing requirements
- Gathered and implemented business and functional system requirements, created Use-Cases, RICEF, GAP Fit Analysis, To-Be and E2E process diagrams, and documented and executed unit, integration, and System/UAT test cases
- Collaborated with Project Manager to create Test Plan, Testing Strategy, Test Cases for Unit, Integration, System and UAT Testing while assisting with key management deliverables including: status reports and issue/risk management

T-Mobile, Direct Channel Migration and Fulfillment - SAP Test Analyst 2

- Conducted Integration, regression, QA, and smoke testing for T-Mobile's.com, T-Mobile business, and telesales websites while leading the testing for ATP and CC authorization and partner co-brand integration testing across a team of 10 test resources
- Interfaced with business users, development, and technical support teams to ensure all requirements were traced, test cases were documented and executed, and all defect fixes were validated

Expeditors International, Lead Technical Analyst, 3/04-7/05

- Provided analysis, research, problem/requirements identification and resolution of data communication and software issues
- Analyzed and documented technical processes while automating maintenance/data reporting processes where applicable
- Collaborated with clients, PM's, developers, testers, and support groups to implement and improve the Export/EDI applications
- Assisted in defining and modeling business requirements using OOAD and UML

Volt Services, Microsoft Customer Central - Developer Support Analyst, 7/03 – 3/04

- Provided support for external and internal Microsoft Customers building solutions using Microsoft development technologies
- Accurately analyzed and assessed the technologies and activity involving customer issues, verified eligibility for support, created cases and contracts in Clarify, documented the problem description, trouble shoot and resolve cases
- Worked with team members to discuss best practices, improve existing and implement new policies that enhance customer experience and satisfaction

Central Washington University, Yakima Hispanic Academic Achievers Program - Project Manager/Web Developer 5/02 – 5/03

- Lead a team of 4 CWU undergraduate students in creating a new Content Management based website for the YHAA Program
- Responsible for project management tasks such as defining the business case, status reporting, milestone tracking, risk management, providing status updates in team meetings, and delegating, monitoring and supporting team progress
- Responsible for the development and maintenance of the CWU Scholarship Central Website

Education

Bachelor of Science in Computer Science, Central Washington University, 06/2003

Azure AD Connect Master, Oxford Computing Group, 01/2019

Accolades

- Received Executive Briefing Center Performance Excellence award in 2018 (1/25 presenters)
- Received highest LSS Roadshow presentation scores in 2016 (4.96/5 avg)
- Awarded Ops Innovation Hero in 2012
- Selected in Bench (high potential) program in 2011 & 2012

Hammad Rajjoub
Board Member

Technical Program Manager| Solutions Architect

[redacted] [redacted] [redacted] [redacted]

Hammad Rajjoub

Experienced program manager looking for a growth opportunity. Energetic, trusted and detailed oriented. Expert in managing and excelling at global, complex, and matrixed environment through collaboration, influence and leadership. Strong technical skills in all things distributed computing and Microsoft Azure. Excellent internal and external client facing skills.

Lead Program Manager

Microsoft

Oct,2018 – Present **Headquarters** | Seattle, USA

- Program Lead for WW Technical Skill Initiative (TSI) Program (covering 50,000+ users)
- Lead the hands-on skilling strategy for customers and partners facing technical roles
- Present weekly/monthly/quarterly updates to CVPs
- Work with engineering team to define and execute on end-to-end workflow (UX, reporting and operations).
- Managing complex dependencies between internal scrums and external orgs

Global Blackbelt (M365)

Microsoft

Dec,2014 – Oct, 2018 **Headquarters** | Seattle, USA

- M365 Global Blackbelt (GBB) with focus on Security Compete (started in Singapore as Asia TZ role and then moved to US for WW role) focusing on M365 Security
- Acted as a conduit between engineering and the field
- Helped drive product strategy decisions (DC expansion, Feature capabilities etc.) across M365 stack
- Top rated speaker @ MS Ready sessions for MW track
- Lead number of beachhead deals across Asia as well as WW
- Drive technology alignment and business partnerships with Azure AD partners like SailPoint etc.

Architect Evangelist

Microsoft

July ,2011 – Dec, 2014 **Singapore**, Singapore

- Work as a lead solution architect for top Azure deals in Singapore/APAC
- Drive Architecture Design Sessions (ADS), Pilots and POCs at top enterprise accounts
- Deliver technology sessions at developer conferences to win mindshare of developers and architects
- Be the Azure Champ (first wave launch program) for Microsoft Singapore Enterprise Architect (VP of Technology)

Bank of America/Merrill Lynch Singapore

July ,2007 – June 2009 & June 2010 till July 2011 **Singapore,** Singapore

- Own the product vision and overall development of bank's Option Trading Platform (deployed WW, multi-asset, multi-billion-dollar business) and real-time risk feeds (for downstream processing) to 10+ internal and external systems.
- Lead the team of developers across Singapore, Bangalore, London and New York.
- Perform code and design reviews
- Deliver product releases on time and on quality using Agile methodologies (80%+ test coverage, using CI/CD, Confluence, Microsoft and IBM Stack)
- Work with the business (traders and business analysts) to understand business requirements and align product/technology roadmap

Chief Technology Officer (CTO)

Amanah XData and PDSR Technologies

July ,2005 – Dec, 2007 and June 2009 till June 2010 **Dubai,** UAE

- Employee #4 and CTO owning the product roadmap, vision and mission of the xData platform
- Define the product vision, mission and roadmap for iterative delivery in partnership with Sales, Marketing and Development teams
- Own the budget and resource requirements for IT (including product development, infrastructure costs and customer
  - Hands-on with product development and own the overall BS (Computer Science) – UoK

Business and Strategy Acumen

(INSEAD)

Challenging Customers Through

Business Model Innovation

(INSEAD)

Skills

Design Patterns

Solution Architecture

Agile Methodology

SCRUM

CI/CD

.Net Framework

C#

Azure (Apps and Infra) Cloud Security

Adnan Khalid

Board Member/Chair

Mohammed Adnan Khalid

[redacted]

EDUCATION

The University of Chicago: *MA Divinity* March 2015 Coursework: Islamic Thought and Literature, Middle East and South Asian Colonial Studies

The University of Washington: *BA Global Studies* March 2013

LANGUAGE SKILLS

Advanced proficiency in Urdu and Hindi; Arabic

PHILANTHROPY & NON-PROFIT EXPERIENCE

Community Imam: 2001 - Present

Over the past 18 years, I have had the honor of serving my Muslim community as an Imam and Khateeb. I have led prayers for over half a dozen Muslim congregations from Vancouver, Canada to Tracy, California; I have given Jummah sermons at various Mosque in the Pacific Northwest and have led annual Eid prayers with over 4,000 congregates.

Muslim Association of Snoqualmie Ridge (Snoqualmie Ridge, WA) Sept 2018 - Present

Resident Scholar and Imam

Community Engagement

- Leader of the Muslim community of Snoqualmie Valley and face of Snoqualmie Mosque
- Delegate with Community leaders such as city mayor, police chief and church leaders
- Drive the vision and implementation of Islamic culture in the mosque
- Oversee all programs that are conducted at the Mosque
- Cultivate stakeholders for fundraising campaign
- Conduct regular prayer services to maintain a high bar of excellence and provide spiritual support for congregates
- Help lead recognition and celebration events (e.g., for Eid, Ramadan Iftars, marriage ceremonies) and other msoque-wide culture-building activities

Family Engagement

- Drive the vision and implementation of family engagement

- Build relationships with Muslim families of Snoqualmie Valley through frequent communication
- Create and lead a schedule of events throughout the year to involve families into the community
- Engage families in support of the Mosque school's goals by communicating student progress, upcoming events and programmatic changes at MASR
- Lead on-boarding process for new families, potentially involving home visits with new parents
- Establish protocols and best practices to ensure that teachers communicate regularly with parents

Religious Education and Student Behavior

- Oversee religious school programs to ensure the best student experience in their religious and academic careers
- Drive the vision and implementation of a community wide Islamic curriculum for children
- Write, update and maintain systems and policies for attendance, entry, class transitions, cafeteria usage, lunch, bathroom usage, dismissal and homework
- Create meaningful incentives to reward good behavior and effective consequences to correct misbehaviors
- Analyze school-wide trends in attendance, behavior, homework and class transitions, communicate these trends to staff and lead initiatives to address challenges
- Work with teachers to create individual plans for students with behavior challenges; partner with teachers to provide extra interventions

Cordoba Academy (Mountlake Terrace, WA) July 2015 - Present

Founder and Chairman of the Board of Directors

Executive Director

Chairman of the Board tasked with overseeing the building of Cordoba Academy, a 501c3 educational institution in North Seattle that strives to empower young Muslim students with the educational tools they need to be Muslim American Leaders. As trustee of the board of directors, I make executive decisions and steer the organization's strategies towards fulfilling the vision and mission statement. I also oversee recruiting talent, resource development, and budget planning. This role requires me to consistently be involved in the public sphere; building community support, brand awareness and courting potential stakeholders.

- Oversees development of day to day operations for the academy as executive director
- Recruiting and hiring staff, providing orientation, training and developing all employees, managing performance through timely, effective feedback
- Plan and manage the annual budget to support adequate staffing, enrollment, supply and

equipment needs
- Communicate transparently with families, teachers, staff and the community
- Ability to effectively work on diverse teams and with a diverse range of people within the organization and the Muslim community at large
- Lead the process to find a new facility for the school in collaboration with the board, families, and staff
- Organize and lead a community funding campaign to raise funds to support the facility move
- Supervise, manage and mentor staff, teachers, office personnel and interns while adhering to local, State and Federal regulations and academy policy
- Planning and maintaining curriculum materials and/or working with teachers and staff to develop curriculum
- Maintain good standing membership in Early Childhood Education organizations to build professional relationships with other programs in the Seattle area
- Promote Cordoba Academy's standards in all functional areas including teacher/student ratios,service, safety and security

The Borgen Project (Seattle, WA) June 2015- October 2015

Writer

During my time writing for the Borgen Project, I used my unique academic background to shed light on humanitarian crisis from the lens of a colonial studies scholar. I spent time writing articles weekly for the Borgen Project Magazine as well as their blog— an organization that advocates with government agency to eradicate extreme global poverty. Topics ranged across the socio-economic needs of different demographics. I had the honor of having some of the most shared articles of 2015.

- Wrote articles promoting humanitarian aid work, social justice and mobilization advocating to end global extreme poverty
- Helped contribute to drive 500,000 more website visitors in 2015 over previous year through social media utilization, grass roots advocacy efforts and writing high quality blogs and magazine articles
- Utilized best seo practices to rifle internet for latest news and media to write interesting, engaging articles; increasing awareness towards the organizations vision and promote widespread adoption
- Wrote the Borgen Project's top 10% of shared articles of 2015
- Wrote 3 SEO friendly articles per week in regards to Global Health and Global Poverty
- Researched topics related to advancing the cause of curbing global poverty

Washington STEM (Seattle, WA) January 2013 – September 2013

Resource Development Administrator

I was responsible for establishing and maintaining the organization's database of donors. I updated and added new constituent information to insure a high degree of accuracy. I also provided full support for the Chief Financial Officer; scheduling meetings, answering phone calls, email requests, and handling financial reports. I was given the responsibility of coordinating monthly STEM breakfast events, where I would set up catering service, party rental equipment, RSVP email blast and guest speaker invitations and confirmation. It also entailed the design of efficient and repeatable processes for identifying qualified leads for potential stakeholders and mid-high level donors.

- Provided support to social media team strategies; drove 5000% increase of page likes on Facebook
- Responsible for creating and scheduling social media content daily for FB, Twitter & Mailchimp
- Collaborated with CEO, CFO, and Networks Director to writing the organization's first detailed research guide
- Communicated regularly with STEM education stakeholders in all 39 counties in Washington State via email/phone
- Wrote, edited and managed content to be posted on WASTEM's website and Facebook page
- Managed reorganization of comprehensive client tracking database (10k contacts) in CRM Dynamicssystems
- Analyzed school census/demographics data; accessed 100+ public finance records to identify/qualify donors
- Planned monthly WASTEM's breakfast series events, hosting on average 100 donor prospects and other attendees

PROJECT MANAGEMENT EXPERIENCE

Symetra Financial (Bellevue, WA) (Vendor) July 2015- October 2015, (FTE) October 2015 – October 2017

Product Analyst

- Product Team Lead for the United States Department of Labor's 2017 Fiduciary Rule; presenting expert analysis of new legislation, developed training and project strategies for Symetra's Retirement Business to high level executives
- Chosen by department executives to participate in Symetra's Emerging Leaders Program designed to develop management and leadership skills and best practices
- Work directly with marketing team crafting content for product story, advertisement, brochures, and fact sheets
- Product owner in charge of overseeing Symetra's manufacturing of retirement products ensuring new product specs are compliant with the 2017 United States Department of Labor's Fiduciary Rule

- Task with creating first ever training module to be deployed to over 70% of company employees to ensure Symetra is compliant with new government financial industry regulations
- Regularly internally lead Symetra's Student of the Business classes, educating internal employees on Symetra's products, industry knowledge; instilling company and product values in fellow co-workers
- Develop new product structure, detailed tasks and schedules, estimates and status reports though cross team collaboration
- Product lead on user-end testing (UAT), distributor EOE front and round trip testing; working closely with engineers and analyst to ensure products operate correctly on distributor platforms
- Execute yearly over 50 rate change procedures, ensuring dynamic company competitive pricing is accurate and available for sales and distribution departments and meeting distributor service level agreement timeframes
- Assemble resources to staff the project team and manage the team so that project objectives are delivered within time, scope, quality and budget parameters
- Actively manage risks, issues and concerns throughout the project lifecycle and employ effective change control processes
- Clearly communicate project status and metrics with all stakeholders affected by the project as well as the Project Steering Committee

Microsoft Corporation (Bellevue, WA) October 2010 – December 2011

Product Advisor

- Collaborated with retail and corporate team members to provide sales and technical feedback for Windows Phone 7 during initial launch
- Collaborated with corporate and field team members to design tools/programs to facilitate client adoption of Windows Phone 7
- Launched Microsoft flagship store in Bellevue, including store set up, team building activities, and identifying and implementing innovative sales solutions through customer feedback
- Configured all aspects of newly-sold hardware and software (user settings, tutorials)
- Sold over $150K worth of Microsoft products during time as employee
- Documented and resolved 10+ daily user hardware and software issues
- Created presentations and delivered 50+ one-on-one client training sessions on all Microsoft products and software
- Responsible for demoing products and support services; communicating the Microsoft Windows story to potential clients
- Presented best practices on client communication and customer service on a 60-member team

References Available Upon Request

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

NEW CHARTER SCHOOL APPLICATION
INITIAL BACKGROUND CHECK CERTIFICATION

As the duly authorized representative of the [insert nonprofit name], 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 [date] day of [month and year] in [City], Washington, under penalty of perjury.

Red Apple Elementary
NAME OF SCHOOL

[redacted]
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

2/20/20
DATE

MUHAMMED ADNAN KHALID
NAME OF DULY AUTHORIZED REPRESENTATIVE

RAES Code of Ethics

Red Apple Elementary School (hereinafter "The School") trustees, officers, and employees shall at all times be in compliance with the following Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter, and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Not more than 49 percent of the people serving on the School's Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in- law, brother-in-law, daughter-in-law, son-in- law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

    a) a "self-dealing transaction" (see below);
    b) a conflict of interest;
    c) indemnification of that Trustee uniquely;
    d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee or Officer having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.

6. Trustees representing any not-for-profit corporation proposing to do business with The School shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with The School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys;

b. Individuals associated with an educational entity (including but not limited to schools of education and non-profit educational organizations) some of whose faculty may be providing paid services directly or indirectly to The School; or

c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with The School serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single external organization other than another charter school shall hold no more than 49 percent of the total seats comprising the Board of Trustees.

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. Trustees shall not use his or her position with The School to acquire any gift or privilege worth $1000 or more that is not available to a similarly situated person, unless that gift is for the use of The School.

13. The School Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

RAES Conflict of Interest Policy

CONFLICT OF INTEREST POLICY

Article I
PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Red Apple Elementary School (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a director, officer or key employee of the School, 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 conflicts of interest applicable to nonprofits.

Article II
DEFINITIONS

1. Interested Person. Any director, officer, or key employee (e.g., The school's chief executive officer, chief financial officer, or any other manager or supervisor identified by the Board of Directors or chief executive officer as exercising substantial influence over the operations of the School) who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

a. An ownership or investment interest in any entity with which the School has a transaction or arrangement, or

b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

Article III
PROCEDURES

1. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted on. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.

b. The chairperson of the 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 board or committee shall determine whether the School can obtain a more advantageous transaction or arrangement with reasonable efforts 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 attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations of the Conflict of Interest Policy.

a. If the board or committee has reasonable cause to believe that an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the interested person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the interested person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
RECORDS OF PROCEEDINGS

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

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

2. 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 therewith.

Article V
COMPENSATION

1. A voting member of the board of directors who receives compensation, directly or indirectly, from the School 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 the School for services is precluded from voting on matters pertaining to that member's compensation.

3. Anyone, including any board or committee member precluded from voting on compensation matters pursuant to section 1 or section 2, may provide compensation-related information to the board or a committee deliberating on compensation issues.

Article VI
ANNUAL STATEMENTS

Each director, officer and key employee shall annually sign a statement, which affirms that such person:

1. Has received a copy of the conflict of interest policy;

2. Has read and understands the policy;

3. Has agreed to comply with the policy; and

4. Understands that the School is a charitable organization and that 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

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

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School'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

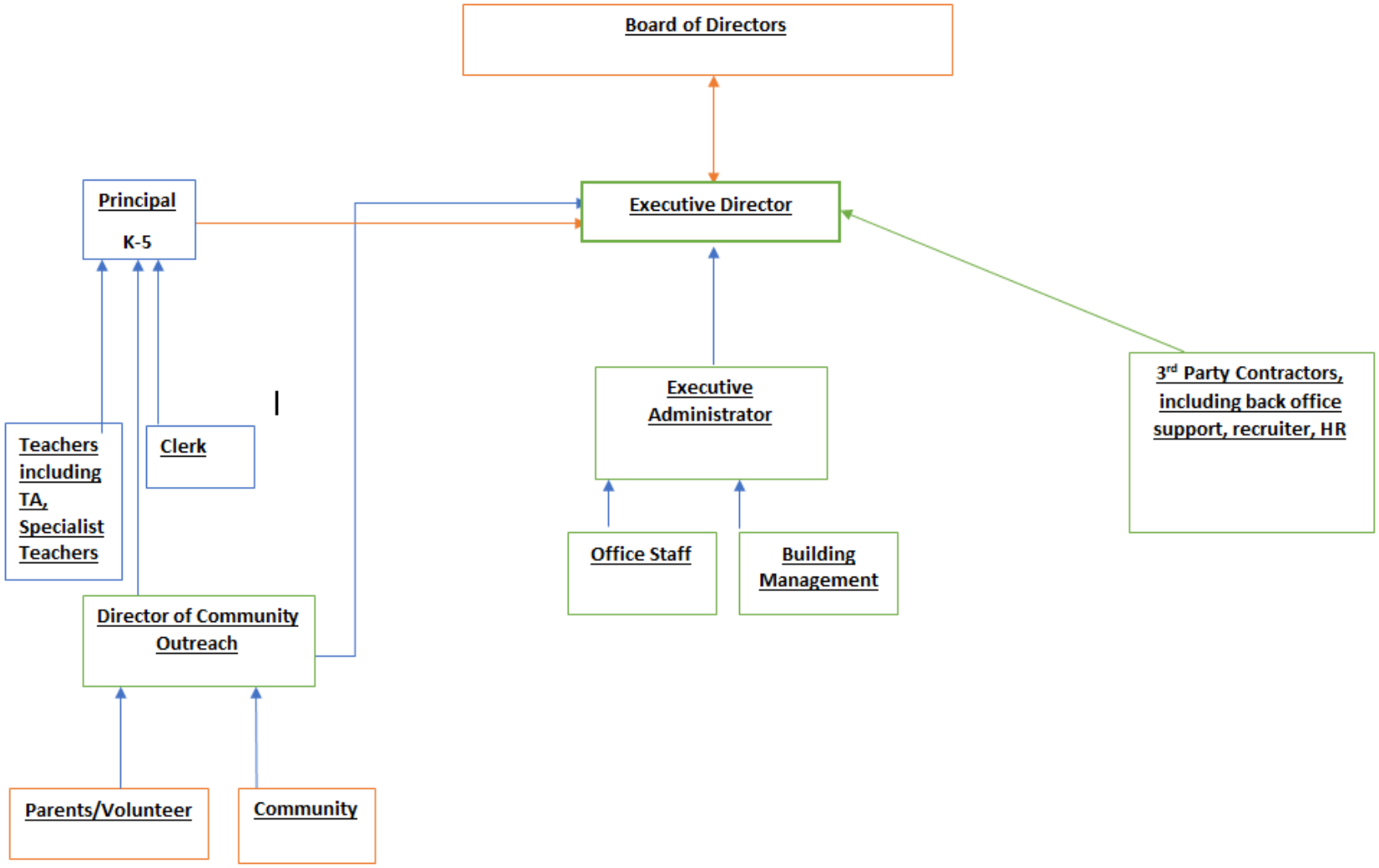
In conducting the periodic reviews provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used their use shall not relieve the board of its responsibility for ensuring that periodic reviews are conducted.

Red Apple Elementary School

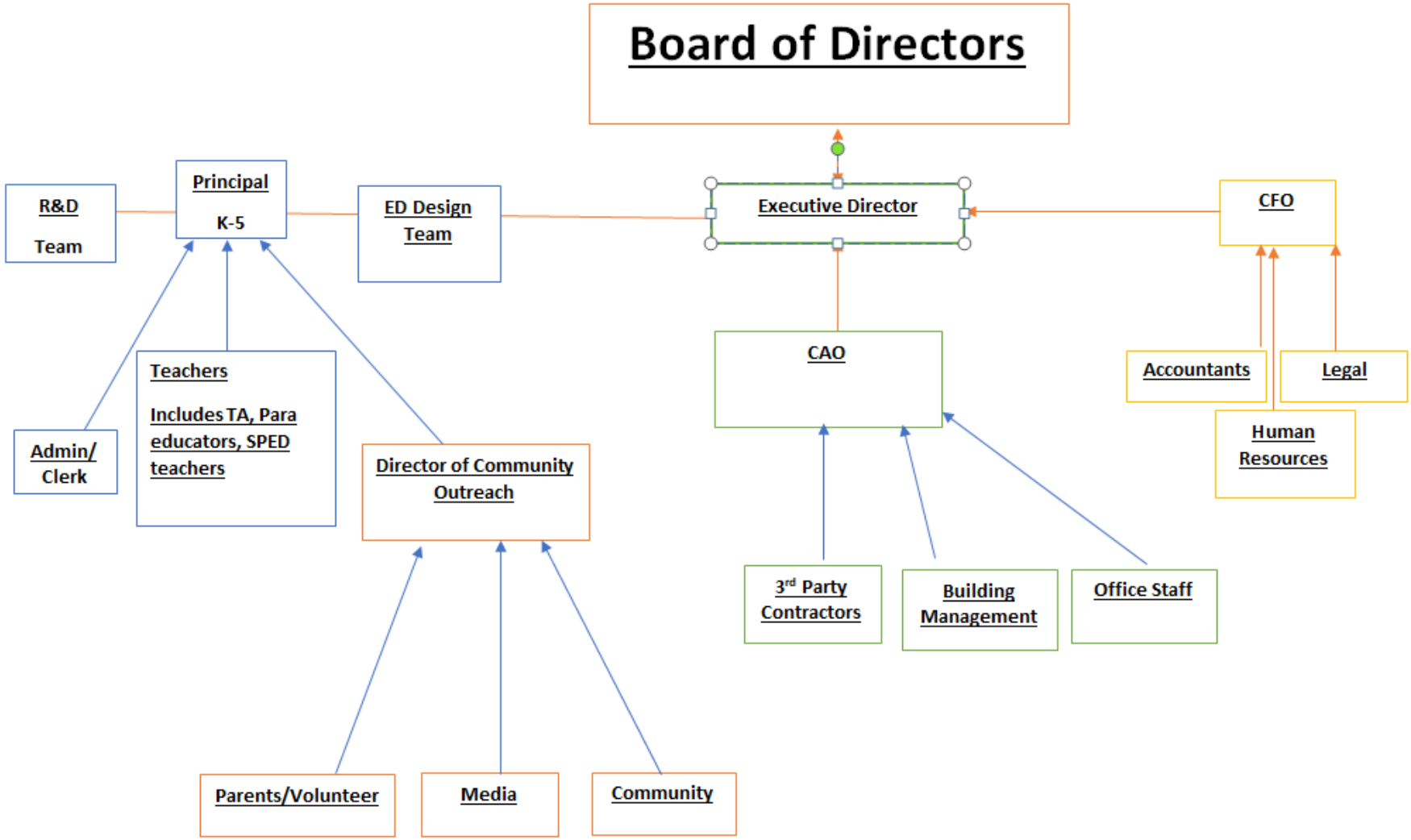
Section 16 Attachment 17 Organizational Structure

Organizational Structure after 1 year, Organizational Structure at 5 years and Full Capacity

Red Apple Charter School Organizational Chart: Year 1



Red Apple Charter School Organizational Chart: End of Term and School at Full Capacity



Red Apple Elementary School

Section 19 Attachment 18 Evidence of Outreach

Attachment 18

Edmonds School District Superintendent

Contact was made: 01/15/2020

No Response

edmonds.wednet.edu/common/controls/General/Email/Default.aspx?action=staffDirectoryEmail&re...

SEND EMAIL

Subject: Opening Charter School in Edmonds

Your Name: Shae Talalelei

Your Email: [redacted]

Message:

Hi Kris

My name is Shae I am the executive administrator for the Red Apple Charter School board. We are currently in the process of submitting our application, in hopes to open our school publicly within this district. Please let us know if there is anything you would need from us on our side.

You may contact me either email at shaevsta@gmail.com or cell 206-

Security Measure I'm not a robot reCAPTCHA Privacy - Terms

Send Email Cancel

Red Apple Elementary School

Section 20: Educational Service Provider Attachment 19

Not available as we are not contracting with any educational service provider as of now.

Red Apple Elementary School

Section 20 Attachment 20 Evidence of Intended Partnership

Evidence of outreach including emails, letters, meeting agendas or notes, etc. If applicable, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.)

Consulting Agencies

Joule Growth Partners

Board on Track

Joule Growth Partners

Date of Partnership: 02/12/2020

Agents: Bill Kiolbasa and Matthew Paolini

Agent Contact:

Bill Kiolbasa: [redacted]
Matthew Paolini: [redacted]

Communication Email:

Gmail

Shae Talalelei <shaeysta@gmail.com>

Re: Introduction

2 messages

Adnan Khalid [redacted]

Hi Bill, great to hear from you. I would love to connect next week. Tuesday 10.30 works.

I'm ccing my admin Shae as she will also be on the call. Looking forward to it.

Best
Adnan

On Fri, Jan 31, 2020, 4:18 PM [redacted] wrote:

Hi Rekha, thanks for the intro, moving you to BCC.

Adnan, it's nice to (e-)meet you. Want to find time to hop on the phone next week? I'm open at 10:30 on both Monday and Tuesday, 1:30 Wednesday, and then pretty wide open Thursday. Want to let me know what's best?

From: Rekha Bhatt <[redacted]
Sent: Friday, January 31, 2020 3:41 PM
To: Adnan Khalid [redacted]
Subject: Introduction

Hi Adnan,

I'm writing to connect you to Bill Kiolbasa, who leads Joule Growth Partners. They provide extensive application budget development and CFO coaching support to our schools Bill, Adnan Khalid, is putting forward an application for Cordoba Academy this application cycle. He's looking for more information about contracting for budget workbook and budge narrative support.

I'll leave you two to connect,

Rekha

Rekha Bhatt | Chief Program Officer

Washington State Charter Schools Association

506 2nd Ave, Suite 630 | Seattle, WA 98104

Direct: 267.994.1489 | Main: 206.424.2780

wacharters.org | @wa_charters | fb.com\wacharters

Bill Kiolbasa <[redacted] Fri, Jan 31, 2020 at 5:43 PM
To: Adnan Khalid [redacted]

Sounds great- I'll send you both a calendar invite. Have a great weekend!
[Quoted text hidden]

Board On Track

Date of Partnership: 01/12/2020

Agents: Joe Finelli and Mike Mizzoni

Agent Contact:

Joe Finelli: [redacted]
Mike Mizzoni: [redacted]

Communication Email:

2/26/2020 Gmail - Invitation: BoardOnTrack / Cordoba Academy Introduction @ Mon Jan 13, 2020 12pm - 12:30pm (PST) (shaeysta@gmail.com)

Gmail [redacted]

Invitation: BoardOnTrack / Cordoba Academy Introduction @ Mon Jan 13, 2020 12pm - 12:30pm (PST) [redacted]

1 message

---

joe@boardontrack.com [redacted]

You have been invited to the following event.

BoardOnTrack / Cordoba Academy Introduction

When Mon Jan 13, 2020 12pm – 12:30pm Pacific Time - Los Angeles **more details »**

[redacted]

[redacted] Zoom meeting.

Join Zoom Meeting https://zoom.us/j/793080374

Meeting ID: 793 080 374

One tap mobile
+19292056099,,793080374# US (New York)
+16699006833,,793080374# US (San Jose)

Dial by your location
+1 929 205 6099 US (New York)
+1 669 900 6833 US (San Jose)
Meeting ID: 793 080 374
Find your local number: https://zoom.us/u/adpsPFeVkV

Going [redacted] **Yes** - **Maybe** - **No** more options »

Invitation from Google Calendar

You are receiving this [redacted]

To stop receiving these emails, please log in to https://www.google.com/calendar/ and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to send a response to the organizer and be added to the guest list, or invite others regardless of their own invitation status, or to modify your RSVP. Learn More.

invite.ics
2K

Puget Sound Educational Service District

Contact was first made 01/05/2020

No Results
Following Actions were taken:

Emailed 01/05/2020, 01/12/2020,01/15/2020

Called:

01/09/2020
01/10/2020
01/13/2020
01/15/2020

No voicemail option, only able to speak to receptionist,
Receptionist has not been available

No contact as of 01/15/2020

[redacted]

From <https://www.psesd.org/about-psesd/contact-us>

EdTec

Contact was first made 01/05/2020

No Results
Following Actions were taken:

Emailed
01/05/2020
01/12/2020
01/15/2020

Called:

01/09/2020
01/10/2020
01/13/2020
01/15/2020

Voicemail full at all times, unable to leave message

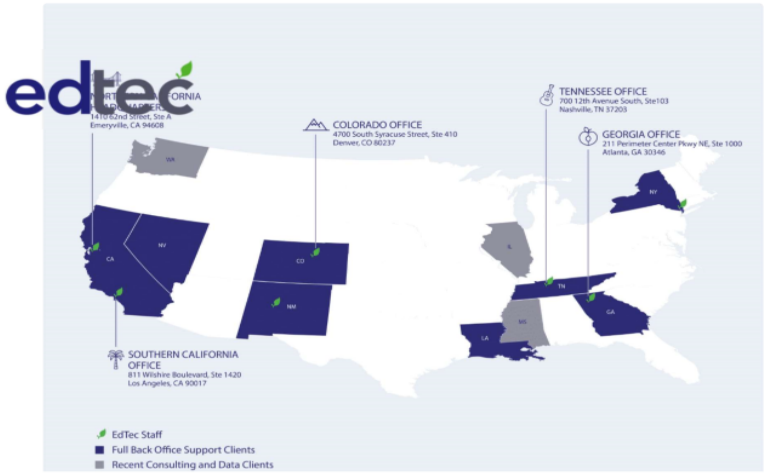
No contact as of 01/15/2020

edtec

Thank you for getting in touch!

We have received your message and will reply by email or phone as soon as possible. If your inquiry is urgent, please call us at 510.663.3500. In the meantime, you may find it helpful to review our Client Testimonials and check out our Blog for the latest content from our charter experts.

Talk to you soon,
The EdTec Team



Impact Public Schools

Gmail [redacted]

Tour for Jan 30th

18 messages

[redacted]

I represent an educational group that is currently researching organizations that assist start up schools. We are reaching out in hopes to find out more about the services you offer for new school organizations. We are currently on the way to submit a charter school application here in Washington State and want to hear about your programs and services.

Our Board Lead Adnan Khan has spoken with Jan Wickens.

I am available Monday thru Friday from 8:00 am to 5:30 pm or you can email me at s[redacted]

Thank you and hope to hear from you soon,

Shae
[redacted]

Shae Talalelei <[redacted]

Hi Alex

Thank you for getting back to me, let me reach back to my team and see if there are any questions they may have.
Thanks!

Shae
[Quoted text hidden]
--
Shaeysta Syed | Civil and Human Rights| CAIR-WA | 206.931.3655 [redacted] | www.cair.com | www.obsessionwithhate.com | www.hatehurtsamerica.org | www.cair2008election.com | Get involved! http://www.cair.com/Portals/0/pdf/CAIR_Civic_Guide.pdf |
Our mission is to enhance understanding of Islam, encourage dialogue, protect civil liberties, empower American Muslims, and build coalitions that promote justice and mutual understanding.

Shae Talalelei [redacted] Wed, Jan 29, 2020 at 11:40 AM

Hi Alex

For the tour tomorrow, are we still able to attend? or can we set another time?

Thanks!

Shae
[Quoted text hidden]

Alex Horowitz [redacted]

Hello Shae!

Yes, you are absolutely able to attend our community tour at 9am. Let me know if you'll make it.

Best,
Alex
[Quoted text hidden]

Shae Talalelei [redacted]

They have a time for 9 am tomorrow, though not sure I can make it at that time because of kids, I only have Friday, Saturday and Sundays to have a sitter. Would you still be interested? I can reach out to John too, to see if he can attend as well?
[Quoted text hidden]

Adnan Khalid [redacted] Wed, Jan 29, 2020 at 4:22 PM

yea I'll go

Shae Talalelei [redacted] Wed, Jan 29, 2020 at 5:58 PM

Ok, sounds good.
[Quoted text hidden]

Shae Talalelei [redacted]

Hi Alex

Sorry for the late reply, 1 board member (Adnan Khan) will be there for sure, we are waiting on a reply from one other board member as well.

Thanks much Alex

Shae
[Quoted text hidden]

---------- Forwarded message ---------
From: [redacted]
Date: Mon, Jan 27, 2020, 9:15 AM
Subject: Re: Tour for Jan 30th
To: [redacted]

Hello Shae,

Thanks for reaching out. I connected with Jen, and I know that she is planning on setting up a tour for your team. We can certainly be in touch about a date and next steps. We are happy to share some of our tools if there are specific things you're looking to learn more about. As far as services go, Impact does not directly support with school incubation work. I believe you'll want to check with WA Charters about services for new school organizations.

Please let me know if you have any other questions and happy Monday!

Alex

Alex Horowitz [redacted] Thu, Jan 30, 2020 at 7:49 AM
To: [redacted]

Great, thanks Shae. We'll see Adnan (and maybe one other) soon!
[Quoted text hidden]

Sierra Charter School

Gmail

Shae Talalelei [redacted]

School Tour

4 messages

Shae Talalelei [redacted] Sat, Feb 1, 2020 at 7:11 PM

To: [redacted]

Hi!

I represent an educational group that is currently researching other charter schools in our area, we are in hopes of opening a Charter School near North Seattle. We have spoken with the Washington State Charter School Association and were encouraged to tour and speak with some charter schools here in Washington State and your school came highly recommended.

Please let us know what days' work best for you, we are usually available on Fridays, however if that doesn't work for you we can find another me that does.

I am available Monday thru Friday from 8:00 am to 5:30 pm or you can email me at any me at [redacted]

Thank you and hope to hear from you soon,

Shae

[redacted]

--
.

Malia Burns [redacted] Mon, Feb 3, 2020 at 5:03 PM

To: [redacted]

Dear Shae,

Thank you for reaching out! We're so glad that you're interested in starting a charter school.

We would love to invite you to a shadow day! Can you make one of these times?

Student Shadow Days + Parent School Tours

Your child can shadow a current student for a day to get a glimpse into the life of a Summit student, and parents are invited to join in on a school tour. All events are from 8:45am – 10:45am.

Sign up for Shadow Day

Thursday, October 3, 2019

Thursday, November 7, 2019

Thursday, November 21, 2019

Thursday, December 19, 2019

Thursday, January 16, 2020

Thursday, February 13, 2020

Thursday, March 19, 2020

Take care,

Malia

Malia Burns
Senior Director of Schools: Washington
Cell: 206.999.9196

Summit Public Schools
Summit Public Schools Website

---------- Forwarded message ---------

From: **Ayanna Gore** <agore@summitps.org>
[redacted]

*Sent from my iPhone

Yours in education,

Ayanna L. Gore

Executive Director

Summit Public Schools: Sierra

[redacted]

Summit Sierra Website

Interested in attending Summit Sierra? Click here to apply!
Like us on social media!

Got a minute? Rate us on GreatSchools, Facebook, and/or Google. Tell new families about your experience at Sierra and help us enroll new families for the next school year! To submit your Google review, simply click this link or search for Summit Sierra in Google, and click "Write a Review." To submit a Facebook review, click here. And to submit a review on GreatSchools, please click here.

Begin forwarded message:

> [redacted]
>
> **Date:** February 1, 2020 at 7:11:51 PM PST
>
> **To:** sierra@summitps.org
> **Subject: School Tour**
>
> [Quoted text hidden]

[redacted]

Hi Malia

Thank you for getting back to me! I have cc'd one of board members to see what date works best for us.

We're very excited! thanks again!

Shae

Washington State Charter School Commission

Gmail [redacted]

Follow up Conversation

3 messages

[redacted]

Hello Rekha,

Hope all is well with you as we move into the new year. Thank you for the informative conversation we had about 5 months back. Since that time I have been doing a lot of due diligence into the charter school process, formed a board, attended the orientation and submitted a NOI.

From our conversations with the commissions office, my team felt we had a good chance of submitting a complete application. My team has analyzed multiple applications and spoken with industry leaders like Jen Wickens. We have also garnered a lot of support from our community as well.

I want to set up a follow up conversation with you and share my updates and also get your feedback and recommendations. Please let me know when you would be available to have a follow up conversation. My admin, Shaeysta, and I would love to sit and talk. I have cc'd her in this email.

Have a great day.

Best Regards,

Adnan

--
Hafez Mohammed Adnan Khalid

M.A. Divinity - University of Chicago

[redacted]

Hi Adnan,

Thanks for all of these updates. I look forward to hearing more about your team's progress. I'm open between 911am on 1/31, if there's a time in there that works to connect. Happy to meet at my office or a coffee shop.

Best,

Rekha

Rekha Bhatt | Chief Program Officer

Washington State Charter Schools Association

506 2nd Ave, Suite 630 | Seattle, WA 98104 Direct:

267.994.1489 | Main: 206.424.2780 wacharters.org

| @wa_charters | fb.com\wacharters

[Quoted text hidden]

[redacted]

Hi Rekha,

9am on January 31st works. We will see you then.

Best,

Adnan

[Quoted text hidden

Consulting Agencies Contacted via site

Contacted on 01/15/2020 via email

https://www.publiccharters.org/contact

Contacted on 01/15/2020 via email

https://charterschoolspec.com/

Contacted on 01/15/2020 via email

https://www.sbe.wa.gov/contact-us

Contacted on 01/15/2020 via email

https://charterschool.wa.gov/about-the-commission/contact-us/

Contacted on 01/15/2020 via email

Red Apple Elementary School

Section 21 Attachment 21 and 22 Staffing Plans, Hiring, Management and Evaluation

This section contains Staffing Chart TEMPLATE, Principal Evaluation Tools and Teacher Evaluation Tools

NEW CHARTER SCHOOL APPLICATION STAFFING TABLE

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	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	**0.0**	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
Add'l School Leadership Position 1 Director of Family and Community Engagement	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
Add'l School Leadership Position 2 Chief Financial Officer	**0.0**	**0.0**	**1.0**	**1.0**	**1.0**	**1.0**
Add'l School Leadership Position 3 [specify]Executive Director	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
Classroom Teachers (Core Subjects)	**3.0**	**5.0**	**8.0**	**9.0**	**9.0**	**9.0**
Classroom Teachers (Specials)	**2.0**	**2.0**	**2.0**	**3.0**	**4.0**	**4.0**
SPED Teacher	**1.0**	**2.0**	**3.0**	**4.0**	**5.0**	**5.0**
English Language Learner Teacher	**1.0**	**2.0**	**2.0**	**3.0**	**3.0**	**3.0**
Emotional Guidance Consultant	**.5**	**.5**	**.5**	**.5**	**.5**	**.5**
Administrator	**1**	**1**	**1**	**1**	**1**	**1**
Teacher Aides and Assistants	**4.0**	**6.0**	**8.0**	**11.0**	**11.0**	**11.0**
School Operations Support Staff	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
Total FTEs	**15.0**	**22.5**	**29.0**	**35.5**	**36.5**	**36.5**

High School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

SCHOOL HEAD PERFORMANCE EVALUATION

I. Introduction

Selecting, supporting and evaluating the performance of the school head are one of the board's most important responsibilities. A well thought out, well planned professional evaluation process will help to develop healthy board/school head relationship; helps to clarify expectations; and provides a mechanism for accountability. Performance evaluations are most effective when they are designed and used for communicating future expectations and establishing goals, not simply reviewing past performance. The following school head performance evaluation process is a yearlong multistep process through which board supports and oversees the school head's performance.

II. Purpose of Performance Evaluation

The school head is charged with leading and managing the school according to the mission and policies adopted by the school board. The board delegates this important task to the school head but they are still responsible for monitoring and overseeing that the school is run professionally, efficiently and successfully. The school head is the only employee of the school board and will be evaluated by the board; all the other employees will be considered the employee of the school head and will be evaluated by the school head.

The purpose of evaluation is to allow the board and the school head the opportunity to identify areas of competence and excellence, as well as any areas for further growth and improvement. The school head's performance strengths should be discussed so that they are acknowledged, capitalized upon and developed further. Also, weaknesses should be identified so that appropriate methods can be devised to improve or alleviate them. The evaluation of the school head is regarded as an important means of promoting excellence in education. If it is done right, the school head evaluation should provide the means for growth and advancement and it is a win-win situation for the board, the school head and the school community. The purpose of the school head evaluation could be summed up with the following points:

- The purpose of the performance evaluation is to measure the effectiveness of the school head and ensure that the school head's performance conforms to the predetermined school head's job description, leadership and character traits, and annual goals based on the school's strategic priorities.

- The evaluation process should allow both the board and the school head the opportunity to identify areas of competence and excellence, as well as any areas of further growth and improvement.

- The evaluation process provides oversight and assurance that the policies are being effectively implemented.

- The evaluation process provides opportunities to identify the areas of improvement, which will guide the plans for professional development.

- The evaluation process also provides critical data for contract extension as well as termination if necessary.

III. Who Evaluates Whom?

In successful schools, everyone will be evaluated, the teachers, administrators, office staff, janitorial staff, school head and the board. The following list indicates who will evaluate whom:

- The school head, unless it is assigned to another administrative staff member, will conduct the performance evaluation of all the employees of the school.

- The board will be responsible to conduct the performance evaluation of the school head.

- The board chair will delegate a board development committee or a task force to lead the board in board evaluation, individual trustee performance evaluation, and meeting evaluation.

IV. Principles of an Effective Performance Evaluation

1. The evaluation process should occur on a annual basis; preferably the evaluation cycle starts in June and will be finalized in the following June.

2. The entire board should participate in the performance evaluation of the school head, not just the board chair, ad-hoc committee or the executive committee, since the school head is the employee of the board as a whole. However, the board will assign a task force or a committee and this task force will lead the board to plan, discuss and finalize the evaluation process.

3. The evaluation criteria should reflect the mission and strategic priorities of the school and is based on annual goals, leadership qualities, character traits and the job description of the school head and the accreditation recommendations. The performance evaluations should not to be linked to a crisis or unsatisfactory remarks of a few individuals.

4. For successful performance evaluation, there should be no surprises between the school head and the board:

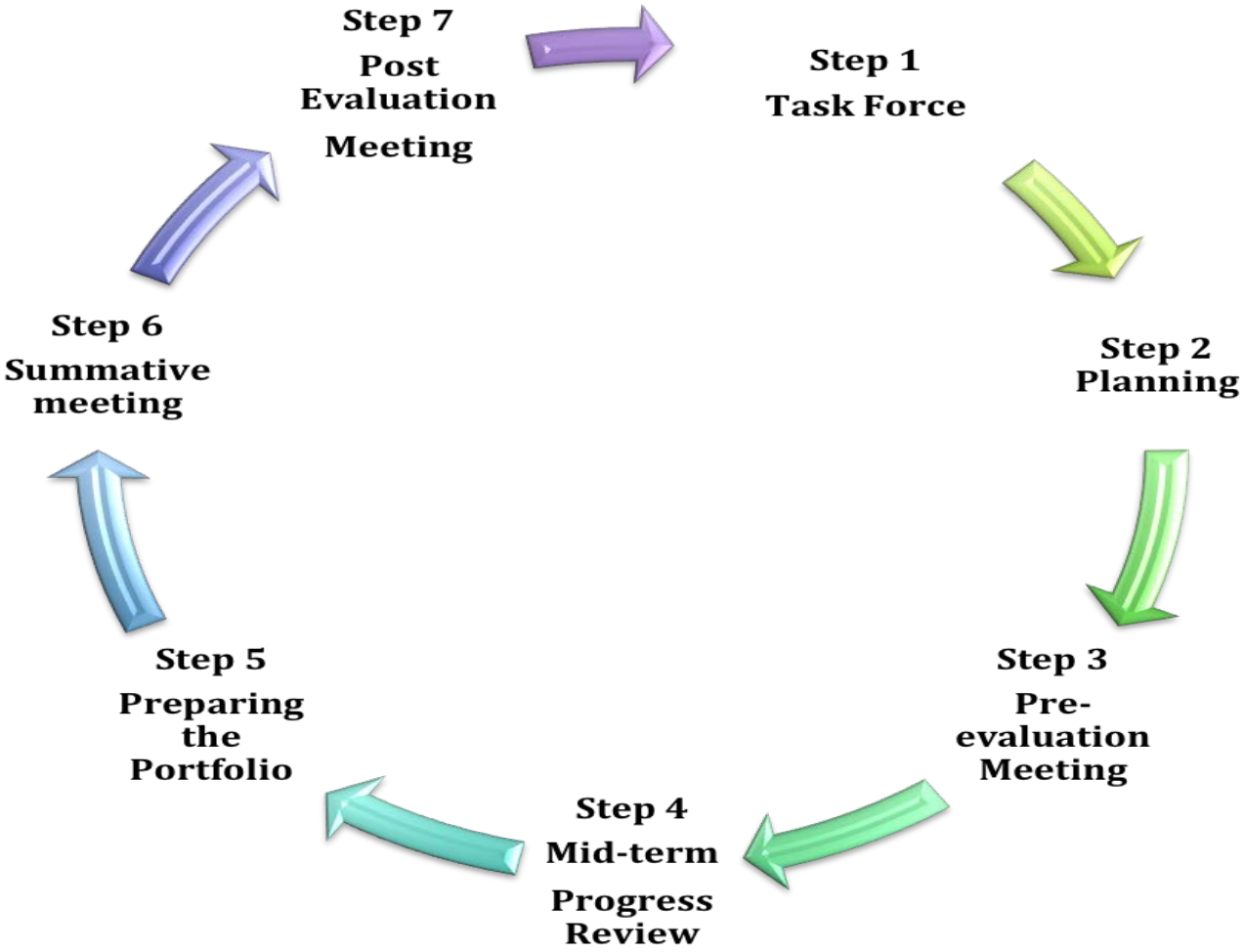
- The school head and the board should agree upon the Performance Evaluation Process.

- The school head and the board should agree upon the Performance Evaluation Tools.

- The Performance Evaluation Goals should be formulated by the school head and jointly agreed upon and finalized by the board.

- The school head and the board should jointly agree upon the Performance Evaluation Timeline.

V. Seven Step School Head Performance Evaluation Process with Timelines



Step 1: The Board will assign a School Head Performance Assessment Task Force

July-September

The board will assign a small group of board members as the School Head Performance Assessment Task Force. This task force will lead the board to plan, discuss and finalize the evaluation process. This task force will be charged to:

- Collect evaluation tools
- Put together an evaluation process
- Put together an evaluation timelines
- Meet with the school head to discuss and agree on the evaluation tools, evaluation process and evaluation timelines
- Inform the board about the final and agreed-upon evaluation process

- Conduct the pre-evaluation, mid-evaluation, and post evaluation meetings
- Plan for a confidential board session for school evaluation
- Finalize and file the performance evaluation documents

Step 2: Planning for Performance Evaluation September

The task force will gather, review and revise the following documents and sent to school head to review and revise and they will agree for a date for the pre-evaluation meeting.

- Job Description
- School head's Annual Goals are proposed by the school head and agreed upon by the task force
- Leadership Traits
- Character Traits

Step 3: Pre-evaluation Meeting October

The task force and the school head will meet to finalize the performance assessment process. The goal of this meeting is to agree on the school head's performance assessment process, performance evaluation tools, and contents of the portfolio and the timelines. The task force ideally will request that the school head will maintain a portfolio with the following information. During this meeting the following documents are reviewed, if necessary revised and finalized:

- School Head's Job Description
- School Head's Leadership Traits
- School Head's Character Traits
- School Head's Annual Goals are proposed by the school head and agreed upon by the task force
- Evaluation timelines will be discussed and finalized
- Self-evaluation
- Reflections of the year
- Documents which will display the school head's experiences and achievements

Step 4: Mid-term Progress Review December

A mid-year evaluation meeting will be held between the task force and the school head to discuss the progress in achieving the goals and feedback about the job description, performance standards and leadership traits, as well as focus on achievements and strategies to achieve unmet goals. At this meeting the task force would ask the school head to prepare the action items for the unmet goals.

Step 5: Preparing Portfolio with Evaluation Tools January-February

The school head prepares the portfolio with all the agreed upon evaluation tools and the task force will meet with the school head to finalize the evaluation process.

Step 6:Summative Meeting: Finalizing the Performance Evaluation Process March

The task force will arrange for a confidential board meeting to lead the board to participate in the school head evaluation. After the board meeting the task force will inform the school head about the performance assessment results and reach mutual agreement about the strength and weaknesses.

Step 7: Post-evaluation Meeting April

The task force will finalize the written Performance Assessment with commendations and recommendations on behalf of the board. The task force and the school head will meet and agree on next year's goals, and the Performance Assessment Cycle will start again.

VI. Performance Evaluation Tools

There is no single instrument that can assess the performance of the School head's complex job. At the Pre-evaluation meeting between the School head and PETF, one of the discussion items will be to agree on the Performance Evaluation Tools. The following lists of tools are useful instruments. Job description

- Annual goals
- Leadership traits
- Character traits
- Self-evaluation
- Review of the year
- Portfolio

Job Description

The job description is a contract between the board and the school head, outlining duties and performance expectations of the school head on a daily basis. The task force will meet annually with the school head to review and revise the job descriptions; the agreed upon description will be the basis for an annual summative evaluation of job performance.

School head's Annual Goals

Each year the board and the School head will meet to develop a clear set of goals for the coming year. These goals will clarify the board's expectations. The School head then prepares the annual goals with an action plan defining the means to be used to achieve the goals. These goals, and the action plan, serve as a basis for the evaluation process.

Leadership Skills

The school head will be evaluated in terms of his/her performance in relation to the leadership skills document. This list of skills represents the consensus of the opinion of the school administrators regarding the leadership skills and behaviors that are associated with a successful school administration.

Character Traits

One of the key elements of leadership is character. Successful school heads must be honest, credible and completely trustworthy. Trust is the foundation of leadership. Although it is quite difficult to evaluate people from their character, the list of character traits will serve as a reminder.

Self Evaluation

Self-evaluation is a powerful tool for self-reflection and it is a great way to enhance the board/school head relationship. While the School head is critiquing his/her performance and sharing it with the board in an open and honest way, he/she will be identifying areas of growth for himself/herself.

Reflection of the Year

The school head will write an annual reflection about the year, with success stories and challenges. The following list might be helpful in formulating this paper:

- A short summary of duties and responsibilities

- Achievements and challenges
- Influencing factors that help or hinder the school head's achievements
- Review of last year's goals
- Goals the school head wishes to achieve for the coming year
- What went well this year?
- What did you accomplish this year?
- What challenges did you face?
- What did you do to overcome these challenges?

Portfolio

Portfolios are powerful tools exhibiting the school year's documents. It gives the school head ownership of the evaluation process and develops a shared sense of leadership. It encourages professional growth and emphasizes self-assessment and analysis. The following artifacts can be part of the portfolio:

- Resume
- Letters of commendations from parents or others
- Letters from teachers thanking the school head for input or help
- Staff meetings, staff development agendas
- Student achievements
- Newly established programs
- Participating in community building events
- Professional growth activities
- Reflections of the year

VII. Progressive Discipline Process

When the board discovers that the performance of the school head may be lacking in quality, the Progressive Discipline Process will be used. This process gives an opportunity for a methodical, fair, and comprehensive procedure for monitoring and improving the school head's inadequate performance.

Identification of the problem

- Is the board convinced that it accurately observed deficiency in the school head's performance?
- Is the school head directly responsible for this deficiency?
- Do others observe the same problem in the school head?

Documentation of the problem

- Has the same problem come up repeatedly and was documented with the school head?
- Has the board brought up the concern with the school head in the past and tried to correct it?
- Does the school head him/herself perceive a problem?

Development of a plan, with timelines, to address the problem

- Did the board and the school head agree on a strategy to correct the problem?
- Have targets been discussed for re-evaluation of the situation?

Tools to correct the problem

- Are the tools necessary for correcting the problem available to the school head?
- Has a mentor or coach been made available for the school head?

Periodic assessments of progress toward resolution of the problem

- Have regular meetings about achieving goals been held between the board and the school head?
- Has anyone recorded the results?
- Has the school head recorded the steps he/she has taken to solve the problem?

Official unsatisfactory warning and record

- Is it clear that the next unsatisfactory report may lead to dismissal?
- Does the document detail the problem and suggestions for correcting it?
- Has the school head had the chance to contest the report?

Sufficient time for remedial action

- Has the school head been given sufficient time to correct the problem?
- Has the board held regular meetings with the school head to review progress?

Second unsatisfactory rating and recommendation for dismissal

- Can the board record that the school head has failed to address the problems?
- Has the report been signed by the school head?

VIII. Board School Head Partnership Scenarios

WHAT IFS…?

For each of the following scenarios:

1. Identify the issues
2. Recommend what the school head should do
3. Recommend what the board chair should do
4. Do other board members have a responsibility? What is it?

WHAT IF…NUMBER 1

A member of the staff has concerns about the school head's management of certain financial matters. Two others on staff share her concerns. The staff member decides to approach a board member with whom she has worked on curriculum matters to report her suspicions. The board member wonders what to do with this information.

WHAT IF…NUMBER 2

At a recent board meeting, a board member began to question a series of decisions made by the school head, complaining that policy matters were involved and the board was not properly consulted. The board member has expressed his lack of confidence in the school head to a number of others on the board. Although most of the rest of the board feels the school head does a good job, a number thinks the board should have been consulted about these particular decisions. At the meeting, they do not speak up.

WHAT IF…NUMBER 3

The board chair has asked to see weekly financial reports and spend at least one afternoon a week in the administrative offices of the school meeting with the school head and talking to staff. The school head is upset at the level of the board chair's involvement in the day-to-day affairs of the school. She is unsure of what to do about it.

Principal Evaluation and Supervision Procedures

Purpose: The purpose of this document is to outline the policies and procedures for principal evaluation and supervision. As per the Bylaws, the board is responsible for the hiring, supervision and evaluation of the principal. This document outlines how the board will supervise and evaluate the school principal with the aim of providing continuous and documented feedback aimed at ensuring the principal meets board expectations and his or her professional development.

Supervision Process: Supervision is defined as an ongoing process that occurs regularly throughout the school year. The purpose of supervision is to facilitate communication between the principal and board, discuss strengths and challenges facing the school and for the board to gather information that will inform them of the professional performance of the school principal. The Board will accomplish this by the following:

- The Board shall designate one board member as a formal school liaison.
- The school liaison will be responsible for scheduling at least one formal meeting per month with the school principal.
- The meetings should be documented in writing by the board liaison. A summary of these minutes will be provided to the Board.
- Any concerns about principal or school performance should be addressed in writing with follow up or action items with set due dates.

Evaluation: Evaluation is defined as a summative or end of the year formal review.

- The Board will use a set principal performance rubric that will be shared with the principal at the beginning of the contract.
- The principal will provide a formal written report that includes an overview of the state of the school (data, enrollment, attendance, etc) along with accomplishments and challenges for the upcoming year.

- The Board Liaison, with feedback from the Board members will complete the performance rubric, review the principal's report and share the results with the principal. The goal is for the principal to receive an average score of at least a "3", or "meets expectations". Areas that are below this will be addressed with a formal professional growth plan in the case the board would like to renew the principal's contract. In the case the principal scores below expectations in one or more key areas, the Board reserves the right to not renew the principal's contract

Principal Evaluation Rubric

This rubric will consist of six domains which include:

- Diagnosis/Planning
- Priority management and communication
- Curriculum/data
- Supervision, Evaluation and Professional Development of Staff
- Discipline and Parent Involvement
- Management and External Relations

Each domain will consist of four performance statements. These statements provide a brief narrative of expectations. These include:

4: Highly Effective
3: Effective
2: Improvement Necessary
1: Does Not Meet Standards

At the end of each domain there will be a list of suggested evidence used to support each rating. This is list is not comprehensive and other sources may be used. These ratings are also not based on one visit from the principal's supervisor and should represent the cumulative observations throughout the school year. Before meeting, both the supervisor and the principal (self-assessment) should complete the forms. The supervisor will have the final say, but the discussion should aim for consensus based on actual evidence.

Domain 1: Diagnosis and Planning

4: Principal recruits a strong leadership team and develops its skills. Involves stakeholders (parents, staff, students and community) in diagnosing school improvement needs and receives strong buy-in and support. Principal collaborates to create a comprehensive strategic plan with annual goals. These goals are tracked annually. Principal gives and takes feedback and continually improves performance.
3: Principal recruits and develops a leadership team with a balance of skills. He/she carefully assesses the school's strengths and areas for development. Principal motivates most

stakeholders and receives some buy in and receives input to write a comprehensive strategic plan for the current year and periodically measures progress, listens to feedback and revises the strategic plan.
2: Principal enlists one of two like-minded colleagues to provide advice and support. He/she makes a quick assessment of the school's strengths and weaknesses and has limited input from stakeholders in designing a strategic plan. Occasionally focuses on key data points and prods colleagues to improve.
1: Works solo with little or no support from colleagues. Is unable to gather much information on the school's strong and weak points. Does not many any effort to design a school improvement plan and there is little to no support for any school initiatives. Principal is too focused on daily crises to focus on emerging data.

Sample Evidence

- School improvement plan
- Agendas/minutes from collaboration meetings
- School improvement plan evaluation documents
- Stakeholder surveys
- Evidence of communication between stakeholders

Domain II: Priority Management and Communication

4: Principal successfully communicates goals to all stakeholders by skillfully using a variety of means (face to face, newsletters, emails, etc.). He/she frequently solicits and uses feedback and help from staff, parents and external partners. Has an exemplary system for keeping track of important information, remember, prioritizing and following up. Has highly competent people in all key roles and is able to entrust them with maximum responsibility. Successfully gets all key teams (e.g.,grade-level, leadership, Arabic) meeting regularly and taking responsibility for productive agendas.
3: Principal uses a variety of means (face to face, newsletters, email, etc.) to communicate with school stakeholders. He/she regularly reaches out to staff, students, parents and external partners for feedback and help. Writes down important information, prioritizes and almost always follows up. Delegates appropriate tasks to competent staff members and checks on progress. Ensures key teams (e.g.,grade-level, leadership, Arabic) meet regularly.
2: Principal has a limited communication repertoire and some key stakeholders are not aware of school goals. Occasionally asks staff, students, parents, or external partners for feedback. Writes things down but is swamped by events and sometimes doesn't follow up. Needs to call key team meetings because they are not in people's calendars.

1: Principal is not an effective communicator and others are often left guessing about policies or direction. He/she rarely or never reaches out to others for feedback or help. Trusts his or her memory to retain important information, but often forgets and fails to follow up. Never delegates tasks and does everything him or herself.

Sample Evidence

- Newsletters (parents and staff)
- Communication soliciting feedback from stakeholders
- Evidence of delegation (committees, clear job descriptions)
- Agendas and minutes from team meetings
- Stakeholder surveys and analysis

Domain III: Curriculum and Data

4: Ensures that all teams use summative data from previous year and fresh diagnostic data to plan instruction. Gets each grade-level/subject team invested in reaching measureable, results-oriented year-end goals. Ensures that all teachers have high-quality curriculum materials, technology and training on how to use them. Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least three times a year. Uses data on grades, attendance, behavior and other variables to monitor and drive continuous improvement toward goals.

3: Provides teacher teams with previous year test data and asks them to assess students' current levels. Works with grade-level and subject-area teams to set measureable student goals for the current year. Procures improved curriculum materials for core subjects and ISAQ (Islamic Studies, Arabic and Quran). Orchestrates ongoing formative assessments (e.g. benchmark and interim) several times a year. Monitors teacher teams as they analyze interim assessment results and formulate action plans along with school-wide data for use in school improvement efforts. Draws attention to student, classroom and school-wide successes and gives credit where credit is due.

2: Refers teacher to previous-year test data as a baseline for current-year instruction. Urges grade-level/subject teams to set measurable student learning goals for the current year. Works to procure some curriculum materials for core subjects. Suggests that teacher teams give common interim assessments to check on student understanding. Monitors attendance and discipline data to inform decisions. Congratulates individuals on success.

1: Does not provide historical test data for teachers. Urges teachers to improve student achievement, but without measurable outcome goals. Leaves teachers to fend for themselves with curriculum materials. Doesn't insist on common interim assessment, allowing teachers to only use their own classroom tests. Is inattentive to important school data. Takes credit for improvements in school performance or misses opportunities to celebrate success.

Sample Evidence

- Presentations or documents shared with staff regarding student data
- School improvement plans or goals related to subject area teams
- Common/benchmark assessment examples with student data
- Updated curriculum materials
- School celebrations

Domain IV: Supervision, Evaluation and Professional Development

4: Uses all staff meetings to get teachers highly invested in discussing results, learning best strategies and building trust and respect. Gets teams to take ownership for using data and student work to drive constant refinement of teaching. Visits classrooms on a daily basis and gives helpful, face-to face feedback to teach teacher within 24 hours. Courageously engages in difficult conversations with below-proficient teachers in order to help them improve. Counsels out or dismisses all ineffective teachers and recruits, hires and supports highly effective teachers who share the school's vision.

3: Uses most staff meetings to focus on best practices, data analysis and sharing strategies. Organizes aligned, on-going coaching and professional development that builds teacher proficiency. Asks teacher teams to cooperatively plan curriculum units following a common format. Makes unannounced visits to classrooms on a regular basis and gives timely and helpful feedback to teachers. Provides direction and support to teachers who are less than proficient. Counsels out or dismisses the most ineffective teachers. Recruits and hires effective teachers.

2: Uses staff meetings primarily to announce decisions, clarify policies and listen to staff concerns. Suggests that teacher teams work together to address student learning problems. Rarely provides workshops or professional development, leaving teachers on their own to seek such resources. Tries to get into classrooms but is often distracted by other events and rarely provides feedback. Criticizes struggling teachers but does not give them much help improving their performance. Tries to dismiss ineffective teachers. Hires teachers who seem to fit his or her philosophy of teaching.

1: Rarely convenes staff members and/or uses meetings for one-way lectures on policies. Provides occasional workshops, leaving teachers mostly on their own in terms of professional development. Does not emphasize teamwork and teachers work mostly in isolation from colleagues. Rarely or never visits classrooms or provides feedback to teachers. Does not initiate dismissal procedures despite evidence that some teachers are ineffective. Makes last-minute appointments to teachers without demonstrating any effort to hire the best available teachers.

Sample Evidence

- Professional learning community agendas and minutes
- Student data analysis forms
- Class observation forms
- Meeting minutes from counseling teachers
- Professional development plan
- Title funding meetings

Domain V: Discipline and Parent Involvement

4: Principal gets staff buy-in for clear, schoolwide student-behavior standards, routines and consequences. He/she deals effectively with any disruptions to teaching and learning, analyzes patterns and works on prevention. Publicly celebrates kindness, effort and improvement and builds students' pride in school. Is highly effective getting counseling, mentoring and other supports for high-need students. Makes families feel welcome and respected, responds to concerns and gets a number of them actively involved in the school. Orchestrates productive parent/teacher conferences in which student and parents get specific suggestions and next steps. Sends home a weekly school newsletter, gets all teachers sending substantive updates and organizes a user-friendly electronic grading program.

3: Principal sets expectations for student behavior and establishes schoolwide routines and consequences. He/she deals quickly with disruptions to learning and looks for underlying causes. Praises student achievement and works to build school spirit. Identifies struggling students and works to get support services to meet their needs. Makes parents feel welcome, listens to their concerns and tries to get them involved. Works to maximize the number of face-to-face parent/teacher conferences. Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.
2: Principal urges staff to demand good student behavior, but doesn't ensure clear and consistent standards. He/she deals firmly with students who are disruptive in classrooms but doesn't get to the root causes. Praises well-behaved students and good grades. Tries to get crisis counseling for highly disruptive students and troubled students. Reaches out to parents and tries to understand when they are critical. Makes sure that report cards and filled out correctly and provided to all parents. Suggests that teachers communicate with parents.
1: Often tolerates discipline violations and enforces the rules inconsistently. Tries to deal with disruptive students but is swamped by the number of problems. Rarely praises students and fails to build school pride. Focuses mainly on discipline and punishment with highly disruptive and troubled students. Makes little effort to reach out to families and is defensive when parents express concerns. Provides little or no monitoring of the report card process. Leaves parent contact and communication up to individual teachers.

Sample Evidence

- Policies for school-wide behavior expectations shared with staff
- School-wide celebrations of student success
- Stakeholder surveys
- Parent-teacher conference data
- Parent and teacher newsletters
- Parent Events (Parent Partner, Literacy, etc.)

Domain VI: Management and External Relations

4: Ensures efficient, friendly student entry, dismissal, meal times, transitions and recesses every day. Leads staff to ensure effective, creative use of space and a clean, safe and inviting campus. Is transparent about how and why decisions were made, involving stakeholders whenever possible. Deftly handles bureaucratic, contractual and legal issues so they never detract from, and sometimes contribute to teaching and learning. Skillfully manages the budget and finances to maximize student achievement and staff growth. Taps all possible human and financial resources to support the school's mission and strategic plan.
3: Supervises orderly student entry, dismissal, meals, class transitions and recesses. Supervises staff to keep the campus clean, attractive and safe. Ensures that staff members know how and why key decisions are made. Manages bureaucratic, contractual and legal issues efficiently and effectively. Manages the school's budget and finances to support the strategic plan. Is effective in bringing additional human and financial resources into the school.
2: Intermittently supervises student entry, dismissal, transitions and meal times. Works with custodial staff to keep the campus clean and safe, but there are sometimes lapses. Tries to be transparent about decision making but stakeholders sometimes feel shut out. Sometimes allows bureaucratic, contractual and legal issues to distract teachers from their work. Manages budget and finances with few errors, but misses opportunities to support the strategic plan. Occasionally raises additional funds or finds volunteers to help with school resources.

1: Rarely supervises student entry, dismissal, transitions and lunch/recess and there are frequent problems. Leaves campus cleanliness and safety to custodial staff and there are numerous lapses. Makes decisions with little or no consultation, causing frequent resentment and morale problems. Frequently mishandles bureaucratic, contractual and legal issues in ways that disrupt teaching and learning. Makes errors in managing the budget and finances and misses opportunities to further the school mission. Is resigned to working with the standard school budget and makes no efforts to find additional help from volunteers or outside resources.

Sample Evidence

- Supervision schedules for dismissal, arrival, etc.
- School maintenance schedules
- Evidence of communication with staff members about decisions made
- School budget and budget presentations
- Evidence of outside resources such as grants, title money, etc.
- Fundraising performance data

Evaluation Summary Page

Principal's Name: _____ **School Year:_____**

Evaluator: _____ **Position:_____**

RATINGS ON INDIVIDUAL RUBRICS:

I. Diagnosis and Planning

Highly Effective Effective Improvement Necessary Does Not Meet Standards

II. Priority Management and Communication

Highly Effective Effective Improvement Necessary Does Not Meet Standards

III. Curriculum and Data

Highly Effective Effective Improvement Necessary Does Not Meet Standards

IV. Supervision, Evaluation and Professional Development

Highly Effective Effective Improvement Necessary Does Not Meet Standards

V. Discipline and Parent Involvement

Highly Effective Effective Improvement Necessary Does Not Meet Standards

VI. Management and External Relations

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

X. Appendix

Evaluation Tool #1: **School head’s Annual Goals**

Evaluation Tool #2 **School head's Character Traits**

SCHOOL HEAD PERFORMANCE EVALUATION

Initial Review Date:	Interim Review Date:	Final Review Date:

GOALS & OBJECTIVES	Assessment Scale				
	Did not meet expectations	Met some expectations	Met expectations	Exceeded expectations	Far exceeded expectations
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

Overall Assessment of Goals and Objectives	☐	☐	☐	☐	☐

Board Chair's Recommendations	**Principal's Comments**
Board Chair's Signature **Date**	**Principal's Signature** **Date**

SCHOOL HEAD PERFORMANCE ASSESSMENT
CHARACTER TRAITS

CHARACTER TRAITS	Assessment Scale				
	Did not meet expectations	**Met some expectations**	**Met expectations**	**Exceeded expectations**	**Far exc expecta**
1. Integrity/Honesty Successful leaders must be honest, credible and completely trustworthy. Successful leaders practice absolute honesty and they are trustworthy at all times. They are truthful in all their words and actions. They stand for what they believe, even if the belief is an unpopular one. People can rely on them because they keep their promises.	☐	☐	☐	☐	☐
2. Justice Dealing with people justly is a hallmark of successful leaders. Treating employees with fairness in everyday relationships encourages the development of a just attitude in all human affairs.	☐	☐	☐	☐	☐
3. Responsibility Great leaders accept full responsibility not only for success, but also for the failure of projects, teams, and the entire organization.	☐	☐	☐	☐	☐
4. Humility Humility or humbleness is a quality of being courteously respectful of others. It is the opposite of aggressiveness, arrogance, boastfulness, and vanity. Rather than, "Me first," humility allows us to say, "No, you first."	☐	☐	☐	☐	☐
5. Courage Successful leaders stand up for what is right even when it is unfavorable. They accept blame when at fault, being ready to take heat from above or below. They have the perseverance to accomplish a goal, regardless of seemingly insurmountable obstacles. They display confident calmness when under stress.	☐	☐	☐	☐	☐
6. Empathy/Compassion Successful leaders model empathy, which encourages everyone to practice the rule that “we should do to others as we would have others do to us”. This simple rule must be crucial in one’s dealing with others.	☐	☐	☐	☐	☐

7. Respect Mutual respect is essential to the leader-follower relationship and essential to the empowerment process. Respect is when a leader believes in people, cares about them, and trusts them and they know it. The respect the leader displays inspires people and makes them follow their leader.	☐	☐	☐	☐	☐
CHARACTER TRAITS	**Assessment Scale**				
	Did not meet expectations	**Met some expectations**	**Met expectations**	**Exceeded expectations**	**Far exc expecta**
8. Positive Attitude: Attitude can be defined as the way you think and react to life's situations or circumstances. Attitude is everything and can do wonders in your life. Attitude is what makes one person succeed and another fail.	☐	☐	☐	☐	☐
9. Dependability/Reliability: Takes ownership of work assigned and assumes responsibility; sustains the trust and assurance of others; makes sustained efforts to achieve professional and personal goals and objectives; demonstrates overall adherence to work schedules, office hours and punctuality at meetings.	☐	☐	☐	☐	☐
10. Tolerance and Forgiveness: Tolerance can be defined as accepting others and their beliefs even when we do not agree with their worldview. Effective leaders treat people with kindness and a friendly manner. If people are at fault, effective leaders correct them with kindness.	☐	☐	☐	☐	☐

Overall Assessment on Character Traits	☐	☐	☐	☐	☐

Board Chair's Recommendation	***Principal's Comments***
Board Chair's Signature **Date**	**Principal's Signature** **Date**

Teacher Evaluation

RED APPLE ELEMENTARY SCHOOL TEACHER EVALUATION RUBRIC

Teacher Evaluation Rubric			
Planning and Preparation	**Classroom Environment**	**Instruction**	**Professional and Leadership Responsibilities**
Knowledge of Content and Pedagogy: Teachers under which concepts and skills are central to a subject matter and how to incorporate 21st century modules into their teaching style, such as DEI and Environmental Issues. Key components of measurement include knowledge of content and structure, knowledge of prerequisite relationships, knowledge of content related pedagogy. Indicators include lesson and unit plans that reflect important concepts in the discipline, clear and accurate classroom explanations of content.	**Creating an Environment of Respect**: Fostering and managing relationships with students is essential for social and emotional development among students. This is done when teachers create an environment of respect and rapport in the classroom. Teachers' interactions with students include both words and actions. This happens when teachers convey that they are interested in and care about their students. Indicators are respectful talk, body language, politeness, active listening, fairness and equity.	**Communicating with Students**: Effective communication with students provides clear purpose, direction for classroom activities and present concepts and information in a manner that allows the students to absorb and learn from. Goals must be clearly communicated to students to set up proper expectations. Directions and procedures should be clear and explanations of content should be thorough. Writing and Oral correspondence should be grade level appropriate.	**Reflecting on Teaching**: How does a teacher analyze the lesson plan in order to improve the student outcomes. Through reflection a teacher becomes more accurate and develops new strategies to inform their teaching plans.

Demonstrating Knowledge to Students: Teachers demonstrate the importance of active intellectual engagement with content. Planning must take in context a student's complete life, not that just in the classroom or the worldview the teachers embodies. Knowledge of the learning process, knowledge of a student's skills, knowledge and language proficiency, and knowledge of a student's special needs. Indicators include student interests and needs learned and used by teacher in planning, teacher designed sessions during community studies to share heritage.	**Establishing a Culture of Love for Learning**: Being one of the key values at RAES, a culture of learning refers to the atmosphere in the classroom that reflects educational importance of the work undertaken by students and teachers. The classroom is considered a sacred space and an important environment for all who share it. Importance of the content and of learning happens when educational values are conveyed appropriately by teachers. Expectations for learning and achievement are high but all students are aware that they can be successful if they try hard. Indicators include value of work, effort and persistence in obtaining high quality results, confidence of all students.	**Questioning and Discussion Techniques**: The purpose of questioning and discussing is to stimulate critical thinking in students. Effecting teachers are especially adept at responding to and building on student responses to questions and challenges, and in turn making use of their ideas in lesson plans or the daily activities. The questions and discussions should be relative to the entire class and not isolate lower cognitive students in favor of gifted. Results vary but are generally measured by student participation, discussion techniques and quality of questions/prompts.	**Maintaining Accurate Records**: Recording keeping is vital for tracking student progress and ensuring data captured is accurate. Record keeping can include tracking of assignments, quality of homework of students, student completion rates, student progress as well as responsibilities such as returning borrowed supplies.

Setting Instructional Outcomes: Outcomes describe what students will learn. Outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Students must be able to build their understanding of important ideas from concept and concept - RAES will call this Value, Sequence, and Alignment. Indicators include assessing outcomes of a challenging cognitive level, statements of student learning, not student activity.	**Managing Classroom Procedures**: teachers create routines in students that lead to effective use of time. Examples of well-managed classrooms include minimum transition time between activities in order to maintain momentum and maximize instructional time. Good classroom management includes: management of instructional groups, management of transitions, management of materials and supplies, performance of non-instructional duties.	**Engaging Students in Learning**: Student engagement is the centerpiece to all teaching frameworks. Everything else encompasses this center point. Outcomes are usually measured by the type of responses students give to teacher interaction and the motivation and energy level during instruction. Strategies used are typically cluster grouping, activities, assignments, instructional resources and materials, structure and pacing of lessons.	**Communicating with Families**: Teachers establish relationships with families by communicating to them about both the instructional program and invite parents to be part of the educational process. Regular communication is a vital lifeline between parents and teachers. Teachers are evaluated on frequency and quality of correspondence related to categories such as instructional program, student individual progress and level of two-way communication they have established with families.
Demonstrating Knowledge of Resources: The ability of a teacher to go beyond official material and use resources to enhance student learning are staples of accomplished teachers. Resources can be many things including those used by students, those utilized by teachers to further their professional development, and those that can provide non-instructional development. Best practice teachers make sure that the selection of materials and resources are appropriately challenging for every student. Indicators are a range of text, guest speakers for lessons, internet resources, teacher participation in	**Managing Student Behavior**: Teachers are evaluated on how orderly the classroom environment feels in terms of productivity and businesslike. This also must be done without being overwhelmingly authoritarian like. Students should feel respected and the model of restorative justice should be	**Using Assessment as Instruction**: RAES assessments will measure student growth throughout the year. A teacher's responsibility is to know and monitor student understand of lessons and when appropriate offer student feedback to ensure concepts are correctly understood. Results will determine the	**Showing Professionalism**: Trust between educators and community is vital for the success of the school, therefore teachers must demonstrate the highest integrity to students and the profession in which they are in. They must know their students and seek resources in order to step in and provide help that may extend beyond the classroom. They must maintain good rapport

continuous PD.	practiced. Skilled teachers manage expectations, consistently monitor student behavior and respond to student misbehavior in accordance with RAES discipline policy.	effectiveness of a teacher's learning pedagogy.	and help with problem-solving and decision making, with student's best interest in mind. They must maintain integrity, honesty, put service of students first, be advocates of their students, and be trusted decision makers.

Teacher Evaluation Form

Teacher:					**Date:**
Subject:					**Grade:**

Evaluator:		Unsatisfactory	Basic	Proficient	Distinguished	
Domain 1: Planning and Preparation		1	2	3	4	
1a.	Demonstrating Knowledge of Content and Pedagogy					
1b.	Demonstrating Knowledge of Students					
1c.	Selecting Instructional Lesson Objectives					
1d.	Demonstrating Knowledge of Resources					
1e.	Designing Coherent Instruction					
1f.	Assessing Student Learning					
Comments						

Domain 2: The Classroom Environment						1	2	3	4	
2a.	Adhere to the guiding principles of GSA									
2b.	Creating an Environment of Respect and Rapport									
2c.	Establishing a Culture for Learning									
2d.	Managing Classroom Procedures									
2e.	Managing Student Behavior									
2f.	Organizing Physical Space									

Comments										
Domain 3: Instruction						1	2	3	4	
3a.	Communicating Clearly and Accurately									
3b.	Using Questioning and Discussion Techniques									
3c.	Engaging Students in Learning									
3d.	Providing Feedback to Students									
3e.	Demonstrating Flexibility and Responsiveness									

3f.	Using assessment to inform instruction and improve student's achievement									
3g.	Uses technology in the classroom									
3h.	Integrates Islamic knowledge/teachings									
3i.	Students meet achievement standards									
Comments										
						Unsatisfactory	Basic	Proficient	Distinguished	
Domain 4: Professional and Leadership Responsibilities						1	2	3	4	
4a.	Reflecting on Teaching									
4b.	Maintaining Accurate Records									
4c.	Communicating with Families									
4d.	Contributing to the school through extra and intra-curricular participation									
4e.	Growing and Developing Professionally in field of study									

4f.	Showing Professionalism									
4g.	Participates in PD focused on Islamic Studies/history/knowledge									
4h.	Professional attire									
Comments										
						Percent Achieved				
SMART Goals Outcome *(See goals attached)*						0-25	25-50	50-75	75-100	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Evaluator's Recommendation ***(check one when appropriate)***										
	Evaluator recommends re-employment without reservation									
	Evaluator recommends re-employment, but suggests that the teacher work to improve identified areas.									
	Probation: The teacher must improve in identified areas within a specified period of time.									
	The teacher has not met standards of improvement as required under conditions of probation and is not offered a contract for the upcoming year.									
Teacher Signature:						Date:				

Evaluator Signature:					Date:				
Signature of the teacher indicates the teacher has had a conference with the evaluator and received a copy of the evaluation, but does not necessarily imply agreement with the evaluation.									

Red Apple Elementary School

Section 22 Attachment 23 Professional Development Schedule

Section 22 Attachment 23: Professional Development Schedule

Red Apple Elementary school's professional development (PD) occurs weekly during half-day Fridays and during focused PD Days i.e. extended windows periodically throughout the year (including August, January, and June). In addition, teachers have common planning times twice per week where they collaborate to analyze student data, score student work, and plan upcoming projects.

Learning and development is a core tenant of "love of learning" that Red Apple Elementary school inculcates in its teachers and staff. Teachers and staff will get up to over 40 days of professional development or over 320 hours over the course of each school year.

Ultimately, the principal will lead PD alongside resources provided by the board of directors. Where applicable, outside experts will be leveraged to maximize efficiency and produce quality sessions. RAES intends to participate in Washington Charters Fellowship upon approval of the application as well as leverage best practices and modules from industry leaders such as Impact Public Schools.

Our sample summer professional development schedule contains both instructional and self-directed work time. During self-directed work time, faculty will be busy in joint home visits, classroom setup, or personalized PD based on individual learning plans.

Sample Summer Professional Development Schedule

Week One: August 3-7, 2020 8am-12pm: Faculty Professional Development 12pm-4pm: Self-Directed Work Time				
Day	**Mission, Vision, Values**	**Program Element: Leadership Development**	**Operations: Mandatory Trainings**	**Instructor (Alongside Principal)**
8/3	Vision	Holistic Education	Safety & Child Abuse	Executive Director True Measure Collaborative
8/4	Mission	SpED skills	Violence Prevention	Seneca Family Agencies / True Measure Collaborative
8/5	Curriculum Design	Progress Monitoring & Goal-Setting on	First Aid	Red Cross Dr. John Inman
8/6	Love of Learning	1:1 Conferences	School Safety Plan	True Measure Collaborative
8/7	Diversity, Equity and Inclusion	Equity skills	Retirement & Benefits	Department of Retirement Services CEO from another Charter School such as

				IPS

Week Two: August 10-14, 2020 8am-12pm: Faculty Professional Development 12pm-4pm: Self-Directed Work Time				
Day	**Mission, Vision, Values**	**Program Element: Project Based Learning**	**Operations: Schoolwide Norms & Procedures**	**Instructor** **(Alongside Principal)**
8/10	Commitment to Excellence	Learning Science	RAES Staff Handbook	
8/11	My Voice Matters	Guided Reading & Math Specialized Sessions	RAES Parent/ Student Handbook	Executive Director
8/12	Integrity and Transparency	Guided Reading & Math Specialized Sessions	Arrival & Dismissal Procedures	
8/13	Intention	STEP Assessment		STEP Assessment Kit (Uchicagoimpact.org/step)
8/14	Dr. John Inman's dissertation on twice exceptional gifted children	Writer's Workshop	Common Spaces Procedures	Dr. John Inman

Week Three: August 17-21, 2020 8am-12pm: Faculty Professional Development 12pm-4pm: Self-Directed Work Time				
Day	**Mission,Vision, Values:**	**Program Element: Service Learning (Community –Based Learning)**	**Operations**	**Instructor** **(Alongside Principal)**
8/17	Inclusion Model: SpEd, ELL, HICAP	RAES Rubric Scope & Sequence	Daily Staff Routine	Seneca House Hammad Rajjoub
8/18	Restorative Justice	Explore: GLAD strategies	Procedures Planning: Data Management	Haris Mohammed
8/19	DEI Book Studies	Create: Project Declarations & Progress Milestones	Procedures Planning:	
8/20	Culturally Responsive Literacy Instruction	Capstone Project Assessment	Procedures Planning: Cultural/religious inclusion Training	Local Imam and other faith-based leaders
8/21	Culturally Responsive Classroom Environment	Community Studies	Procedures Planning: Field Trips/ Excursions	

Red Apple Elementary School

Section 23 Attachment 23 School Specific Goals

NEW CHARTER SCHOOL APPLICATION SCHOOL-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 school-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.

Academic School-Specific Goal (Indicator 4 of Academic Performance Framework)			
School Mission and Vision	School Mission: Red Apple Elementary School promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience (w)holistic development through academic, intellectual, social, psychological, and spiritual growth. School Vision: The Red Apple educational experience will lead to empowered citizens who can critically think and self-lead.		
Goal *What is the intended outcome?*	Student Academic Goal #1: Measuring Reading and Math Growth Red Apple students will make a minimum 1 year of growth(or more) on the NWEA Map growth assessment in both reading and math each year they attend the charter school.		
Goal Connection to School Mission *Describe how the goal captures the school mission.*	The goal will be to measure the overall growth of our students in reading and math for grades 1-5. The measure provides data to show how our students are performing in comparison to their national norm set of students. This data will validate our methods of taking traditional at-risk and under-achieving students and filing learning gaps with our proven educational methods.		
Metric *How will you measure your goal?*	Our students will take the assessment 3 times a year so that we can measure their progress from the beginning of the year until the end of the year. The beginning will be our baseline, the middle will be our early results and end of year testing will yield our final results.		
Targets *How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.*	Category	Target	Rationale for the Target
	Exceeds	Growth of 1.5 years or more	school standards
	Meets	Growth of 1.0 years or more	school standards
	Does Not Meet	Growth of 0.80 years	school standards

	Falls Far Below	Growth of less than 0.80 years	school standards
Assessment Details, Data Collection and Verification *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?*	NWEA Maps testing is a proven, reliable external source of growth data. They are high-quality, have a large sample size— giving good accuracy, and proven reliability in their methods. Data will be shared with each parent after every test result and to the commission when they request it or per the charter school agreement. The data will be compiled and published in yearly reports available to all stakeholders and community members at the end of the school year.		
Results Summary *Provide a brief summary of results and evidence of assessment.*	NA		

Organizational School-Specific Goal (Indicator 6 of Organizational Performance Framework)	
School Mission and Vision	School Mission: Red Apple Elementary School promotes STEM education through the lens of Humanities and Liberal Arts. Red Apple Elementary School students experience (w)holistic development through academic, intellectual, social, psychological, and spiritual growth. School Vision: The Red Apple educational experience will lead to empower citizens who can critically think and self-lead.
Goal *What is the intended outcome?*	Parent Satisfaction Score Red Apple Elementary will aim to meet a minimum of 80% satisfaction score through A Parent School Evaluation Survey each year their child(ren) attends the charter school.
Goal Connection to School Mission *Describe how the goal captures the school mission.*	The purpose of this survey is to measure the extent to which our philosophy of (w)holistic education is being instilled in our students based off the assessment and satisfaction of the students Parents. With at least an 80% satisfaction score on education and satisfaction-based metrics measuring educational and development progress of their children, we will see the results across the board with no significant gaps in race, ethnicity or gender.

Metric *How will you measure your goal?*	We will measure our goal by building a baseline survey after 3 months of enrollment and an annual survey at the end of the year.		
Targets (Alternative 1) *How will you know if you are successful? St the cut-points for each target category and give the rationale for each cut-point. Look at past trends, current performance, and comparative data to set target cut-points.*	Category	Target	Rationale for the Target
	Meets	80%	Ultimately, we would like 100% parent satisfaction but based on our research, receiving 80% SAT scores would be well of industry averages.
	Does Not Meet	<80%	anything less than an 80% sat score will not meet the boards expectations
	Falls Far Below	<80%	
Assessment Details, Data Collection and Verification *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?*	Customer satisfaction surveys are a tried and proven method for benchmarking and measuring improvements to services that organizations provide. This method is table stakes for fortune 500 organizations and one that Red Apple plans to adopt to hold ourselves accountable towards delivering and improving the schools educational service. The school will run the survey twice a year with parents and teachers. Parents will assess the development and satisfaction with their children's educational development. Teachers will assess their internal employee satisfaction and development of career goals.		
Results Summary *Provide a brief summary of results and evidence of assessment.*	NA		

Applicable Legislation: WAC 108-30-030
Updated: July, 2019

Red Apple Elementary School

Section 24 Attachment 25 Facility Documents

Evidence of conversations with real-estate agents and identified properties

Gmail [redacted]

Off-Market Lynnwood Property from today!

1 message

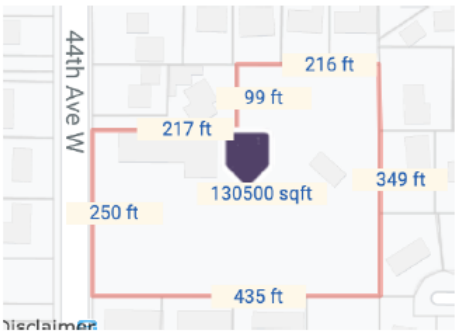
Kasim Siddiqui <kasimsiddiqui@gmail.com> Fri, Feb 21, 2020 at 6:50 PM
[redacted]

Salam guys - good meeting today.

Here is some more info on the property

Lets come up with an proposal for them

Address: 17725 44th Ave W, Lynnwood WA 98037
Photos/Videos



Assessed Value: $2,125,900
County Land Use: Religious Activity
Lot: 3.0 Acres
Building: 8183 sqft

Purchased for $900K June 2016

--
Kasim Siddiqui
Real Estate Broker
(206) 450-5945

Compass
305 108th Ave NE, Suite 200
Bellevue, WA 98004

VOZHI is a company that integrates real estate investing with culture, music, technology to inspire positive change in the community.

Vozhi

[redacted]

Sent: Friday, September 27, 2019 12:02 PM

[redacted]

Subject: RE: Mountlake Terrace Warehouse

Thanks again for meeting today – please let me know any questions or feedback on the Lynnwood warehouse we toured today.

Please see below and attached for detail on the other space nearby in Mountlake Terrace:

1. 6608 216th Street SW, Mountlake Terrace, WA 98043 (floor plan attached)
    a. 3,006 SF Total (1,571 SF office / 1,435 SF warehouse)
    b. High quality office build out, recently constructed
    c. End cap space (furthest back) ample parking area
    d. Asking rate: $3,354.20 + NNN ($2,254.50) = $5,608.70 per month

Planning department contact information:

For the property we viewed today, please contact Lynnwood planning department to confirm the zoning (Light Industrial) and if your use would be approved

Lynnwood Planning:

425-670-5410

For the 6608 216th property (Light Industrial), please contact the Mountlake Terrace planning department:

Mountlake Terrace Planning:

425-744-6284

Please let me know any questions, thank you!

[redacted]

[redacted]

[redacted]

[redacted]

Subject: Mountlake Terrace Warehouse

Hi Nadan,

Thank you for the time on the phone today. Please see attached for the space I mentioned on the phone, this space is currently pure warehouse with one restroom.

It is a standalone building and has its own private parking lot. Please review the attached and let me know any questions or interest – if you would like to get through the space for a tour, please let me know.

Thanks again,

[redacted]

[redacted]

NAI Puget Sound Properties

600 108th Avenue NE, Suite 340
Bellevue, WA 98004 USA

nai-psp.com

Direct +1 425 586 5605
Cell +1 425 492 5145
Fax +1 425 455 9138

Profile | **Twitter** | **Vcard**

[redacted] >

Hey Taylor, that time works for me. See you then.
[Quoted text hidden]

image001.png
5K

[redacted]

Hi Adnan,

Please see below and attached for another space in Mountlake Terrace that could be a good fit – I am waiting to confirm if the space is still available:

1. Connolly Building (6710 220th Street SW, Mountlake Terrace, WA 98043)
    a. 3,360 SF Total (1,470 SF Office / $1,890 SF Warehouse)
    b. Build out includes 3 offices, large showroom (convert to more offices), two restrooms, and open warehouse with a roll up loading door
    c. 16' clear height in the warehouse, easy access to I-5 via 220th street
    d. Asking monthly rent: $3,560 + utilities/maintenance for the property

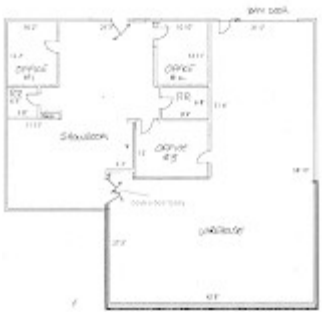
Attached is the floor plan of the space, please review and let me know if you have any questions or would like to set up a tour. I will continue looking in the meantime and will keep you updated on what I can find.

[redacted]

[redacted]
Sent: Wednesday, October 2, 2019 1:03 PM
To: Talor Okada
Subject: Re: Mountlake Terrace Warehouse

Hey Taylor, that time works for me. See you then.

[Quoted text hidden]



Connolly Building Floor Plan.jpg
95K

Please see below and attached for another space in Mountlake Terrace that could be a good fit – I am waiting to confirm if the space is still available:

1. Connolly Building (6710 220th Street SW, Mountlake Terrace, WA 98043)
    a. 3,360 SF Total (1,470 SF Office / $1,890 SF Warehouse)
    b. Build out includes 3 offices, large showroom (convert to more offices), two restrooms, and open warehouse with a roll up loading door
    c. 16' clear height in the warehouse, easy access to I-5 via 220th street
    d. Asking monthly rent: $3,560 + utilities/maintenance for the property

Attached is the floor plan of the space, please review and let me know if you have any questions or would like to set up a tour. I will continue looking in the meantime and will keep you updated on what I can find.

Thank you,

[redacted]

[redacted]

NAI Puget Sound Properties

[redacted]

Direct +1 425 586 5605

Cell +1 425 492 5145

[redacted]
Sent: Wednesday, October 2, 2019 1:03 PM
To: Talor Okada
Subject: Re: Mountlake Terrace Warehouse

Hey Taylor, that time works for me. See you then.

[Quoted text hidden]

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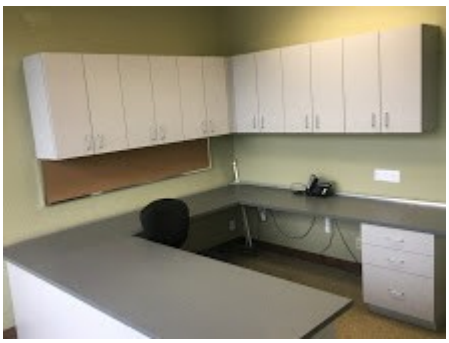
5 attachments

Office 1.jpg
244K

Storefront appearance.jpg
279K

Warehouse area 2.jpg
218K

Warehouse area.jpg
196K



Office 2.jpg
177K

Gmail [redacted]

School /church property for sale - 9506 7th Ave

1 message

[redacted]

Hi Nan,
It was very nice talk to you today. This unique two parcels property is on the prime commercial real estate in the South Everett retail area, potential uses include churches, religious organi opportunity for redevelopment. There's no such large and private land with walking distance to major stores, restaurants and to Everett Mall.

Enclose are the market flyer, permit.

Let me know if you and your group have any thoughts on that after toured the property,

Property Highlights:

1. The property Approximately 20,000 sq. ft. 2-story building sitting on 2 parcels (totaling 6.77 acres) of prime commercial real estate in the south Everett retail area.

2. Potential uses include churches/religious organizations, schools, day care centers, office space, or redevelopment (zoned as a residential)

3. It current approved for the E-Code as a education facility.
4. Included a commercial kitchen.
5. The property has been completed renovated on 2016 with over 1.2 Million in upgrade listed below:

1. ***New flooring, paint, LED lighting,***
2. ***full commercial kitchen,***
3. ***new gas line,***
4. ***fencing,***
5. ***fiber internet,***
6. ***cat5 Ethernet infrastructure,***
7. ***fire alarm, fire sprinkler system,***
8. ***security alarm system,***
9. ***HVAC systems, and much more.***
10. ***Private, gated entrance leads to over 130 paved parking spaces.***
11. ***The site is fully fenced and also includes a large playfield.***

Please let me know if you more

questions. See you on Sat. Warm

Regards
Anna Li
Real Estate Broker /Real Estate Consultant.

Cell: 425.773.6966
Realty ONE Group
Preview 12951 Bel-
Red Road Suite 150
Bellevue, WA 98005
Email: peacejoy.li@gmail.com
Web:
www.investrealestateproperties.
com Wechat:
AnnaLiRealEstate

--
Sent from Gmail Mobile

2 attachments
marketing flyer.pdf
2866K

CC-Everett Permit set.pdf
4311K

https://mail.google.com/mail/u/0?ik=7e3a8702db&view=pt&search=all&permthid=thread-f%3A1638874318208414108&simpl=msg-f%3A16388743182… 1/1

Red Apple Elementary School

Section 25 Attachment 26 Insurance Coverage

Proposed Insurance

Attachment 26: Insurance Coverage

RED APPLE ELEMENTARY will maintain adequate insurance necessary for the operation of the school, 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. RED APPLE ELEMENTARY has budgeted for those as a % of salaries in the Benefits section of the budget. Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of the school's contract.

Officers, directors and employees errors and omissions: $50,000

Professional liability insurance: $1,000,000 per occurrence, plus $3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.

Data Breach Insurance: $1,000,000

Property insurance: As required by landlord or lender

Transportation/Motor vehicle liability (if appropriate): $3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of $1,000 for collision and $1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.

Bonding: The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.

Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be for the amount of each year's allocation based on projected enrollment.

The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts. The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

The estimated cost built into the financial workbook was provided by Joule Consulting.

Red Apple Elementary School

Section 26 Attachment 27 Start-Up Plan

Red Apple Elementary School Start Up Plan

Task	Details	STATUS On Track Off Track Complete	2019			2020												2021								Launch
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	SEPT
Charter Authorization																										
Model design	Draft one page overview with mission, vision and core values. Gather community feedback and refine.	Complete																								
Model Design	Submit NOI	Complete																								
Model design	Visit high performing charter schools locally.	Complete																								
Model design	Design & lead informal focus groups and an intentional Design Team process with students, parents, local community experts and national personalized learning experts.	On Track																								
Authorization	Submit charter application for external and legal review.	On Track																								
Authorization	Submit WA State charter application to authorizer.	On Track																								
Authorization	Prepare for and participate capacity interview with authorizer.	On Track																								
Authorization	Prepare for and participate in public forum with authorizer.	On Track																								
Authorization	Apply for and secure CSP SEA grant through charter application process.	On Track																								
Authorization	Receive charter approval from authorizer.	On Track																								
Authorization	Negotiate and finalize charter contract with authorizer.	On Track																								
Authorization	Design system for tracking contract and OSPI compliance requirements.	On Track																								
Authorization	Successful completion of authorizer pre-opening conditions and pre-opening site visit.	On Track																								
Community outreach	Meet with local community leaders, organization leaders, political leaders, parents, and students to garner support and input.	On Track																								
Governance																										
Governance	Develop decision making protocol and vet with team.	On Track																								
Governance	Establish Washington non-profit: incorporate, file for federal tax exemption, file 990 etc.	On Track																								
Governance	Recruit diverse, mission-aligned board members and develop board meeting schedule.	On Track																								
Governance	Draft and finalize by-laws; approve all legal policies, including charter contract, finance, etc.	On Track																								
Governance	Prepare board members to transition from start-up board to governing board (OPMA PRA)	On Track																								
Governance	Develop board dashboard for organizational goal tracking, aligned to authorizer performance frameworks.																									
Accountability	Create greenlighting process and benchmarks for continued organizational growth and expansion.																									
Finance and Fundraising																										
Finance	Establish bank account, employer status, and other financial/HR needs.	On Track																								
Finance	Establish financial practices, internal controls, policies, etc. Work with principal on his/her budget.	On Track																								
Finance	Select and sign a contract with a back-office provider to set up payroll, accounting and other financial systems and files.																									
Fundraising	Identify grant sources and other funding opportunities (NSVF). Organize fundraising events and solicit contributions from donors. Fundraising event must be planned as well.	On Track																								
Marketing and Outreach																										
Marketing	Develop logo, business cards and website.	On Track																								
Marketing	Develop flyer, tri-fold, postcard and newspaper ad. Translate in target languages.	On Track																								

Red Apple Elementary School Start Up Plan

STATUS
On Track
Off Track

Task	Details	Complete	2019			2020												2021								Launch
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	SEPT
Outreach/Enrollment	Lead community outreach efforts, including 1-on-1 meetings with Muslim parents, CBOs, community leaders, political leaders; attend local Community Convening, and information nights at community organizations (e.g. Cordoba Academy Events, Edmonds Parent Education Board and YMCA), local feeder schools, houses of worship. Place advertisements in local print and social media Lead canvassing efforts	On Track																								
Outreach/Enrollment	Build relationships Mountlake Terrace Lynnwood community organizations, local colleges, and other potential partners.	On Track																								
Outreach/Enrollment	Present RAES model at community events attended by target Population	On Track																								
Outreach/Enrollment	Build relationships with local pre-schools and K-12 district schools. Arrange partnership opportunities where possible	On Track																								
Outreach/Enrollment	Develop stakeholder storyboards for families, students, faculty, and the community. Launch communication plan.	On Track																								
Outreach/Enrollment	Launch parent engagement team. Co-create goals, parent satisfaction survey and engagement calendar.	On Track																								
Outreach/Enrollment	Accept Applications for Enrollment																									
Outreach/Enrollment	Conduct lottery and registration	On Track																								
Outreach/Enrollment	Prepare and send summer mailer w/ all necessary enrollment forms, handbook orientation information and request records from prior schools	On Track																								
Outreach/Enrollment	Schedule and conduct parent information nights for enrolled students. Discuss program and expectations.	On Track																								
Outreach/Enrollment	Develop and track student applications and enrollment process.	On Track																								
Marketing	Create media plan for first day/week of school.	On Track																								
Hiring / HR																										
Hiring	Develop mission-aligned, competency-based hiring process. Create and post job descriptions locally and nationally.	On Track																								
Hiring	Recruit and hire a Director of Community Engagement to support with public forum community partnership building and student recruitment.	On Track																								
Hiring	Recruit and hire a Director of Finance to support back officer provider selection and set-up financial systems, vendor management, HR systems.																									
Hiring	Recruit and hire a diverse instructional team (teachers, Ias, learning support staff)																									
Hiring	Recruit diverse principal candidates. Hire founding principal.	On Track																								
Hiring	Conduct onboarding and professional development for the principal.	On Track																								
Hiring	Recruit and hire a diverse instructional team (teachers, Ias, learning support staff)	On Track																								
Professional Development	Plan and conduct summer teacher and leader professional development and orientation	On Track																								
Professional Development	Develop teacher coaching model and staff goal-setting/feedback cycle.	On Track																								
Professional Development	Create yearlong PD calendar.	On Track																								
Human Resources	Select insurance and benefits providers and enroll new employees.																									
Human Resources	Enroll new hires in WA Department of Retirement Services portal																									
Academic Model																										
Curriculum	Develop all curricular materials, including Leadership Rubric, 21st Century Leadership Skills Rubric, NGSS Rubric	On Track																								
Curriculum	Develop or customize Map platform.	On Track																								
Curriculum	Order teacher and student curriculum resources.																									

Red Apple Elementary School Start Up Plan

STATUS
On Track
Off Track
Complete

Task	Details	STATUS	2019			2020												2021								Launch
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	SEPT
Assessments	Develop detailed assessment calendar aligned with needs of the community and school calendar (include SBAC, NWEA, WELPA, etc.).	On Track																								
Special Education, ELL, HiCap	Determine and secure resources for special education, ELL, and HiCap program delivery.	On Track																								
Special Education	Review incoming student records for services, schedule and hold transitional IEP meetings budget for student needs.	On Track																								
Operations																										
Professional Development	Attend WA Charters Strong Start programming focused on meeting Authorizer Pre-Opening conditions and strong school launch.	On Track																								
Professional Development	Attend WA Commission/ OSPI/DRS/SAO Compliance Trainings																									
Facilities	Source, identify, conduct due diligence, finance and secure facility.	On Track																								
Facilities	Partner with city planning departments as necessary to secure permits/approvals and conduct inspections.	On Track																								
Facilities	Complete all necessary renovations and building improvements.	On Track																								
Facilities	Conduct needs analysis, post RFPs, and contract with vendors to secure all necessary school furniture and technology tools. Order and install signage for inside and outside of school building	On Track																								
School Operations	Develop school calendar and schedule. Gather community input.	On Track																								
School Operations	Identify viable suppliers and vendors for office equipment, communications services, and other school needs.	On Track																								
School Operations	Conduct needs analysis and contract with vendors to create plans and secure services for all necessary school services such as lunch, transportation, security maintenance and other needs.	On Track																								
School Operations	Prepare systems for student health - collecting forms, following up with families etc.	On Track																								
School Operations	Develop start of school and end of school logistics plan, including traffic flow based on student safety and community needs.	On Track																								
School Operations	Schedule final health, safety, and building inspections.	On Track																								
School Operations	Develop and conduct legal review of state and federal compliant student and employee handbooks.	On Track																								
School Operations	Prepare student databases for records, test scores, grades, attendance, tardy students, discipline, etc.	On Track																								
School Operations	Develop a school safety plan and schedule fire and other safety drills.	On Track																								
School Operations	Purchase and set up computers with basic software.	On Track																								
School Operations	Purchase and set up hardware, software, and tools for data gathering and analysis including laptop computers and "Illuminate" software licenses.	On Track																								
School Operations	Set up technology infrastructure in facility.	On Track																								
School Operations	Inventory all technology tools and ensure that network is functional and contingencies are in place.	On Track																								
School Operations	Designate roles and responsibilities for compliance reporting for attendance, state and federal programs grants audits and authorizer.																									
Culture																										
Faculty Culture	Create DEI goals, metrics and measurement tools and faculty norms.	On Track																								
Faculty Culture	Map faculty culture vision, goals and activities.	On Track																								

Red Apple Elementary School Start Up Plan

STATUS
On Track
Off Track
Complete

Task	Details	Status	2019			2020												2021								Launch
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	SEPT
Student Culture	Prepare student and family handbook with beliefs, vision, day-in-the-life, policies, procedures and forms.	On Track																								
Student Culture	Launch PD with restorative justice framework.	On Track																								
Student Culture	Map student culture vision, goals and activities.	On Track																								
School Culture	Order t-shirts, badging materials and interior faculty signage.	On Track																								
Student Culture	Plan and practice student orientation.	On Track																								

Red Apple Elementary School

Section 27 Financial Plan Attachment 28,29,30,31,&32

Adnan Khalid

This section includes Financial Plan Workbook, Budget Narrative, Sample Financial Policies and Procedures, Evidence of Philanthropic Funding Commitments, and Fundraising Plan

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL SEVEN 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 'School District' select the district the school will be in it's first operational year.
- 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 D31 - M62 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
  ***PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 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.
- Column G; Select the desired starting year, YR 1, 2, 3, 4 or 5, for that revenue or exense line.
- 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.*

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL SEVEN 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.

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.

Red Apple Elementary

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Mohammed Adnan Khalid
Contact Email:	mr.adnankhalid@gmail.com
Contact Phone:	206.714.4851
School District:	Edmonds School District
Year One:	2021-22
School Days:	185

Red Apple Elementary

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Kindergarten	40.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00
1st Grade	20.00	40.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00
2nd Grade	20.00	40.00	40.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00
3rd Grade	-	20.00	40.00	40.00	60.00	60.00	60.00	60.00	60.00	60.00
4th Grade	-	-	20.00	40.00	60.00	60.00	60.00	60.00	60.00	60.00
5th Grade	-	-	-	20.00	60.00	60.00	60.00	60.00	60.00	60.00
6th Grade	-	-	-	-	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-	-	-	-	-
9th Grade	-	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	**80.00**	**160.00**	**220.00**	**280.00**	**360.00**	**360.00**	**360.00**	**360.00**	**360.00**	**360.00**
Total Middle School Enrollment	-	-	-	-	-	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-	-	-	-	-	-
Total Enrollment	**80.00**	**160.00**	**220.00**	**280.00**	**360.00**	**360.00**	**360.00**	**360.00**	**360.00**	**360.00**
Change in Net Enrollment from Prior Year	**80.00**	**80.00**	**60.00**	**60.00**	**80.00**	-	-	-	-	-

STUDENT POPULATION

STATE REVENUE	***** Numbers and percentages below directly affect revenue lines 4000 on the '5 YR Budget' Tab *****									
Free and Reduced Price Lunch Student %	40.00%	40.00%	40.00%	40.00%	40.00%	40.00%	40.00%	40.00%	40.00%	40.00%
** This % is auto-calculated based on the %s entered in rows 58 & 61 below*										
Student Count Qualifying for Free or Reduced Lunch	32.00	64.00	88.00	112.00	144.00	144.00	144.00	144.00	144.00	144.00
TBIP K-12 %	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%
TBIP 7-12 %	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TBIP Exited %	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
TBIP (K-6) FTE	20.00	40.00	55.00	70.00	90.00	90.00	90.00	90.00	90.00	90.00
TBIP(7-12) FTE	-	-	-	-	-	-	-	-	-	-
TBIP Exited FTE	4.00	8.00	11.00	14.00	18.00	18.00	18.00	18.00	18.00	18.00
Highly Capable Program?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Special Education Students %	13.50%	13.50%	13.50%	13.50%	13.50%	13.50%	13.50%	13.50%	13.50%	13.50%
Actual Special Education Student Count (SPED)	10.80	21.60	29.70	37.80	48.60	48.60	48.60	48.60	48.60	48.60
Student Transportation	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
Student Transportation Count	64.00	128.00	176.00	224.00	288.00	288.00	288.00	288.00	288.00	288.00
K-3 Ratio Student to Teacher Ratio	17.00	17.00	17.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00
FEDERAL REVENUE	***** Numbers and percentages below directly affect revenue lines 5000 and 6000 on the '5 YR Budget' Tab *****									
Average Daily Membership %	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Average Daily Membership (ADM)	80.00	160.00	220.00	280.00	360.00	360.00	360.00	360.00	360.00	360.00
Average Daily Attendance %	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%
Average Daily Attendance (ADA)	72.00	144.00	198.00	252.00	324.00	324.00	324.00	324.00	324.00	324.00
English Language Learner %	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
English Language Learner Count (ELL)	56.00	112.00	154.00	196.00	252.00	252.00	252.00	252.00	252.00	252.00
% Student Qualifying for Free Lunch	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%
Student Count Qualifying for Free Lunch	24.00	48.00	66.00	84.00	108.00	108.00	108.00	108.00	108.00	108.00
% Student Qualifying for Reduced Lunch	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
Student Count Qualifying for Reduced Lunch	8.00	16.00	22.00	28.00	36.00	36.00	36.00	36.00	36.00	36.00

Red Apple Elementary

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES	Salary Totals				
			Year 1	Year 2	Year 3	Year 4	Year 5		Year 1	Year 2	Year 3	Year 4	Year 5
			2021-22	2022-23	2023-24	2024-25	2025-26		2021-22	2022-23	2023-24	2024-25	2025-26
									Yearly Raise %				
									0.00%	3.00%	3.00%	3.00%	3.00%
School Principal	Instructional Management	$ 115,000	1.0	1.0	1.0	1.0	1.0		$ 115,000	$ 118,450	$ 122,004	$ 125,664	$ 129,434
Assistant Principal	Instructional Management	$ 92,000	0.0	1.0	1.0	1.0	1.0		$ -	$ 92,000	$ 94,760	$ 97,603	$ 100,531
Elective Teacher	Specialty Teachers	$ 65,000	2.0	2.0	2.0	3.0	4.0		$ 130,000	$ 133,900	$ 137,917	$ 207,055	$ 278,266
Core Content Teacher	Teachers - Regular	$ 65,000	3.0	5.0	8.0	9.0	9.0		$ 195,000	$ 330,850	$ 535,776	$ 616,849	$ 635,354
Special Education	Teachers - SPED	$ 90,000	1.0	2.0	3.0	4.0	5.0	Target case to teacher ratio: 14-16	$ 90,000	$ 182,700	$ 278,181	$ 376,526	$ 477,822
Food Service	Other - Non-Instructional	$ 14,000	1.0	1.0	2.0	2.0	2.0		$ 14,000	$ 14,420	$ 28,853	$ 29,718	$ 30,610
CFO	CFO / Director of Finance	$ 85,000	0.0	0.0	1.0	1.0	1.0	Responsible for fundraising in addition to	$ -	$ -	$ 85,000	$ 87,550	$ 90,177
Administrator	Administrative Staff	$ 65,000	1.0	1.0	1.0	2.0	2.0	# Admin Assistant to Exec levels; Serves as	$ 65,000	$ 66,950	$ 68,959	$ 136,027	$ 140,108
Emotional Guidance Consultant	Executive Management	$ 40,000	0.5	0.5	0.5	0.5	1.0	To be paid with private funds if necessary	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 42,510
Teacher Aid	Teaching Assistants	$ 27,000	0.5	1.0	1.5	2.0	2.0	Salary calc $20 wage for 36 hours a week,	$ 13,500	$ 27,405	$ 41,727	$ 56,479	$ 58,173
Executive Director	Executive Management	$ 85,000	1.0	1.0	1.0	1.0	1.0	Planning year (year 0) paid by external	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668
Director of Family and Community Outreach	Other - Non-Instructional	$ 85,000	1.0	1.0	1.0	1.0	1.0	Responsible for branding, marketing,	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668
English Learner Teacher	Specialty Teachers	$ 65,000	1.0	2.0	2.0	3.0	3.0	EL certificated	$ 65,000	$ 131,950	$ 135,909	$ 204,986	$ 211,135
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Total			13.0	18.5	25.0	30.5	33.0		$ 877,500	$ 1,294,325	$ 1,730,655	$ 2,146,074	$ 2,385,457

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	474,000	
Total Expenses	458,289	
Net Income	15,711	
Revenue Per Pupil		
Expenses Per Pupil		

REVENUE	Start-Up Period	Description of Assumptions
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)	50,000	Pledges from stakeholders
Custom LOCAL SUPPORT - NON-TAX	-	
TOTAL LOCAL SUPPORT - NON-TAX	**$ 50,000**	
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	Year 0 Grant
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	-	
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	224,000	WA Charters start-up grant
8500 - Educational Service Districts	-	
Custom OTHER ENTITIES	-	
TOTAL OTHER ENTITIES	**$ 224,000**	
9000 - OTHER FINANCING SOURCES		
9500 - Long-Term Financing	-	
9900 - Transfers	-	
Custom OTHER FINANCING SOURCES	-	
TOTAL OTHER FINANCING SOURCES	**$ -**	
TOTAL REVENUE	**$ 474,000**	

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	474,000	
Total Expenses	458,289	
Net Income	15,711	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	Executive Director will start Year 0, but salary covered externally
Instructional Management	98,083	Principal - 13 months. Jul2020 start. $85k salary Y0
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 98,083**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	88,636	3 months development training for 5 teachers @ $65k/11mo
Teachers - SPED	24,546	3 months development training for 1 teachers @ $90k/11 mo
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 113,182**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	61,819	Director of Family and Community Outreach @ $85k, 8 mo
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 61,819**	
TOTAL PERSONNEL EXPENSES	**$ 273,085**	
PAYROLL TAXES AND BENEFITS		
Social Security	16,931	
Medicare	3,960	
State Unemployment	3,687	
Worker's Compensation Insurance	2,731	
Federal Unemployment	1,639	
Custom Other Tax #2	-	
Health Insurance	-	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	-	
Start-Up Benefit Stipends	40,963	Benefits (retirement and health insurance) stipend
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 69,911**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 342,996**	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Oversight Fee (3%)	-	
Management Company Fee	500	WA Charter Membership Fee
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services		
Titlement Services (i.e. Title I)	-	
CFO Consulting	12,500	Back office / CFO support
True Measures Collaborative	-	
Teacher professional development	19,000	Teacher PD / training
TOTAL CONTRACTED SERVICES	**$ 32,000**	

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	474,000	
Total Expenses	458,289	
Net Income	15,711	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
SCHOOL OPERATIONS		
Board Expenses	12,000	Board on Track Consulting
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	13,600	Curriculum purchase for planning
Equipment / Furniture	6,650	Office and Reception Furnishing, Staff Break Room furnishing, Storage and
Telephone	1,650	3 months High speed Internet - Comcast
Technology	1,885	Office Desktops, teacher/student online learning portal, start-up tech,
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,650	Desk supplies, paper, organization, storage, postage, planning
Staff Development	-	
Staff Recruitment	1,000	Online advertisement; interviews
Student Recruitment / Marketing	5,712	Presentation Materials; event posters, flyers, brochures
School Meals / Lunch	-	
Travel (Staff)	157	Mileage reimbursement for recruitment activities
Fundraising	-	
School Meals/Lunch Equipment	-	
Security Contractor	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	**$ 44,303**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	D & O insurance
Janitorial Services		
Building and Land Rent / Lease	30,000	3 month lease - average of multiple properties in area.
Repairs & Maintenance		
Equipment / Furniture		
Security Services	990	Security system
Utilities	3,000	3 months electricity
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 38,990**	
RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**$ 458,289**	
NET OPERATING INCOME (before Depreciation)	**$ 15,711**	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	**$ 15,711**	

Red Apple Elementary

REVENUE AND EXPENSE ASSUMPTIONS

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	Assumption	Dollar Amount	Starting Year	2021-22	2022-23	2023-24	2024-25	2025-26	NOTES / INSTRUCTIONS
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		-		0.00%	0.00%	0.00%	0.00%	0.00%	
2500 - Gifts Grants, and Donations (Local)	3	50,000.00	1	0.00%	10.00%	20.00%	5.00%	5.00%	Fundraising goal
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				0.00%	1.90%	1.90%	1.90%	1.90%	INFLATION RATE ENTERED HERE WILL ALSO AFFECT THE FOLLOWING REVENUE LINES: 3121, 4121, 4155, 4165, 4174, 4198, 4199
3121 - Special Education - General Apportionment				0.00%	1.90%	1.90%	1.90%	1.90%	
Custom STATE REVENUE - GENERAL PURPOSE		-		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL STATE REVENUE - GENERAL PURPOSE									
4000 - STATE REVENUE - SPECIAL PURPOSE									
4121 - Special Education - State				0.00%	1.90%	1.90%	1.90%	1.90%	
4155 - Learning Assistance				0.00%	1.90%	1.90%	1.90%	1.90%	
4165 - Transitional Bilingual				0.00%	1.90%	1.90%	1.90%	1.90%	
4174 - Highly Capable				0.00%	1.90%	1.90%	1.90%	1.90%	
4198 - School Food Service				0.00%	1.90%	1.90%	1.90%	1.90%	
4199 - Transportation - Operations	1	757.54	1	0.00%	1.90%	1.90%	1.90%	1.90%	
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%	1.00%	1.00%	1.00%	1.00%	
Title I	1	320.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	Federal funding rates based on historical data review
Title II	1	50.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	
Title III	1	70.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	
IDEA Funding	1	1,300.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	
CSP	3	250,000.00	1	0.00%	20.00%	-29.17%	152.94%	-100.00%	Yearly funding amounts from WA Charters
Total 5200 - General Purpose Direct Fed. Grants - Unassigned									
Custom FEDERAL REVENUE - GENERAL PURPOSE		-		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE									

Red Apple Elementary

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

				2021-22	2022-23	2023-24	2024-25	2025-26	NOTES / INSTRUCTIONS
6000 - FEDERAL REVENUE - SPECIAL PURPOSE									
6100 - Special Purpose - OSPI Unassigned		-		0.00%	0.00%	0.00%	0.00%	0.00%	
6198 - School Food Services	1	363.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	Based on 40% FRL, 100% FRL participation; 50% non-FRL participation, 185 school days
Free Breakfast Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Breakfast Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Paid Breakfast Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Free Lunch Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Lunch Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Paid Lunch Reimbursement		-		0.00%	0.00%	0.00%	0.00%	0.00%	
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	3	460,000.00	1	0.00%	-100.00%	0.00%	0.00%	0.00%	WA Charters implementation year & back office support grant
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									

Red Apple Elementary

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

EXPENSES			2021-22	2022-23	2023-24	2024-25	2025-26	NOTES / INSTRUCTIONS
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								
			For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
PAYROLL TAXES AND BENEFITS								
Social Security			6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare			1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment			1.25%	1.25%	1.25%	1.25%	1.25%	1.35% on $52k wage base
Worker's Compensation Insurance			1.00%	1.00%	1.00%	1.00%	1.00%	
Federal Unemployment			0.60%	0.60%	0.60%	0.60%	0.60%	
Custom Other Tax #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance			17.86%	17.10%	15.95%	15.63%	15.22%	Modeled at $1,056 (year 1) per FTE with 2% inflation per year
Dental Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution			15.00%	15.00%	15.00%	15.00%	15.00%	15% based on TRS / SERS ratings projections
Start-Up Benefit Stipends			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES								

Red Apple Elementary

REVENUE AND EXPENSE ASSUMPTIONS

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.

				2021-22	2022-23	2023-24	2024-25	2025-26	NOTES / INSTRUCTIONS
CONTRACTED SERVICES									
Accounting / Audit	3	17,500.00	1	0.00%	1.50%	1.50%	1.50%	1.50%	SAO and CPA audits
Legal	3	10,000.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	Set aside amount
Oversight Fee (3%)	3	-	1	3.00%	3.00%	3.00%	3.00%	3.00%	Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199
Management Company Fee	1	5.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	Student Membership for Washington Charter School Association
Nurse Services	3	8,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Contract services & nurse supplies
Food Service / School Lunch	1	400.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Assumes 10% loss based on the per pupil revenue amount
Payroll Services	3	40,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Third party payroll and HR services
Special Ed Services	3	62,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Special Ed Specialists and Therapists Seneca Agency of Family Services
Titlement Services (i.e. Title I)		-		0.00%	0.00%	0.00%	0.00%	0.00%	
CFO Consulting	3	50,000.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	Back office / CFO support
True Measures Collaborative	3	12,600.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	Membership fee
Teacher professional development	3	19,000.00	1	0.00%	-100.00%	0.00%	0.00%	0.00%	Contracted teacher PD
TOTAL CONTRACTED SERVICES									
SCHOOL OPERATIONS									
Board Expenses	3	12,000.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	Board on Track
Classroom / Teaching Supplies & Materials	1	80.00	1	0.00%	-25.00%	-25.00%	3.00%	3.00%	Basic Classroom Supplies, Specialized Supplies (Math, Science)
Special Ed Supplies & Materials				0.00%	3.00%	3.00%	3.00%	3.00%	
Textbooks / Workbooks	1	95.04	1	0.00%	3.00%	3.00%	3.00%	3.00%	Online Textbook portal one year
Supplies & Materials other	3	14,960.00	2	0.00%	0.00%	3.00%	3.00%	3.00%	Curriculum - purchase in Y0 for planning to cover Y1
Equipment / Furniture	3	55,211.00	1	0.00%	-13.00%	-25.00%	7.00%	3.00%	Classroom and Office Furniture
Telephone	3	6,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Internet - high speed business
Technology	3	29,678.00	1	0.00%	6.00%	6.00%	-8.00%	15.00%	Computers, tech equipment, student/teacher online management system
Student Testing & Assessment	1	50.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	NWEA Maps Testing, STEP Testing, etc
Field Trips	1	50.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Trips to museums, learning scenters, etc
Transportation (student)	3	48,482.76	1	0.00%	103.80%	40.11%	29.69%	31.01%	Contracted service - EdTec data
Student Services - other	1	110.00	1	0.00%	1.00%	1.00%	1.00%	1.00%	Uniforms - follows student enrollment
Office Expense	3	4,950.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Printing, paper, copying
Staff Development	2	450.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Contracted service - training
Staff Recruitment	2	507.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Online advertisement
Student Recruitment / Marketing	1	148.00	1	0.00%	-30.00%	-12.00%	0.00%	0.00%	Refreshment, childcare at events, presentation & marketing materials
School Meals / Lunch				0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	3	207.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Inner-city travel for trainings/events
Fundraising				0.00%	0.00%	0.00%	0.00%	0.00%	
School Meals/Lunch Equipment	3	14,170.00	1	0.00%	-100.00%	0.00%	0.00%	0.00%	Initial kitchen equipment; Kitchen Supplies
Security Contractor	3	17,820.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Contracted security guard
Custom Operations #3		-		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS									
FACILITY OPERATION & MAINTENANCE									
Insurance	3	10,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	
Janitorial Services	1	100.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Janitorial supplies/equipment
Building and Land Rent / Lease	1	1,100.00	1	0.00%	2.00%	2.00%	2.00%	2.00%	Average annual lease in area
Repairs & Maintenance	3	5,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	
Equipment / Furniture				0.00%	3.00%	3.00%	3.00%	3.00%	
Security Services	3	990.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	Security System installation
Utilities	3	15,000.00	1	0.00%	3.00%	3.00%	3.00%	3.00%	
Custom Facilities Operations #1		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2		-		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3		-		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE									
RESERVES / CONTIGENCY	3	10,000.00	1	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL EXPENSES									
NET OPERATING INCOME (before Depreciation)									
DEPRECIATION & AMORTIZATION		-		0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (including Depreciation)									

Red Apple Elementary
Located in Edmonds School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						Description of Assumptions
Total Revenue	2,115,750	2,962,177	3,685,921	4,605,770	5,188,101	
Total Expenses	1,928,984	2,758,096	3,556,574	4,348,671	4,971,866	
Net Income	186,766	204,081	129,347	257,099	216,235	
Revenue Per Pupil	26,447	18,514	16,754	16,449	14,411	
Expenses Per Pupil	24,112	17,238	16,166	15,531	13,811	

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26	
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)	50,000	55,000	66,000	69,300	72,765	Fundraising goal
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	
TOTAL LOCAL SUPPORT - NON-TAX	$ 50,000	$ 55,000	$ 66,000	$ 69,300	$ 72,765	
3000 - STATE REVENUE - GENERAL PURPOSE						
3100 - Apportionment	1,026,732	1,962,687	2,504,147	2,846,361	3,636,054	
3121 - Special Education - General Apportionment	37,512	76,117	103,721	129,594	163,575	
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	
TOTAL STATE REVENUE - GENERAL PURPOSE	$ 1,064,244	$ 2,038,804	$ 2,607,868	$ 2,975,955	$ 3,799,629	
4000 - STATE REVENUE - SPECIAL PURPOSE						
4121 - Special Education - State	126,173	256,031	348,874	435,885	550,161	
4155 - Learning Assistance	23,374	24,246	48,701	67,958	87,982	
4165 - Transitional Bilingual	32,021	65,112	91,037	117,820	154,044	
4174 - Highly Capable	2,616	5,319	7,438	9,626	12,756	
4198 - School Food Service	-	-	-	-	-	
4199 - Transportation - Operations	48,483	98,808	138,442	179,547	235,232	
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	
TOTAL STATE REVENUE - SPECIAL PURPOSE	$ 232,667	$ 449,516	$ 634,491	$ 810,835	$ 1,040,175	
5000 - FEDERAL REVENUE - GENERAL PURPOSE						
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	
Title I	10,240	20,685	28,726	36,926	47,951	Federal funding rates based on historical data review
Title II	1,600	3,232	4,488	5,770	7,492	
Title III	3,920	7,918	10,997	14,136	18,356	
IDEA Funding	14,040	28,361	39,386	50,629	65,745	
CSP	250,000	300,000	212,500	537,500	-	Yearly funding amounts from WA Charters
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	$ 279,800	$ 360,196	$ 296,097	$ 644,960	$ 139,545	
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	$ 279,800	$ 360,196	$ 296,097	$ 644,960	$ 139,545	
6000 - FEDERAL REVENUE - SPECIAL PURPOSE						
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	
6198 - School Food Services	29,040	58,661	81,465	104,720	135,986	Based on 40% FRL, 100% FRL participation; 50% non-FRL
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	$ 29,040	$ 58,661	$ 81,465	$ 104,720	$ 135,986	
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	$ 29,040	$ 58,661	$ 81,465	$ 104,720	$ 135,986	
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	460,000	-	-	-	-	WA Charters implementation year & back office support
8500 - Educational Service Districts	-	-	-	-	-	
Custom OTHER ENTITIES	-	-	-	-	-	
TOTAL OTHER ENTITIES	$ 460,000	$ -	$ -	$ -	$ -	
9000 - OTHER FINANCING SOURCES						
9500 - Long-Term Financing	-	-	-	-	-	
9900 - Transfers	-	-	-	-	-	
Custom OTHER FINANCING SOURCES	-	-	-	-	-	
TOTAL OTHER FINANCING SOURCES	$ -	$ -	$ -	$ -	$ -	
TOTAL REVENUE	$ 2,115,750	$ 2,962,177	$ 3,685,921	$ 4,605,770	$ 5,188,101	

Red Apple Elementary
Located in Edmonds School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						Description of Assumptions
Total Revenue	2,115,750	2,962,177	3,685,921	4,605,770	5,188,101	
Total Expenses	1,928,984	2,758,096	3,556,574	4,348,671	4,971,866	
Net Income	186,766	204,081	129,347	257,099	216,235	
Revenue Per Pupil	26,447	18,514	16,754	16,449	14,411	
Expenses Per Pupil	24,112	17,238	16,166	15,531	13,811	

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	105,000	108,150	111,395	114,736	138,178	
Instructional Management	115,000	210,450	216,764	223,266	229,964	
Deans, Directors & Coordinators	-	-	-	-	-	
CFO / Director of Finance	-	-	85,000	87,550	90,177	
Operation / Business Manager	-	-	-	-	-	
Administrative Staff	65,000	66,950	68,959	136,027	140,108	
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 285,000**	**$ 385,550**	**$ 482,117**	**$ 561,580**	**$ 598,427**	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	195,000	330,850	535,776	616,849	635,354	
Teachers - SPED	90,000	182,700	278,181	376,526	477,822	
Substitute Teachers	-	-	-	-	-	
Teaching Assistants	13,500	27,405	41,727	56,479	58,173	
Specialty Teachers	195,000	265,850	273,826	412,040	489,401	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 493,500**	**$ 806,805**	**$ 1,129,509**	**$ 1,461,894**	**$ 1,660,751**	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	99,000	101,970	119,029	122,600	126,278	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 99,000**	**$ 101,970**	**$ 119,029**	**$ 122,600**	**$ 126,278**	
TOTAL PERSONNEL EXPENSES	**$ 877,500**	**$ 1,294,325**	**$ 1,730,655**	**$ 2,146,074**	**$ 2,385,457**	
PAYROLL TAXES AND BENEFITS						
Social Security	54,405	80,248	107,301	133,057	147,898	
Medicare	12,724	18,768	25,094	31,118	34,589	
State Unemployment	10,969	16,179	21,633	26,826	29,818	1.35% on $52k wage base
Worker's Compensation Insurance	8,775	12,943	17,307	21,461	23,855	
Federal Unemployment	5,265	7,766	10,384	12,876	14,313	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	156,722	221,330	276,039	335,431	363,066	Modeled at $1,056 (year 1) per FTE with 2% inflation per
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	131,625	194,149	259,598	321,911	357,818	15% based on TRS / SERS ratings projections
Start-Up Benefit Stipends	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 380,484**	**$ 551,382**	**$ 717,356**	**$ 882,680**	**$ 971,358**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 1,257,984**	**$ 1,845,707**	**$ 2,448,011**	**$ 3,028,755**	**$ 3,356,815**	
CONTRACTED SERVICES						
Accounting / Audit	17,500	17,763	18,029	18,299	18,574	SAO and CPA audits
Legal	10,000	10,000	10,000	10,000	10,000	Set aside amount
Oversight Fee (3%)	38,907	74,650	97,271	113,604	145,194	Calculates as 3% total revenue for lines 3100, 3121, 4121,
Management Company Fee	400	800	1,100	1,400	1,800	Student Membership for Washington Charter School
Nurse Services	8,000	8,240	8,487	8,742	9,004	Contract services & nurse supplies
Food Service / School Lunch	32,000	65,920	93,359	122,385	162,073	Assumes 10% loss based on the per pupil revenue
Payroll Services	40,000	41,200	42,436	43,709	45,020	Third party payroll and HR services
Special Ed Services	62,000	63,860	65,776	67,749	69,782	Special Ed Specialists and Therapists Seneca Agency of
Titlement Services (i.e. Title I)	-	-	-	-	-	
CFO Consulting	50,000	50,000	50,000	50,000	50,000	Back office / CFO support
True Measures Collaborative	12,600	12,600	12,600	12,600	12,600	Membership fee
Teacher professional development	19,000	-	-	-	-	Contracted teacher PD
TOTAL CONTRACTED SERVICES	**$ 290,407**	**$ 345,032**	**$ 399,058**	**$ 448,488**	**$ 524,047**	

Red Apple Elementary
Located in Edmonds School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						Description of Assumptions
Total Revenue	2,115,750	2,962,177	3,685,921	4,605,770	5,188,101	
Total Expenses	1,928,984	2,758,096	3,556,574	4,348,671	4,971,866	
Net Income	186,766	204,081	129,347	257,099	216,235	
Revenue Per Pupil	26,447	18,514	16,754	16,449	14,411	
Expenses Per Pupil	24,112	17,238	16,166	15,531	13,811	

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26	
SCHOOL OPERATIONS						
Board Expenses	12,000	12,000	12,000	12,000	12,000	Board on Track
Classroom / Teaching Supplies & Materials	6,400	9,600	9,900	12,978	17,187	Basic Classroom Supplies, Specialized Supplies (Math,
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	7,603	15,663	22,182	29,079	38,509	Online Textbook portal one year
Supplies & Materials other	-	14,960	15,409	15,871	16,347	Curriculum - purchase in Y0 for planning to cover Y1
Equipment / Furniture	55,211	48,034	36,025	38,547	39,703	Classroom and Office Furniture
Telephone	6,000	6,180	6,365	6,556	6,753	Internet - high speed business
Technology	29,678	31,459	33,346	30,679	35,280	Computers, tech equipment, student/teacher online
Student Testing & Assessment	4,000	8,240	11,670	15,298	20,259	NWEA Maps Testing, STEP Testing, etc
Field Trips	4,000	8,240	11,670	15,298	20,259	Trips to museums, learning scenters, etc
Transportation (student)	48,483	98,808	138,442	179,547	235,232	Contracted service - EdTec data
Student Services - other	8,800	17,776	24,686	31,733	41,208	Uniforms - follows student enrollment
Office Expense	4,950	5,099	5,251	5,409	5,571	Printing, paper, copying
Staff Development	5,850	8,575	11,935	14,998	16,714	Contracted service - training
Staff Recruitment	6,591	9,661	13,447	16,897	18,831	Online advertisement
Student Recruitment / Marketing	11,840	16,576	20,057	25,527	32,820	Refreshment, childcare at events, presentation &
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	207	213	220	226	233	Inner-city travel for trainings/events
Fundraising	-	-	-	-	-	
School Meals/Lunch Equipment	14,170	-	-	-	-	Initial kitchen equipment; Kitchen Supplies
Security Contractor	17,820	18,355	18,905	19,472	20,057	Contracted security guard
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	**$ 243,603**	**$ 329,437**	**$ 391,511**	**$ 470,116**	**$ 576,963**	
FACILITY OPERATION & MAINTENANCE						
Insurance	10,000	10,300	10,609	10,927	11,255	
Janitorial Services	8,000	16,480	23,340	30,596	40,518	Janitorial supplies/equipment
Building and Land Rent / Lease	88,000	179,520	251,777	326,852	428,643	Average annual lease in area
Repairs & Maintenance	5,000	5,150	5,305	5,464	5,628	
Equipment / Furniture	-	-	-	-	-	
Security Services	990	1,020	1,050	1,082	1,114	Security System installation
Utilities	15,000	15,450	15,914	16,391	16,883	
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 126,990**	**$ 227,920**	**$ 307,994**	**$ 391,312**	**$ 504,041**	
RESERVES / CONTIGENCY	10,000	10,000	10,000	10,000	10,000	
TOTAL EXPENSES	**$ 1,928,984**	**$ 2,758,096**	**$ 3,556,574**	**$ 4,348,671**	**$ 4,971,866**	
NET OPERATING INCOME (before Depreciation)	**$ 186,766**	**$ 204,081**	**$ 129,347**	**$ 257,099**	**$ 216,235**	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	**$ 186,766**	**$ 204,081**	**$ 129,347**	**$ 257,099**	**$ 216,235**	

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	138,567	29,167	29,167	62,767	29,167	29,167	29,167	62,767	29,167	4,167	26,567	4,167	474,000	-	
Total Expenses	38,668	17,917	17,917	31,283	17,917	17,917	31,283	17,917	17,917	105,594	71,978	71,978	458,289	-	
Net Income	99,899	11,249	11,249	31,484	11,249	11,249	(2,116)	44,849	11,249	(101,427)	(45,412)	(67,812)	15,711	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	-		
Ending Cash Balance	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	15,711	15,711		

REVENUE	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL		
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 -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2500 - Gifts Grants, and Donations (Local)	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	Monthly fundraising goal
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL LOCAL SUPPORT - NON-TAX	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 4,167**	**$ 50,000**	-	
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 -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
IDEA Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CSP	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	-	-	200,000	-	Year 0 staff salary and benefits claimed monthly
Total 5200 - General Purpose Direct Fed. Grants -	$ -	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 200,000	-	
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	$ -	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 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	134,400	-	-	33,600	-	-	-	33,600	-	-	22,400	-	224,000	-	WA Charters grant
8500 - Educational Service Districts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OTHER ENTITIES	**$ 134,400**	**$ -**	**$ -**	**$ 33,600**	**$ -**	**$ -**	**$ -**	**$ 33,600**	**$ -**	**$ -**	**$ 22,400**	**$ -**	**$ 224,000**	-	
9000 - OTHER FINANCING SOURCES														-	
9500 - Long-Term Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9900 - Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OTHER FINANCING SOURCES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	
TOTAL REVENUE	**$ 138,567**	**$ 29,167**	**$ 29,167**	**$ 62,767**	**$ 29,167**	**$ 29,167**	**$ 29,167**	**$ 62,767**	**$ 29,167**	**$ 4,167**	**$ 26,567**	**$ 4,167**	**$ 474,000**	-	

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY														CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	138,567	29,167	29,167	62,767	29,167	29,167	29,167	62,767	29,167	4,167	26,567	4,167	474,000	-	
Total Expenses	38,668	17,917	17,917	31,283	17,917	17,917	31,283	17,917	17,917	105,594	71,978	71,978	458,289	-	
Net Income	99,899	11,249	11,249	31,484	11,249	11,249	(2,116)	44,849	11,249	(101,427)	(45,412)	(67,812)	15,711	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	-		
Ending Cash Balance	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	15,711	15,711		

	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL		
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Instructional Management	8,174	8,174	8,174	8,174	8,174	8,174	8,174	8,174	8,174	8,174	8,174	8,174	98,083	-	Principal paid monthly
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 8,174**	**$ 98,083**	-	
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	29,545	29,545	29,545	88,636	-	3 months training
Teachers - SPED	-	-	-	-	-	-	-	-	-	8,182	8,182	8,182	24,546	-	3 months training
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 37,727**	**$ 37,727**	**$ 37,727**	**$ 113,182**	-	
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other - Non-Instructional	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	61,819	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 5,152**	**$ 61,819**	-	
TOTAL PERSONNEL EXPENSES	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 13,325**	**$ 51,053**	**$ 51,053**	**$ 51,053**	**$ 273,085**	-	
PAYROLL TAXES AND BENEFITS															
Social Security	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	16,931	-	
Medicare	330	330	330	330	330	330	330	330	330	330	330	330	3,960	-	
State Unemployment	307	307	307	307	307	307	307	307	307	307	307	307	3,687	-	
Worker's Compensation Insurance	228	228	228	228	228	228	228	228	228	228	228	228	2,731	-	
Federal Unemployment	137	137	137	137	137	137	137	137	137	137	137	137	1,639	-	
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Retirement Contribution	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Start-Up Benefit Stipends	10,241	-	-	10,241	-	-	10,241	-	-	10,241	-	-	40,963	-	Benefits stipend paid every 3 months
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 12,653**	**$ 2,412**	**$ 2,412**	**$ 12,653**	**$ 2,412**	**$ 2,412**	**$ 12,653**	**$ 2,412**	**$ 2,412**	**$ 12,653**	**$ 2,412**	**$ 2,412**	**$ 69,911**	-	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 25,978**	**$ 15,738**	**$ 15,738**	**$ 25,978**	**$ 15,738**	**$ 15,738**	**$ 25,978**	**$ 15,738**	**$ 15,738**	**$ 63,706**	**$ 53,465**	**$ 53,465**	**$ 342,996**	-	
CONTRACTED SERVICES															
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oversight Fee (3%)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Management Company Fee	500	-	-	-	-	-	-	-	-	-	-	-	500	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CFO Consulting	3,125	-	-	3,125	-	-	3,125	-	-	3,125	-	-	12,500	-	Billed quarterly
True Measures Collaborative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teacher professional development	-	-	-	-	-	-	-	-	-	6,333	6,333	6,333	19,000	-	Paid monthly during PD
TOTAL CONTRACTED SERVICES	**$ 3,625**	**$ -**	**$ -**	**$ 3,125**	**$ -**	**$ -**	**$ 3,125**	**$ -**	**$ -**	**$ 9,458**	**$ 6,333**	**$ 6,333**	**$ 32,000**	-	

Red Apple Elementary
Located in Edmonds School District
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY														CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	138,567	29,167	29,167	62,767	29,167	29,167	29,167	62,767	29,167	4,167	26,567	4,167	474,000	-	
Total Expenses	38,668	17,917	17,917	31,283	17,917	17,917	31,283	17,917	17,917	105,594	71,978	71,978	458,289	-	
Net Income	99,899	11,249	11,249	31,484	11,249	11,249	(2,116)	44,849	11,249	(101,427)	(45,412)	(67,812)	15,711	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	-		
Ending Cash Balance	99,899	111,148	122,397	153,881	165,130	176,379	174,263	219,112	230,361	128,934	83,522	15,711	15,711		

	September	October	November	December	January	February	March	April	May	June	July	August	TOTAL		
SCHOOL OPERATIONS															
Board Expenses	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-	Billed monthly
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	13,600	-	-	13,600	-	Purchased prior to teacher PD beginning
Equipment / Furniture	-	-	-	-	-	-	-	-	-	6,650	-	-	6,650	-	Purchased prior to teacher PD beginning
Telephone	138	138	138	138	138	138	138	138	138	138	138	138	1,650	-	
Technology	1,885	-	-	-	-	-	-	-	-	-	-	-	1,885	-	Admin laptops purchased at beg of year
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	138	138	138	138	138	138	138	138	138	138	138	138	1,650	-	Misc expenses to occur throughout year
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Misc expenses to occur throughout year
Staff Recruitment	83	83	83	83	83	83	83	83	83	83	83	83	1,000	-	Misc expenses to occur throughout year
Student Recruitment / Marketing	476	476	476	476	476	476	476	476	476	476	476	476	5,712	-	Misc expenses to occur throughout year
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	13	13	13	13	13	13	13	13	13	13	13	13	157	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals/Lunch Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security Contractor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	**$ 3,732**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 1,847**	**$ 22,097**	**$ 1,847**	**$ 1,847**	**$ 44,303**	-	
FACILITY OPERATION & MAINTENANCE															
Insurance	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	-	Paid upfront
Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	30,000	-	Rent facilities for teacher training
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security Services	83	83	83	83	83	83	83	83	83	83	83	83	990	-	
Utilities	250	250	250	250	250	250	250	250	250	250	250	250	3,000	-	
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 5,333**	**$ 333**	**$ 333**	**$ 333**	**$ 333**	**$ 333**	**$ 333**	**$ 333**	**$ 333**	**$ 10,333**	**$ 10,333**	**$ 10,333**	**$ 38,990**	-	
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	**$ 38,668**	**$ 17,917**	**$ 17,917**	**$ 31,283**	**$ 17,917**	**$ 17,917**	**$ 31,283**	**$ 17,917**	**$ 17,917**	**$ 105,594**	**$ 71,978**	**$ 71,978**	**$ 458,289**	-	
NET OPERATING INCOME (before Depreciation)	**$ 99,899**	**$ 11,249**	**$ 11,249**	**$ 31,484**	**$ 11,249**	**$ 11,249**	**$ (2,116)**	**$ 44,849**	**$ 11,249**	**$ (101,427)**	**$ (45,412)**	**$ (67,812)**	**$ 15,711**	(0)	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	**$ 99,899**	**$ 11,249**	**$ 11,249**	**$ 31,484**	**$ 11,249**	**$ 11,249**	**$ (2,116)**	**$ 44,849**	**$ 11,249**	**$ (101,427)**	**$ (45,412)**	**$ (67,812)**	**$ 15,711**	(0)	

Red Apple Elementary
Located in Edmonds School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY															CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	234,167	123,793	192,363	193,401	123,793	192,363	123,793	192,793	192,363	78,401	130,885	207,948	129,691	2,115,750	-	
Total Expenses	250,342	145,869	145,702	164,509	146,064	147,259	164,509	146,259	144,702	165,341	147,620	151,309	9,500	1,928,984	-	
Net Income	(16,176)	(22,077)	46,660	28,892	(22,271)	45,104	(40,716)	46,534	47,660	(86,941)	(16,735)	56,639	120,191	186,766	-	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	15,711	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	15,711		
Ending Cash Balance	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	202,477	202,477		

	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	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 -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2500 - Gifts Grants, and Donations (Local)	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000	-	
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL LOCAL SUPPORT - NON-TAX	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ -	$ 50,000	-	
3000 - STATE REVENUE - GENERAL PURPOSE																
3100 - Apportionment	-	92,406	92,406	56,470	92,406	92,406	92,406	92,406	92,406	56,470	61,604	102,673	102,673	1,026,732	-	
3121 - Special Education - General Apportionment	-	3,376	3,376	2,063	3,376	3,376	3,376	3,376	3,376	2,063	2,251	3,751	3,751	37,512	-	
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL STATE REVENUE - GENERAL PURPOSE	$ -	$ 95,782	$ 95,782	$ 58,533	$ 95,782	$ 95,782	$ 95,782	$ 95,782	$ 95,782	$ 58,533	$ 63,855	$ 106,424	$ 106,424	$ 1,064,244	-	
4000 - STATE REVENUE - SPECIAL PURPOSE																
4121 - Special Education - State	-	11,356	11,356	6,940	11,356	11,356	11,356	11,356	11,356	6,940	7,570	12,617	12,617	126,173	-	
4155 - Learning Assistance	-	2,104	2,104	1,286	2,104	2,104	2,104	2,104	2,104	1,286	1,402	2,337	2,337	23,374	-	
4165 - Transitional Bilingual	-	2,882	2,882	1,761	2,882	2,882	2,882	2,882	2,882	1,761	1,921	3,202	3,202	32,021	-	
4174 - Highly Capable	-	235	235	144	235	235	235	235	235	144	157	262	262	2,616	-	
4198 - School Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4199 - Transportation - Operations	-	4,363	4,363	2,667	4,363	4,363	4,363	4,363	4,363	2,667	2,909	4,848	4,848	48,483	-	
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL STATE REVENUE - SPECIAL PURPOSE	$ -	$ 20,940	$ 20,940	$ 12,797	$ 20,940	$ 20,940	$ 20,940	$ 20,940	$ 20,940	$ 12,797	$ 13,960	$ 23,267	$ 23,267	$ 232,667	-	
5000 - FEDERAL REVENUE - GENERAL PURPOSE																
5200 - General Purpose Direct Fed. Grants -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title I	-	-	2,560	-	-	2,560	-	-	2,560	-	-	2,560	-	10,240	-	Assumes quarterly reimbursements
Title II	-	-	-	-	-	-	-	-	-	-	-	1,600	-	1,600	-	Assumes a yearly reimbursement due to
Title III	-	-	-	-	-	-	-	-	-	-	-	3,920	-	3,920	-	Assumes a yearly reimbursement due to
IDEA Funding	-	-	3,510	-	-	3,510	-	-	3,510	-	-	3,510	-	14,040	-	Assumes quarterly reimbursements
CSP	-	-	62,500	-	-	62,500	-	-	62,500	-	-	62,500	-	250,000	-	Assumes quarterly reimbursements
Total 5200 - General Purpose Direct Fed. Grants -	$ -	$ -	$ 68,570	$ -	$ -	$ 68,570	$ -	$ -	$ 68,570	$ -	$ -	$ 74,090	$ -	$ 279,800	-	
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	$ -	$ -	$ 68,570	$ -	$ -	$ 68,570	$ -	$ -	$ 68,570	$ -	$ -	$ 74,090	$ -	$ 279,800	-	
6000 - FEDERAL REVENUE - SPECIAL PURPOSE																
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6198 - School Food Services	-	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	2,904	-	-	29,040	-	Assumes first NSLP reimb in Oct, last in
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	$ -	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ -	$ -	$ 29,040	-	
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	$ -	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ 2,904	$ -	$ -	$ 29,040	-	
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	230,000	-	-	115,000	-	-	-	69,000	-	-	46,000	-	-	460,000	-	WA Charters grant
8500 - Educational Service Districts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OTHER ENTITIES	$ 230,000	$ -	$ -	$ 115,000	$ -	$ -	$ -	$ 69,000	$ -	$ -	$ 46,000	$ -	$ -	$ 460,000	-	
9000 - OTHER FINANCING SOURCES																
9500 - Long-Term Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9900 - Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OTHER FINANCING SOURCES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	
TOTAL REVENUE	$ 234,167	$ 123,793	$ 192,363	$ 193,401	$ 123,793	$ 192,363	$ 123,793	$ 192,793	$ 192,363	$ 78,401	$ 130,885	$ 207,948	$ 129,691	$ 2,115,750	-	

Red Apple Elementary
Located in Edmonds School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	234,167	123,793	192,363	193,401	123,793	192,363	123,793	192,793	192,363	78,401	130,885	207,948	129,691	2,115,750	-	
Total Expenses	250,342	145,869	145,702	164,509	146,064	147,259	164,509	146,259	144,702	165,341	147,620	151,309	9,500	1,928,984	-	
Net Income	(16,176)	(22,077)	46,660	28,892	(22,271)	45,104	(40,716)	46,534	47,660	(86,941)	(16,735)	56,639	120,191	186,766	-	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	15,711	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	15,711		
Ending Cash Balance	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	202,477	202,477		

EXPENSES	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions
ADMINISTRATIVE STAFF PERSONNEL COSTS																
Executive Management	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	-	105,000	-	12 month employee
Instructional Management	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	-	115,000	-	12 month employee
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	-	65,000	-	12 month employee
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ 23,750**	**$ -**	**$ 285,000**	-	
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	-	195,000	-	Assumes 12 month pay for teachers
Teachers - SPED	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	90,000	-	Assumes 12 month pay for teachers
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	-	-	13,500	-	Work through June / July only
Specialty Teachers	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	-	195,000	-	Assumes 12 month pay for teachers
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 41,227**	**$ 40,000**	**$ -**	**$ 493,500**	-	
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other - Non-Instructional	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	-	99,000	-	12 month employee
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ 8,250**	**$ -**	**$ 99,000**	-	
TOTAL PERSONNEL EXPENSES	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 73,227**	**$ 72,000**	**$ -**	**$ 877,500**	-	
PAYROLL TAXES AND BENEFITS																
Social Security	4,534	4,534	4,534	4,534	4,534	4,534	4,534	4,534	4,534	4,534	4,534	4,534	-	54,405	-	
Medicare	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	-	12,724	-	
State Unemployment	914	914	914	914	914	914	914	914	914	914	914	914	-	10,969	-	
Worker's Compensation Insurance	731	731	731	731	731	731	731	731	731	731	731	731	-	8,775	-	
Federal Unemployment	439	439	439	439	439	439	439	439	439	439	439	439	-	5,265	-	
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Health Insurance	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	13,060	-	156,722	-	
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Retirement Contribution	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	-	131,625	-	
Start-Up Benefit Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ 31,707**	**$ -**	**$ 380,484**	-	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 104,934**	**$ 103,707**	**$ -**	**$ 1,257,984**	-	
CONTRACTED SERVICES																
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	8,000	9,500	17,500	-	Assumes $8k CPA audit at end of year
Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	-	
Oversight Fee (3%)	3,502	3,113	1,945	3,502	3,307	3,502	3,502	3,502	1,945	2,334	4,863	3,891	-	38,907	-	Based on apportionment percentages
Management Company Fee	400	-	-	-	-	-	-	-	-	-	-	-	-	400	-	
Nurse Services	2,000	600	600	600	600	600	600	600	600	600	600	-	-	8,000	-	Large up front expense then few days a
Food Service / School Lunch	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	-	-	32,000	-	No expense in Aug (no school in July)
Payroll Services	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000	-	Monthly expense
Special Ed Services	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	-	-	62,000	-	No expense in Aug (no school in July)
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CFO Consulting	12,500	-	-	12,500	-	-	12,500	-	-	12,500	-	-	-	50,000	-	Billed quarterly
True Measures Collaborative	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	12,600	-	Billed monthly
Teacher professional development	4,750	-	-	4,750	-	-	4,750	-	-	4,750	-	-	-	19,000	-	Billed quarterly
TOTAL CONTRACTED SERVICES	**$ 36,914**	**$ 17,475**	**$ 16,307**	**$ 35,114**	**$ 17,669**	**$ 17,864**	**$ 35,114**	**$ 17,864**	**$ 16,307**	**$ 33,947**	**$ 19,226**	**$ 17,107**	**$ 9,500**	**$ 290,407**	-	

Red Apple Elementary
Located in Edmonds School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY															CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	234,167	123,793	192,363	193,401	123,793	192,363	123,793	192,793	192,363	78,401	130,885	207,948	129,691	2,115,750	-	
Total Expenses	250,342	145,869	145,702	164,509	146,064	147,259	164,509	146,259	144,702	165,341	147,620	151,309	9,500	1,928,984	-	
Net Income	(16,176)	(22,077)	46,660	28,892	(22,271)	45,104	(40,716)	46,534	47,660	(86,941)	(16,735)	56,639	120,191	186,766	-	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	15,711	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	15,711		
Ending Cash Balance	(465)	(22,542)	24,119	53,011	30,740	75,844	35,128	81,662	129,322	42,382	25,647	82,286	202,477	202,477		

	September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL		
SCHOOL OPERATIONS																
Board Expenses	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	12,000	-	Monthly expense
Classroom / Teaching Supplies & Materials	533	533	533	533	533	533	533	533	533	533	533	533	-	6,400	-	Monthly expense
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	5,000	260	260	260	260	260	260	260	260	260	260	-	-	7,603	-	Large purchase at beginning of year
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	40,000	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	-	-	55,211	-	Large purchase at beginning of year
Telephone	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000	-	Internet billed monthly
Technology	20,000	968	968	968	968	968	968	968	968	968	968	-	-	29,678	-	Large purchase at beginning of year
Student Testing & Assessment	-	-	1,000	-	-	1,000	-	-	-	2,000	-	-	-	4,000	-	Assumes multiple tests purchased per
Field Trips	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-	-	-	4,000	-	Assumes multiple field trips per year
Transportation (student)	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	-	48,483	-	Monthly expense (actual expense
Student Services - other	733	733	733	733	733	733	733	733	733	733	733	733	-	8,800	-	Misc expenses to occur throughout
Office Expense	413	413	413	413	413	413	413	413	413	413	413	413	-	4,950	-	Misc expenses to occur throughout
Staff Development	488	488	488	488	488	488	488	488	488	488	488	488	-	5,850	-	Misc expenses to occur throughout
Staff Recruitment	549	549	549	549	549	549	549	549	549	549	549	549	-	6,591	-	Misc expenses to occur throughout
Student Recruitment / Marketing	987	987	987	987	987	987	987	987	987	987	987	987	-	11,840	-	Misc expenses to occur throughout
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	17	17	17	17	17	17	17	17	17	17	17	17	-	207	-	Misc expenses to occur throughout
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals/Lunch Equipment	12,000	217	217	217	217	217	217	217	217	217	217	-	-	14,170	-	Large purchase at beginning of year
Security Contractor	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	-	17,820	-	
Custom Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	**$ 88,745**	**$ 13,711**	**$ 14,711**	**$ 14,711**	**$ 13,711**	**$ 14,711**	**$ 14,711**	**$ 13,711**	**$ 13,711**	**$ 16,711**	**$ 13,711**	**$ 10,745**	**$ -**	**$ 243,603**	-	
FACILITY OPERATION & MAINTENANCE																
Insurance	10,000	-	-	-	-	-	-	-	-	-	-	-	-	10,000	-	Paid upfront
Janitorial Services	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	-	Billed monthly
Building and Land Rent / Lease	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	-	88,000	-	Billed monthly
Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	-	Misc expenses to occur throughout
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Misc expenses to occur throughout
Security Services	83	83	83	83	83	83	83	83	83	83	83	83	-	990	-	Misc expenses to occur throughout
Utilities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000	-	Billed monthly
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 19,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ 9,749**	**$ -**	**$ 126,990**	-	
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	-	
TOTAL EXPENSES	**$ 250,342**	**$ 145,869**	**$ 145,702**	**$ 164,509**	**$ 146,064**	**$ 147,259**	**$ 164,509**	**$ 146,259**	**$ 144,702**	**$ 165,341**	**$ 147,620**	**$ 151,309**	**$ 9,500**	**$ 1,928,984**	-	
NET OPERATING INCOME (before Depreciation)	**$ (16,176)**	**$ (22,077)**	**$ 46,660**	**$ 28,892**	**$ (22,271)**	**$ 45,104**	**$ (40,716)**	**$ 46,534**	**$ 47,660**	**$ (86,941)**	**$ (16,735)**	**$ 56,639**	**$ 120,191**	**$ 186,766**	-	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	**$ (16,176)**	**$ (22,077)**	**$ 46,660**	**$ 28,892**	**$ (22,271)**	**$ 45,104**	**$ (40,716)**	**$ 46,534**	**$ 47,660**	**$ (86,941)**	**$ (16,735)**	**$ 56,639**	**$ 120,191**	**$ 186,766**	-	

Attachment 29: Detailed Budget Narrative

Budget Narrative

RAES's budget narrative describes the first five years of the school's budget and represents RAES's best knowledge of revenues and costs at the time of this application.

RAES collaborated with Joule Growth Partners, a Washington state consultancy focused on high-quality, right-sized financial and operational leadership to advise and consult in the development of accurately projected revenues, expenses, and cash flow. OSPI data and comps for revenue and expenses for current operating charters in WA State were considered as well as research into specific vendor costs for various items.

RAES is committed to being financially sustainable. While the budget does rely on many variables, both within and outside RAES's control, all decisions will be made with RAES's financial and academic goals in mind. The budget reflects a positive operating income for the five year term and a strong fund balance, allowing RAES to reach sustainability within 4 years of operation.

Enrollment Projections

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	40	60	60	60	60
1	20	40	60	60	60
2	20	40	40	60	60
3		20	40	40	60
4			20	40	60
5				20	60
Totals	80	160	220	280	360

While the school is open to all students consistent with RCW 28A.710.050, RAES anticipates serving a significant number of students of color, students from low-income families, and the range of learning styles RAES's curriculum is designed for. Projected demographics are noted below based on assumptions RAES has discussed in Section 10 Special Populations and At-Risk Students.

The following demographics are based on the Edmonds/Shoreline School District and Cordoba Academy's own demographics.

Percentage Expected	Category
90	Average daily attendance
10	Reduced-Price Lunch
80	Transportation Participation
25	Transitional Bilingual
40	Learning Assistance Program
13.5	Special Education
25	English Language Learner
30	Free lunch

REVENUE

State Revenue

Revenue assumptions for the first year are based on the following Commission-provided state funding assumptions regarding 2021-2022 per-pupil funding and applies a 1.9% annual increase, per our assumptions, for the remaining four years. Below are the state revenue estimates for Year 1, per student.

2021-22 State Funding Assumptions (per qualifying pupil)	Source
General Apportionment = $12,834	Red Apple Budget Workbook *(Commission-published form)*
General Special Education Apportionment = $469	Red Apple Budget Workbook
State Special Education = $11,683	Red Apple Budget Workbook
Learning Assistance = $292	Red Apple Budget Workbook
Transitional Bilingual = $400	Red Apple Budget Workbook
Highly Capable = $33	Red Apple Budget Workbook
Transportation Operations = $758	Red Apple Budget Workbook

Total estimated state funding in Year 1 is $1,296,910 based on 80 students. In Year 5, based on RAES's capacity of 360 students, RAES expects state funding to reach $4,839,805 (including an assumed 1.9% increase in budget every year).

Federal Revenue

2021-2022 Federal Funding Assumptions
Title I = $320
Title II = $50
Title II = $70
IDEA Funding = $1,300
School Food Services = $363

Assumptions for federal funding are based on historical data; combined with RAES's anticipated demographics, RAES can expect approximately 11 students in Year 1 to equate to $14,040, and in Year 5 RAES can expect 49 students to equate to $65,745.

Title I, II, and III, and IDEA Funding are based off data review of other charter and traditional public schools per pupil federal revenue with similar enrollment and populations. School food services uses the following assumptions: $363 per student per year; 40% of its students will qualify for Free and Reduced-Price meals (FRPL students); 100% of FRPL eligible students will participate in the breakfast and lunch programs; and reimbursement rates are based on OSPI NSLP (CNP) rates published for the 2018-19 school year.

All per pupil federal funding assumptions grow by 1% in operating years 2-5.

Total estimated federal funding in Year 1 of operation with 80 students is $29,800 (excluding Charter

School Program funds explained below). In Year 5, with enrollment of 360 students, federal funding is expected to be $139,545.

Other Sources of Revenue

RAES's budget includes three sources that are considered highly likely (WA Charters, CSP, and Local) and one considered likely (NewSchools). Below are the expected grants RAES will apply for in the startup year and Year 1:

Funding Entity	Amount	Period	Commitment Status
WA Charters Association	224,000	Startup Year	Will apply contingent upon application approval (highly likely)
NewSchools Venture Fund Grant	215,000	Year 1	Will apply upon application completion (likely)
CSP Grant	200,000	Startup Year	Will apply contingent upon application approval (highly likely)
CSP Grant	250,000	Year 1	Will apply contingent upon application approval (highly likely)
Local Committed Funding	50,000	Startup Year	Pledged funds from local community (highly likely)

EXPENSES

Staff

Below is the staffing matrix from RAES's 5-year budget template. Annual average of salaries for teachers is based on Shoreline and Edmonds school district average and allows for a 3% annual Cost-of-Living Adjustment.

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE				
			Year 1	Year 2	Year 3	Year 4	Year 5
			2021-22	2022-23	2023-24	2024-25	2025-26
School Principal	Instructional Management	$ 115,000	1.0	1.0	1.0	1.0	1.0
Assistant Principal	Instructional Management	$ 92,000	0.0	1.0	1.0	1.0	1.0

Elective Teacher	Specialty Teachers	$ 65,000	2.0	2.0	2.0	3.0	4.0
Core Content Teacher	Teachers - Regular	$ 65,000	3.0	5.0	8.0	9.0	9.0
Special Education	Teachers - SPED	$ 90,000	1.0	2.0	3.0	4.0	5.0
Food Service	Other - Non-Instructional	$ 14,000	1.0	1.0	2.0	2.0	2.0
CFO	CFO / Director of Finance	$ 85,000	0.0	0.0	1.0	1.0	1.0
Administrator	Administrative Staff	$ 65,000	1.0	1.0	1.0	2.0	2.0
Emotional Guidance Consultant	Executive Management	$ 40,000	0.5	0.5	0.5	0.5	1.0
Teacher Aid	Teaching Assistants	$ 27,000	0.5	1.0	1.5	2.0	2.0
Executive Director	Executive Management	$ 85,000	1.0	1.0	1.0	1.0	1.0
Director of Family and Community Outreach	Other - Non-Instructional	$ 85,000	1.0	1.0	1.0	1.0	1.0
English Learner Teacher	Specialty Teachers	$ 65,000	1.0	2.0	2.0	3.0	3.0

Benefits and Taxes

As seen in the 5-year budget, RAES has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions. As well as 1.25% of payroll for State Unemployment (based on the Employment Security Department's 2019 published 1.35% 2020 rate, on a limit of $52,700 of wages paid), and 0.60% of payroll for Federal unemployment, based on the 6% rate on the first $7,000 of wages paid. The final tax is Workers Compensation Insurance at 1%, based on historical and published rates by the Department of Labor and Industries.

Health insurance (including medical, dental, vision, life) is budgeted based on the School Employee Benefits Board cost at $1,056 per employee, growing 2% per year. In Year 1, health insurance costs correspond to 17.86% of total salary.

Retirement Contributions

Retirement assumptions are budgeted at 15% of salaries to reflect 15.02% for certificated employees and 13.30% for classified employees, based on the state actuary projected employer contribution rates for TRS and SERS, published in December 2019 and September 2018, respectively.

Contracted expenses

Contracted expenses and cost rates were estimated by RAES in collaboration with Joule Consulting. RAES assumes $290,407 for school operations in Year 1 in the following categories:

Contracted	Who	Amount ($)	Why	% Annual Growth

Services				
Accounting / Audit	SAO and TBD	17,500	Required	1.5%
Legal	TBD	10,000	Possible legal services	0%
Oversight Fee (3%)	WA State Charter School Commission	38,907	Charter School Commission Oversight	3% of total yearly revenue
Management Company Fee	WA Charters	5.00 / Student = 400	WA Charters membership fee	Based on enrollment
Nurse Services	TBD	8,000	Student medical needs	3%
Food Service / School Lunch	TBD	400/ student= 32,000	School breakfast and lunch	3%; Assumes a 10% overall program loss.
Payroll Services	New Wave Financial	40,000	Payroll services	3%
Special Ed Services	Seneca	62,000	Special Education Student needs	3%
CFO Consulting	TBD	50,000	Back-office AP / transactional & CFO consulting	Increase 1.9% (matching State increase)
True Measure Collaborative	WA Charters	12,600	TMC membership fee	Flat
Teacher Professional Development	TBD	19,000	Contracted teacher PD	-100% (only needed year 1)

School Operations

Operating expenses and cost rates were estimated by RAES in collaboration with Joule Consulting. RAES assumes $243,603 for school operations in Year 1 in the following categories:

Expense	Amount ($)	Anticipated Annual Growth
Board Expenses	12,000/school	Flat
Classroom / Teaching Supplies & Materials	80.00/ student	3%
Special Ed Supplies & Materials	N/A*	3%
Textbooks / Workbooks	95/student	3%
Supplies & Materials other (curriculum)	14,960 (starts year 2)	3%
Equipment / Furniture	55,211	Variable based on student growth

Telephone / Internet	6,000	3%
Technology	29,678	Variable based on student growth
Student Testing & Assessment	50/ student	3%
Field Trips	50/student	3%
Transportation (student)	48,483	Variable based on student growth
Student Services - other	110/student	1%
Office Expense	4,950	3%
Staff Development	450/staff	3%
Staff Recruitment	507/staff	3%
Student Recruitment / Marketing	148/student	Variable based on need
Travel (Staff)	207	3%
School Meals Equipment	14,170 (stove, fridge)	-100% (1 time purchase)
Security Contractor	17,820 (based on estimated hourly rate for 185 school days)	3%

*Special Education Supplies and Materials**:** $0 due to RAES having an inclusion model of special education. RAES will also use contractors to provide additional services such as speech, occupational therapy, and behavioral services, etc. These expenses are outlined above under *Contracted Expenses*.

Note:
Software Licenses = we expect to receive free software for being a school.

Facilities Operations and Maintenance

RAES has not identified a facility at this time. Therefore, many of the budget allocations for this section are based on Joule's estimates of current charter school costs in Washington State. The estimated total for Facilities Operations and Maintenance for Year 1 is $126,990 and includes the following:

Insurance = $10,000 in Year 1, increasing by 3% annually. This is Joule's estimate based on historical data.

Janitorial = $100/student; 3% annual increase.

Building and Land Rent/Lease = $1,100 per student estimate; 2% annual increase.

Repairs and Maintenance = $5,000 in Year 1; 3% annual increase.

Security Services = $990 in Year 1; 3% annual increase.

Utilities = $15,000 in Year 1. 3% annual increase.

Contingency

Contingency has been put at a flat $10,000, yearly net income also has some space to absorb negative variances.

Start-Up Expenses

The expenses outlined below will be incurred before the start of the first operating year. RAES's start-up budget is based on:

Revenues

- WA Charters Strong Start Grant = 224,000
- CSP Planning Year Grant = 200,000
- Local Fundraising = 50,000

Expenses

- School Principal = $98,083
- Family and Community Engagement Coordinator = $61,819 (8 months only)
- Teacher – Regular: $88,636 (3 months development training)
- Teacher – SPED: $24,546 (3 months development training)
- Payroll taxes and Benefits = $28,498 in taxes and $40,963 in Benefits ($69,911 total)
- WA Charters Membership Fee = $500
- Consulting CFO Back Office Services = $12,500
- Professional Development = $19,000
- School Operations= $44,303 (curriculum, teaching supplies, equipment, staff development, staff/student recruitment, etc.)
- Facilities Operations and Maintenance = $38,990 (lease, insurance, utilities)
- The expenses total $458,289; leaving a net operating income of $15,711

CASH FLOW

The cash flow projection below is for:

1) The start-up period of September 2020 through August 2021; and the first year of operation – September 2021 through August 2022.

2) Details regarding revenue and expenses for the start-up period are outlined above, with expenses tied tightly to the WA Charters grant. For the first operating year, state revenue is based on the OSPI payment schedule, with a predetermined monthly percentage. Expenses are aligned to the experiences of similar charter schools. Most expenses have been distributed equally over the first year, providing a monthly target for tracking purposes. Salaries and Benefits are projected on a 12-month basis. Federal funding (both general and special purpose) has been projected with the initial payment arriving in October.

Contingency Planning Revenue Shortfalls

If there are revenue sources that do not materialize or if revenues are less than projected, RAES will make necessary reductions, focused on staffing, to make sure that the school is financially sustainable while still providing necessary services to students. At the time of this writing, RAES's contingency plan is based on the following assumptions:

There will not be a loss of public funding: 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, which would result in associated expense cuts.

There will not be large and unexpected increase in expenses: RAES's expenses are based on the experiences of similar charter schools in Washington as reviewed by Joule. Expenses are determined to be reasonable given this review.

Year 1 Cash-Flow Contingency

In addition, RAES will apply for a $200,000 grant from the NewSchools Venture Fund. RAES is applying for the CSP grant ($200,000) as part of the charter application process and hopes to secure it for its planning year and to apply for follow-on CSP funding for years 1 and 2 of implementation.
That being said, RAES is focused on a solid plan for enrollment including some considerations below: RAES is intentionally projecting an enrollment of 20 students for 2nd grade as this is not a common transition grade.

RAES is very likely to receive CSP funding and, as noted above, will also apply the NewSchools Venture Fund, contingent upon approval of this application for Year 1.

RED APPLE ELEMENTARY

Financial Policies and Procedures Manual

January
2021

This document will describe the policies and procedures for the accounting and administrative functions conducted by Red Apple Elementary. Management may amend this manual as needed to align with the School District Accounting Manual for Washington State. The Board of Trustees is to review the manual every year.

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INTRODUCTION

Red Apple Elementary is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). RED APPLE ELEMENTARY will follow all the relevant laws and regulations that govern the Charter Schools within the State of Washington. As a nonprofit organization, RED APPLE ELEMENTARY is entrusted with funds granted by government agencies, private foundations and individual contributors and it will adhere to the highest of standards of accounting.

Clear financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation.

Financial Policies

1. RED APPLE ELEMENTARY shall comply with the laws, rules, and regulations applicable to it in
   regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security of the organization's assets.
3. Timely and accurate financial information shall be produced to fulfill all
   reporting requirements and management needs.

Financial Leadership and Management

The financial management team of RED APPLE ELEMENTARY consists of:

- Board of Trustees
- Board Finance Committee,
- Head of School,
- Contracted Chief Financial Officer (CFO) Support and NEW ESD 101 Liaison (CFO Support),
- Back-office service provider (NEW ESD 101)

The day-to-day fiscal responsibilities of RED APPLE ELEMENTARY are assigned to its fiscal staff. However, ultimate fiduciary responsibility for the overall management of the organization lies with the Board of Trustees.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. RED APPLE ELEMENTARY will establish a Finance Committee by the first full Board meeting. This committee will be responsible for selecting an audit firm on an annual basis, reviewing the financial policies and procedures manual on an annual basis, approving the annual budget, and working with the school's finance team to review the monthly financial statements.

The Finance Committee of the Board of Trustees shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board. Head of School supported by the CFO support and NEW ESD 101, will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of RED APPLE ELEMENTARY.

The Head of School is responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Trustees every year.

Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

1

INTERNAL CONTROL STRUCTURE

Background
This manual describes the policies and procedures of RED APPLE ELEMENTARY. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information in accordance with the
Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). It is the responsibility of the leadership team to safeguard the school's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be/have been implemented to assure assets are safeguarded appropriately.

The internal control structure is composed of four basic elements, described in detail below.

1. Internal Control Environment
The internal control environment reflects the importance RED APPLE ELEMENTARY places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System
RED APPLE ELEMENTARY has established an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from September 1st to August 31th. The school's audited financial statements must be approved by the Board of Trustees and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the school's budgets for the following fiscal year must be drafted for Board review and approved **prior to** the end of the current fiscal year. The budget may later be revised and approved as necessary.

3. Internal Control Procedures

RED APPLE ELEMENTARY has adopted a number of internal financial controls. These procedures are set up to strengthen RED APPLE ELEMENTARY internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at RED APPLE ELEMENTARY. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention: To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by Washington law, applicable to charter schools. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the Financial Consultant and approved by the school's Executive Director.

Annual Independent Audit: RED APPLE ELEMENTARY'S financial statements are audited annually by an independent audit firm selected by the Board of Trustees on the recommendation of the Finance Committee.

Security of Financial Data: The school's accounting software is accessible only to the

Executive Director, CFO, and the Financial Consultant. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at the school.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

4.The Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of RED APPLE ELEMENTARY. RED APPLE ELEMENTARY will maintain their accounting
records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.

The component bookkeeping cycles fall into one of five primary functions:

1) **Revenue, Accounts Receivable and Cash Receipts**

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into school accounts

2) **Purchases, Accounts Payable and Cash Disbursements**

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of school accounts

3) **Payroll**

PAYROLL PROVIDER, an outside service provider, will perform the payroll process. Their responsibilities include calculating appropriate amounts for taxes to be remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees, child support agencies, etc.

Key tasks in this area include:

- Obtaining and gathering payroll information
- Preparing payroll checks and depositing payroll taxes
- Submitting information to PAYROLL PROVIDER for processing
- Performing quarterly reconciliation
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4) General Ledger and Financial Statements

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to ACCOUTING SOFTWARE (the accounting software), which produces the financial statements. The Financial Consultant will reconcile bank and credit card accounts, enter payroll, review the general ledger and prepare for the annual audit.

The Executive Director presents monthly statements to the Board of Trustees at each board meeting. The required statements are outlined in the following section.

The Executive Director is responsible for creating and updating 5-year budget projections for the school. In addition, the Executive Director, in consultation with the CFO and the Financial Consultant, will prepare the annual operating budget of income and expenses and the capital budget for the school. These budgets and the 5-year projection are reviewed and approved annually, first by the Executive Director, then by the Finance Committee of the Board and finally by the school's Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

5) Budgets and Financial Reporting

Budgets

Budgets are created per program annually and updated semi-annually based on

actual expenditures and programmatic changes that occur during the year. Creation of the annual operating budget and capital budget is an iterative process led by the Executive Director, but requires input from the CFO and the Financial Consultant. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program
expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

Once complete, the Executive Director presents the overall budget to the Finance Committee for review. If/when the Committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by the June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the sole responsibility of the Executive Director.

After approval, the Financial Consultant uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the Executive Director. Differences of more than $5,000.00 or 15%, whichever is less, are described in the notes section. The Executive Director is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In addition, the Executive Director ensures the Financial Consultant produces contingency budgets with extreme issues.

From a day-to-day operational standpoint, the Executive Director may work with the Treasurer of the Board of Trustees or the Chairperson of the Board of Trustees to resolve questions or issues related to the budget.

Financial Reporting

One week before each Board meeting, the following will be sent to the Finance Committee for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. actual report for the capital budget; (3) the balance sheet; and (4) the enrollment budget vs. actual report per grade for General Education and Special Education students. The Treasurer of the Board of Trustees will present these reports to the entire Board at each meeting. The Finance Committee may also request cash flow projections through the end of the fiscal year to identify the months that cash flow may run negative.

In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the Financial Consultant for the Executive Director by

the 21st of each month.

At the end of the year, the following key financial statements are produced:

1) Balance Sheet
2) Income Statement
3) Statement of Cash Flows
4) Statement of Functional Expenses

2

PROCESSING CASH RECEIPTS AND REVENUE

Background

RED APPLE ELEMENTARY records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

RED APPLE ELEMENTARY receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total federal support for the fiscal year should exceed $500,000, an additional audit under the guidance of OMB Circular A-133 will be conducted.

Processing and Recording Cash Receipts

The Financial Consultant is responsible for recording cash receipts as well as various other functions.

The Office Manager sorts and delivers all mail. Any mail addressed to a specific staff member should be stamped as "Received" with the date, and transferred, unopened, to the addressee. Any mail addressed generally to the school that is not sent by a credit card company or bank may be opened by the Office Manager or Executive Director. All documents contained within should be stamped as "Received" with the date and initials of the person who opened the mail, and transferred to the most appropriate individual. In the case of mail sent by a credit card company or bank, the unopened envelope should be stamped as received by the Office

Manager with the date. The envelope should then be transferred immediately to the Board Treasurer, or held in a locked, secure location until the Board Treasurer is on site. Once the Board Treasurer receives the envelope, s/he should open and review the contents. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature). The credit card or bank statement should then be transferred immediately to the Financial Consultant for review, payment, and filing.

The Office Manager may open mail that appears to contain a check and is addressed generally to the school. Once opened by the Office Manager, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only" and the appropriate bank account number and the name of the school. The receipt of the check must be logged in the Cash Receipts Log, maintained as an ongoing Excel file. The Excel file will be emailed to the Financial Consultant and Executive Director on the last day of each month. The Financial Consultant will reconcile the Excel Cash Receipts Log with the Cash Receipts and Transfers Binder to ensure that all check receipts have been accounted for. The check should then be copied. Any correspondence accompanying the check should also be retained. The check, check copy, and any accompanying documents should be transferred in a secure manner to the Financial Consultant. The above tasks should not be completed by anyone who has direct use of the accounting system.

The Financial Consultant will staple the photocopy of the check and all correspondence (check copy on top) together and file the packet into the Cash Receipts and Transfers Binder, sorted by bank account number and in date order.

When a donation is received, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager.

Whenever reasonably possible, the Financial Consultant will deposit all checks on the day received. At the latest, checks must be deposited no later than the next banking day. Checks that cannot be deposited immediately will be placed in a locked location. Before depositing a check, the Financial Consultant will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for each check.

Deposits may be recorded either as invoices or as general ledger entries. After the check has been deposited, the Financial Consultant records the receipt of funds in the accounting system, organized by check number, date and name. If an invoice has already been created, then the deposit will be applied against the outstanding invoice(s). If not, a sales invoice is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The Financial Consultant prints a Cash Receipts Journal to show the transaction as posted in the accounting system. This (or a document showing an invoice has been paid) is attached to the front of the copy of the check, copy of deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents

comprise the Cash Receipts Packet for the respective transaction, with the Cash Receipts Journal on top. The Cash Receipts Packet is sent to the Executive Director for approval. The Executive Director verifies the

PAYROLL SOFTWARE entry reflects the same data as the copied check and proof of deposit, and initials and dates all documents to indicate approval. Once signed, the Financial Consultant files the Cash Receipts Packet in the Cash Receipts and Transfers Binder, separated by bank account and in date order. All cash receipts and authorized transfers between accounts starting on July 1st and ending on June 30th will be maintained in each fiscal year's Cash Receipts and Transfers Binder.

Processing and Recording Revenue

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. RED APPLE ELEMENTARY's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis.

Inasmuch as the quality of grant agreements impacts its financial strength, RED APPLE ELEMENTARY is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

Processing Wire Transfers into School Accounts

Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in RED APPLE ELEMENTARY's account. This wire transfer advice is processed in the same fashion as a deposit to the bank; with mail opened by the Office Manager or Executive Director and delivery of wire transfer notices to the Financial Consultant. All relevant documentation (wire transfer advice, wire transfer confirmation, Cash Receipts Journal, etc.) should be retained and filed in the Cash Receipts and Transfers Binder under the proper bank account, in date order.

Processing and Recording Transfers within School Accounts

In order to maximize interest income, cash will be maintained in the escrow / savings (IF APPLICABLE) account and transferred to the checking account, as necessary to meet OSPI's and the authorizer's funding requirements. Transfers between RED APPLE ELEMENTARY bank accounts shall be made only when properly authorized. **Only** the Chairperson or Treasurer of the Board of Trustees can authorize transfers to and from the escrow account. A written request is to be submitted directly to the financial institution for processing. A Transfer Authorization form will be completed in order to transfer cash between the checking and debit accounts. The Financial Consultant must obtain the Executive Director's signature for transfers below $5,000.00. For transfers above $5,000.00 and under $15,000.00, the Executive Director and CFO must both approve the transfer. Transfers above $15,000.00 require approval by both the Executive Director and the Board Treasurer. In the event the Executive Director or CFO or is not available for a signature, the Treasurer of the Board of Trustees will be able to approve transfers in place of one of those individuals, as long as the total transfer value is under $15,000.00. In the event the Board

Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve transfers in the Treasurer's place.

In the event that one of these individuals is not available for an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the transfer, with the promise to sign the Transfer Authorization form in person at the first opportunity. The transfer may then be executed. As soon as the signatory is back on site, the original Transfer Authorization form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding transfer documents.

Once transfer is authorized by the proper individual(s) and executed, the Transfer Authorization form, transfer confirmation statements, and the Cash Receipts Journal will be filed in the Cash Receipts and Transfers Binder in date order, under the bank account receiving funds.

Revenue Recognition for Grants

In instances where grant funds are received in advance of RED APPLE ELEMENTARY expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school.

Pledges or Grants Receivable

To the extent that the school solicits, accepts, and administers for the benefit of the school and its students, gifts, grants, and donations from individuals or public and 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.

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When RED APPLE ELEMENTARY receives an Unconditional Pledge to Contribute, it will be acknowledged in a pre-numbered contribution acknowledgement letter drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. The Financial Consultant will enter the amount of the pledge into the general ledger, discounting to their present value any pledges that go beyond a year. The school will only recognize the pledge as revenue when it is actually paid to the school, just as it does for all other restricted funding. The Financial Consultant will evaluate all Pledges to Contribute quarterly to verify that each item is still collectible.

Revenue Recognition for Per Capita funding

Per capita funding is paid by the state on the last business day of each month.

Government Cost-Reimbursement Contracts

When an expense is incurred that is eligible for reimbursement through a government contract, the Financial Consultant attaches the appropriate Job/Class Code to the expense in the accounting system. The Financial Consultant compiles a monthly report of expenses with Job/Class Codes so that revenue can be recognized accordingly in that month.

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Financial Consultant records donated services in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a good or service is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Materials and Supplies

Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. The Financial Consultant records donated materials and supplies in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a material or supply is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions. When property or equipment is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Stocks

In the event that the school receives donated stocks from a donor, the Financial Consultant records and valuates these stocks in the accounting system at the time of receipt. When stocks are donated to the school, a pre-numbered contribution acknowledgement letter stating the value of the donated stocks will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

Accounts Receivable Aging

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Financial Consultant should review the accounts receivable aging monthly, determine which invoices are collectible, follow the necessary requirements based on the type of funding, and select which items to collect.

3

PROCESSING PURCHASES

Background

RED APPLE ELEMENTARY records expenses on the accrual basis of accounting, consistent with generally accepted accounting principles.

By the adoption of the operating budget by the Board of Trustees, the Executive Director becomes both responsible for, and generally authorized to expend, the amounts budgeted. This authorization may, however, be qualified by Board action based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's Business Plan.

While a capital budget may be approved, the authority of the Executive Director to solely commit to individual expenditures under that budget is limited to $15,000.00 per transaction. Commitments for capital expenditures exceeding that amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. A capital expenditure is defined as an expenditure for fixed assets exceeding $1,000.00.

RED APPLE ELEMENTARY procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. This is achieved partly by the CFO, who also has the annual responsibility of reviewing the newly approved budget to uncover patterns of orders and opportunities for clustering orders to achieve volume discounts.

RED APPLE ELEMENTARY adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. The school will make all purchases in the best interests of the school and its funding sources.
3. The school will obtain quality supplies/services needed for delivery at the time and place required.
4. The school will buy from reliable sources of supply.
5. The school will obtain maximum value for all expenditures.
6. The school will deal fairly and impartially with all vendors.

7. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in RED APPLE ELEMENTARY supplier relationships. The school's conflict of interest policies are described in its bylaws.

In all purchasing situations, RED APPLE ELEMENTARY utilizes the following procurement guidelines:

The purpose of procurement is to ensure equal access to all potential vendors. Federal procurement must follow all state regulations and be treated consistently with non-federal procurement. If state or local procurement laws and regulations are more restrictive than the federal regulations, they must be followed.

The Laws

School will follow all requirements pertaining to procurement in federal programs found in 34 Code of Federal Regulations (CFR) Section 80.36.

Types of Procurement

There are four types of procurement according to 34 CFR 80.36:

- Small purchases
- Noncompetitive proposals
- Formal advertising
- Competitive proposals

Small purchases and **formal advertising for procurements** of furniture, equipment, and supplies (except books) are regulated by state procurement regulations for school districts found in RCW 28A.335.190.

Noncompetitive proposals, also known as "sole source," are permitted only in four instances:

- Emergency (such as a fire, flood, hurricane).
- Authorized by awarding agency (such as OSPI, US Department of Education).
- After solicitation of a number of sources, competition is inadequate (such as only one reply).
- The item is available only from one source (must be adequately documented).

Washington State Competitive Proposal Laws

Competitive Bid Procedures are required when using public funds. Competitive Bid Procedures include:

- Furniture, equipment, or supplies, except books
- Building, improvement, repair, or other public works project

Thresholds and Protocols for Competitive Bidding:

	$40,000 to $75,000	Over $75,000
Public Notice	Not Required	At least 1 newspaper of general circulation, 1x/week for at least 2 weeks
Bid Specifications	Not Required	Bid specifications must be available at specified location (ex. office)
Bid Format	Telphone or Written Bids Accepted	Written Bids Only
Minimum # of Bids	Minimum of 3 Bids	No Minimum Required
Bid Availability	Bids must be available for public perusal	Bids must be opened and read in public on specified date; bids must be available for public perusal thereafter

Approval

Approval to fulfill a purchase order is garnered by first filling out a Purchase Request form. Any staff member may fill out a Purchase Request form. Once complete, the form is submitted to the Executive Director or, in the case of instructional staff submitting a request, to the CFO, for an approval signature. The Purchase Request form is reviewed by the proper individual, signed to indicate approval, and returned to the requesting employee. The employee is responsible for transferring the approved Purchase Request form to the Operations Manager for processing.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Purchase Request form in person at the first opportunity. The Purchase Order may then be executed. As soon as the signatory is back on site, the original Purchase Request form will be signed in person and attached to the email granting permission. Any and all
such correspondence must be retained and filed with the corresponding purchase documents.

If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. Teachers may only acquire up to $50.00 worth of materials under this policy per academic year, and purchases made in this way must be pre-approved in order to guarantee reimbursement. The school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the CFO. A detailed description of reimbursement policies can be found below.

Issuance and Monitoring of Purchase Orders

The CFO works closely with the Executive Director to ensure that all necessary instructional and administrative purchases are made in a timely and cost- effective manner and, when applicable, in accordance with grant restrictions.

For all products and services that need to be ordered, a Purchase Request form must be filled out and approved, as outlined above. The approved Purchase Request form is submitted to the Operations Manager for processing. The Operations Manager is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. For instance, although one computer may cost $1,500.00 (under the $40,000 threshold requiring competitive bidding), if 27 computers are being requested, the order total will be $40,500.00 (above the $40,000 threshold), and as such, require bids from at least three vendors. The Operations Manager is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed as a packet in the Competitive Bidding Binder, organized by the check number that ultimately paid for the item(s) in the order.

The Operations Manager creates a Purchase Order (PO) and based on the total value of the Purchase Order, forwards it to the proper individual(s) for approval. Purchase Orders totaling less than $5,000.00 may be approved with the signature of **either** the CFO or the Executive Director. Purchase Orders totaling more than $5,000.00 but less that $15,000.00 must be approved with the signatures of **both** the Executive Director and the CFO. Purchase Orders totaling more than $15,000.00 must be approved with the signatures of **both** the Executive Director and the Board Treasurer. In the event the Executive Director or CFO is not available for a signature, the Treasurer of the Board of Trustees will be able to approve purchase orders in place of <u>one</u> of those individuals, as long as the total purchase value is under $15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve purchase orders in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the Purchase Order, with the promise to sign the Purchase Order in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Purchase Order will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the Purchase Order is approved with the proper signatures, the Operations Manager reviews the PO for accuracy of dates, account coding, quantities, and arithmetic extensions. The Operations Manager then sends the order to the vendor, accompanied by any required documentation.

The Operations Manager notes the vendor confirmation number(s) on the hard copy PO and files it into the Purchasing Binder under the Purchase Orders Placed tab.

Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of the Office Manager to sign for delivery. The Office Manager is also responsible for opening the box (es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, checked against the original PO, stamped as received and signed by the Office Manager. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the Office Manager. If everything is correct and the contents of the entire purchase were received and

documented on the packing slip, the packing slip will be stapled to the front of the original PO. This packet is then filed
in the Purchasing Binder under the Fully Received tab in order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the Partially Received tab in order by vendor name, until the remaining items are received.

If everything is not correct with the order, the Operations Manager will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the CFO.

Exemption from Sales Tax

RED APPLE ELEMENTARY is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the CFO and Operations Manager to ensure that all vendors have a copy of the ST-119 and 501 (c) forms allowing the organization to be exempt from sales taxes.

Reimbursable Expenses

In situations where a purchase is required in short order and the total of the purchase is under $300.00, staff may make the purchase with their own funds and apply for reimbursement. Reimbursable expenses under $300.00 will require pre-approval by the
Executive Director through a written request. Expenses that have not been pre-approved will not be reimbursed. Please note, teachers may only acquire up to $50.00 worth of materials under this policy per academic year. In the event that the Executive Director requires reimbursement, the Treasurer of the Board must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs.

In the event that an item must be purchased and the Executive Director is not available to provide an in-person signature on the Expense Reimbursement Pre-Approval form, the Executive Director may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Expense Reimbursement Pre-Approval form in person at the first opportunity. The purchase may then be executed. As soon as the Executive Director is back on site, the original Expense Reimbursement Pre-Approval form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement form. All receipts should be taped onto blank sheets of paper and attached to the form. These documents are submitted to the Executive Director for review and approval.

If an employee is issued a credit card, their use of the card should be limited to business expenses, and they are responsible for ensuring that all receipts for purchases are turned in as purchases are made.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the CFO.

Travel Expenses

Travel arrangements will be purchased using the school credit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. No single purchase made while traveling may exceed $300.00. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section, although pre-approval for each business travel expense will not be required. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. In the event that the Executive Director requires travel reimbursement, the Treasurer of the Board must approve his/her expenses.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the CFO.

Mileage Reimbursement

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be taped to blank sheets of paper and attached to the Travel Report. This packet must be submitted to the Executive Director for approval within 30 days of the travel date in order for the employee to receive reimbursement.

Credit Card Purchases

RED APPLE ELEMENTARY's credit cards will be provided to the Executive Director and CFO. Credit card use is to be generally restricted to the making of travel arrangements for trustees and staff and for making arrangements with hotels and conference facilities for approved travel and meetings. The credit card is not to be used for accounts payable or other day-to-day transactions. The credit card may be used for capital expenditures, but all approval and budgetary restrictions as outlined in this policy manual shall apply.

Credit card purchase requests totaling less than $5,000.00 may be approved solely with the signature of the Executive Director via the Credit Card Purchase Request form. Credit card purchase requests totaling more than $5,000.00 but less that $15,000.00 must be approved with the signatures of **both** the Executive Director and the CFO. Credit card purchase requests totaling more than $15,000.00 must be approved with the signatures of **both** the Executive Director and the Treasurer of the Board. In the event the Executive Director or CFO or is not available for a signature, the Treasurer of the Board of Trustees will be able to approve credit card purchases in place of <u>one</u> of those individuals, as long as the total purchase value is under $15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to approve credit card purchases in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the credit card purchase, with the promise to sign the Credit Card Purchase Request form in person at the first opportunity. The purchase

may then be executed. As soon as the signatory is back on site, the original Credit Card Purchase Request form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the form is returned to the requestor with proper approval, the cardholder may execute the purchase, making sure to retain all receipts.

If one of the above-named approving signatories is the individual requesting use of the credit card and the total purchase amount is under $5,000.00, the following procedures will be followed: The Executive Director will approve purchase requests made by the CFO. The Treasurer of the Board will approve purchase requests made by the Executive Director. In this same situation, if the total purchase amount is over $5,000.00, the request must be approved by two of the four approving signatories, not including the signatory that is making the purchase request.

The approved Credit Card Purchase Request form and receipt(s) are submitted to the CFO for processing. This includes the coding of each expense for the month, so that each can be properly recorded. If there is any question as to how to code a particular expense, the CFO consults with the Executive Director for clarification. If the Executive Director is unavailable, the unclear expense is booked to the NAME account, which will be cleared when the month-end financials are produced or as the Executive Director is able to respond. The Financial Consultant pays all monthly credit card bills in full. The charges are entered in PAYROLL SOFTWARE by the Financial Consultant and reconciled by the Financial Consultant. All bills and invoices are subsequently filed accordingly in the proper binder. Credit card statements are opened only by the Treasurer of the Board.

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PROCESSING CASH DISBURSEMENTS

Processing Invoices

All invoices are mailed to RED APPLE ELEMENTARY directly. The Office Manager is responsible for sorting, opening, signing and dating all invoices.

If an invoice is received prior to receipt of goods, the Office Manager files the invoice in the Purchasing Binder under the Invoices without Packing Slips tab, in order by vendor name.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Office Manager staples the invoice to the top of the corresponding packet composed of packing slip, purchase order, and Purchase Request form. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). The Cash Disbursement packet is filed in the Purchasing

Binder under the Invoices to be Posted tab, in order by vendor name.

In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.

Invoices shall be processed weekly by the Financial Consultant. The Financial Consultant establishes the vendor file in the accounting system and reviews the invoice for any purchase discounts dates and properly captures the discount period in the system. The Financial Consultant enters invoices into the accounting system with the correct general ledger codes and then moves the Cash Disbursement packet to the Invoices to be Paid tab of the Purchasing Binder, sorted by vendor name.

Cutting Checks

The Financial Consultant will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed by the Financial Consultant with all supporting disbursement documents.

Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Executive Director, CFO, Treasurer of the Board of Trustees, and Chairperson of the Board of Trustees are signatories on the checking account. The Financial Consultant must obtain the Executive Director's signature for checks below
$5,000.00. For checks above $5,000.00 and under $15,000.00, the Executive Director and CFO both sign the check. Checks above $15,000.00 require signature by both the Executive Director and the Treasurer of the Board of Trustees. In the event the Executive Director or CFO is not available for a signature, the Treasurer of the Board of Trustees will be able to sign checks in place of <u>one</u> of those individuals, as long as the total check value is under $15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board of Trustees will be able to sign checks in the Treasurer's place.

The Financial Consultant processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. They should also initial and date each page of the supporting documentation to indicate that the item was received and appropriate
payment has been disbursed. The Financial Consultant staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the Cash Disbursements Binder in check number order, starting with the first check after July 1st and ending with the last check on June 30th. The Financial Consultant mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped "void" with the date and filed in the Cash Disbursements Binder in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements Binder.

Online/Phone/Fax/EFT Payments
Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Financial Consultant only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The same controls should be followed except that the completed, approved Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented by a printed confirmation and stapled to the invoice. QuickBooks creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited. Electronic payments will be recognized in QuickBooks just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet, composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is filed in the Online/Phone/Fax/EFT Disbursements Binder in date order.

Recurring Expenses
Recurring expenses do not require any sort of special treatment. Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above.

Accounts Payable Aging
Accounts payable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Financial Consultant should review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future, and select items to pay.

Petty Cash Account
It is the policy of RED APPLE ELEMENTARY not to use petty cash and instead to reimburse employees for pre-approved expenses.

Insurance Coverage
Insurance coverage is maintained pursuant to applicable law.

Currently, RED APPLE ELEMENTARY maintains insurance policies, including: Worker's Compensation, Property, General Liability, Automobile Liability, Automobile Physical Damage, School Board Legal Liability/Errors and Omissions, Employee Benefits Liability, Educators Legal Liability, Sexual Harassment, Sexual Abuse, Crime (money and securities, forgery and alteration, employee dishonesty), Terrorism, Umbrella, and Risk Management and School Safety Services.

The Board of Trustees, Executive Director, and CFO will conduct a semiannual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being underinsured. Any proposed changes

must be approved by the Board of Trustees and recorded in board meeting minutes. New coverages will be executed by the
CFO. The CFO is responsible for procuring annual
renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Executive Director for review and approval. The Treasurer of the Board of Trustees participates in this review.

The CFO maintains original copies of all insurance policies at the school, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information.

RED APPLE ELEMENTARY requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

Political Contributions
No funds or assets RED APPLE ELEMENTARY may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. RED APPLE ELEMENTARY also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the school organization.
- Purchase by the organization of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.

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MANAGEMENT OF CASH

Accounts
RED APPLE ELEMENTARY banks with NAME Bank and has a total of three (3) bank accounts. One is a checking account; the second is a debit account intended to be used for purchasing; the third is an escrow account (IF APPLICABLE) in which money to cover dissolution expenses will be deposited in accordance with guidance from AUTHORIZER . The AUTHORIZER escrow requirement is $25,000 each year during the first three years of operations, to $75,000 total. This is covered in the new INCLUDE LANGUAGE FROM CHARTER CONTRACT, IF APPLICABLE. In all instances, the school is utilizing its accounts in a way that safely maximizes its overall interest income. The school account has 4 Authorized Signers: the Executive Director, CFO, Treasurer of the Board of Trustees, and Chairperson of the Board of Trustees. Bank statements are received monthly at the school, and are always opened only by the Treasurer of the Board.

The school's third account is an escrow account. AUTHORIZER requires each school to set up an

escrow account. RED APPLE ELEMENTARY will maintain an escrow account that complies with the following requirements: INCLUDE IF APPLICABLE.

In the event that the organization wishes to open a new bank account, board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in board minutes.

RED APPLE ELEMENTARY recognizes that federal insurance on deposits with any bank is limited to a total of $250,000.00, regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Statements

When bank statements are received at the school, the unopened envelope should be stamped as received by the Office Manager with the date. The unopened envelope should then be transferred immediately to the Board Treasurer, or held in a locked, secure location until the Board Treasurer is on site. Once the Board Treasurer receives the envelope, s/he should open and review the contents. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature). The credit/debit card or bank statement should then be transferred immediately to the Financial Consultant for review, payment, and filing.

Copies of monthly bank statements are also directly mailed to the Board Chair and the Board Treasure for review.The review is performed to ensure that the Executive Director who approved purchases and the Financial Consultant who processed the payments did not process any unauthorized activities. After review by the Board Treasurer, each statement is submitted to the Financial Consultant to complete the bank reconciliation.

Bank Reconciliation

Using the QuickBooks bank reconciliation function, reconciliations are prepared monthly for all bank accounts. This preparation is accomplished by the Financial Consultant, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the Executive Director and the Treasurer of the Board of Trustees. A bank reconciliation report from QuickBooks showing the unreconciled amount as zero is printed and attached to the bank statement. The report is submitted to the CFO, Executive Director, and Treasurer of the Board of Trustees for review, initialed by each and returned to the Financial Consultant. The Financial Consultant files the statement and reconciliation report in the Bank Reconciliation Binder in date order, sorted by bank account.

Related Party Transactions

There are instances where related parties may incur expenses of behalf of each other. For example, it is possible that RED APPLE ELEMENTARY might incur expenses on behalf of Friends of RED APPLE ELEMENTARY, and vice versa. On a quarterly basis, the accounting will be reconciled between the two entities to ensure that there are no funds owed from one entity to the other at the end of the fiscal year.

Investment of Funds
At present, RED APPLE ELEMENTARY does not have any investment accounts. As such, this section does not currently apply to RED APPLE ELEMENTARY. When the school has funds available for investment, the following policies will apply.

The Board of Trustees sets the investment policy for RED APPLE ELEMENTARY. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer of the Board of Trustees has been designated to implement the Board's investment policy. The Financial Consultant has been granted authority to:

- Purchase and sell investments
- Have access to investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

Authorization of Investment Vehicles
Annually, the organization's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the Executive Director. The Financial Consultant communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the Financial Consultant evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

Authorization of Investments
All transactions regarding investments must be properly authorized by the Board Treasurer and properly communicated to the Board of Trustees. Such transactions include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

Investment Purchases
Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

Investment Sales
Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized

- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

Investment Sales Gain or Loss

The Financial Consultant will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

Investment Sales Proceeds

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Financial Consultant. A copy of the receipt or deposit ticket is included in the investment file.

Investment Results Reports

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the Financial Consultant and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry. Journal entries are reviewed by the Financial Consultant.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance, by the Financial Consultant on a quarterly basis. Such reconciliation is reviewed and approved by the Executive Director.

Investment Account Balances Agreed to Third Party Statements

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Financial Consultant reviews and initials these reconciliations.

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PAYROLL

Hiring

Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once hired, the Financial Consultant will collect all necessary payroll data and communicate it to the outside payroll service provider. New employees complete an Application for Employment and the IRS W-4 Form and I-9 Form.

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by RED APPLE ELEMENTARY's Board of Trustees. Under a conditional appointment, the staff person is will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for OSPI and the Department of Justice must be fingerprinted at a regional ESD, any police precinct, or another entity arranged or approved by RED APPLE ELEMENTARY.

Salary Determination

Incoming Instructional Staff

RED APPLE ELEMENTARY has established a set salary formula for all incoming instructional staff positions. **INSERT SALARY DETERMINATION POLICY OR PARAMETERS HERE.** The wages of incoming teachers are approved by the Board's Finance Committee and the Board of Trustees as line items within the budget approval process.

Incoming Administrators and Non-Instructional Staff

Incoming administrators and non-instructional staff are paid market competitive wages. Salary is negotiated by the Executive Director and must be equal to or less than the budgeted salary for the employee in the RED APPLE ELEMENTARY budget for the relevant fiscal year.

The wages of incoming administrators and staff are approved by the Board's Finance Committee and the Board of Trustees as line items within the budget approval process.

Returning Instructional Staff, Administrators and Non-Instructional Staff

Returning instructional staff, administrators and non-instructional staff at RED APPLE ELEMENTARY
are paid their previous year's salary plus a discretionary raise set by the Executive Director. The Executive Director is not required to raise any salary from year to year.
In any given year, the average raise for RED APPLE ELEMENTARY employees may not exceed X%. Salary raises are subject to the review of the Board's Finance Committee and the Board of Trustees within the budget approval process.

The Board of Trustees determines the Executive Director's salary. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and documented. A copy of this documentation will be maintained in the employee file.

In March of each year, the Executive Director shall present the Finance Committee of the Board with a Compensation Budget and a report on compensation.

- The Compensation Budget will detail the resources allocated to:
  - Salaries for incoming teachers
  - Salaries for incoming administrators and staff
  - Salary for returning teachers, administrators and staff
  - Bonuses for teachers
  - Bonuses for each administrator

- The report on compensation will include such information as is necessary to provide the Finance Committee with a fair and complete picture of the resources allocated to compensation at RED APPLE ELEMENTARY. Helpful information will include the amount by which total compensation at RED APPLE ELEMENTARY has increased from the previous fiscal year, the names and job descriptions of employees receiving the largest salary increases, and the names and job descriptions of the five highest paid employees.

The Finance Committee may request additional information from the Executive Director with regard to compensation or require that the Executive Director make changes to the Compensation Budget and resubmit for the Compensation Committee's review.

The Finance Committee must pre-approve the Compensation Budget before it is integrated into the RED APPLE ELEMENTARY budget and presented to the Board of Trustees.

Bonus Policy
Bonus calculations, requirements, and eligibility are reviewed and approved by the Finance Committee of the Board of Trustees. Instructional staff and administrators are eligible for bonus pay in MONTH of each year. Salary bonuses are determined by the Executive Director. The Executive Director can pay bonuses INSERT BONUS POLICY HERE, IF APPLICABLE. In June of each year, the Executive Director shall present the Finance Committee of the Board with a Bonus Report. The Bonus Report shall include the names and job descriptions of each employee receiving a bonus and the amount of the bonus that employee will receive. The Finance Committee must pre-approve the Bonus Report before bonuses are paid on or about MONTH XXth.

The Executive Director can seek a waiver from these procedures. A waiver can only be obtained through the written consent of both the Chair of the Finance Committee and the Treasurer of the Finance Committee of the Board of Trustees.

Compensation Accrual
Total compensation cost will be accrued and expensed over the eleven months of the school year. Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued. For example, if a teacher works from August 16th through June 30th, yet is paid from August 16th through August 15th, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1st to August 15th. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

Employees vs. Independent Contractors
When RED APPLE ELEMENTARY makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. True independent contractors do not have taxes withheld and typically invoice the school to receive payment. Before the school engages an independent contractor, it sets up the relationship in such a way as to ensure that the status is in accordance with employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a worker qualifies as an independent contractor, the school should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go

about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?

- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

Utilization of Independent Contractors/Consultants

Once the determination has been made that a worker is an independent contractor, the school creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and RED APPLE ELEMENTARY'S rights to educational curricula and intellectual property developed (if applicable).

In processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the $600.00, a 1099-Misc will be issued, as required by law.

Obtaining Payroll Information

The Financial Consultant is responsible for the following:

Establishing a Personnel File for Each Employee

The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the Financial Consultant, CFO, and the Executive Director.

Employee files are the sole property of RED APPLE ELEMENTARY. No employee can review or access his or her own personnel file without the written permission of the Executive Director. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the Executive Director or his or her designee. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the Executive Director.

Personnel files for employees will contain the following documents:

Form	Update Timeline	Month for Update (if
Offer Letter	Annually	
Fingerprint Check	No update needed	
Federal Withholding Form W-4	As	
Benefits Enrollment – Medical	Annually, as needed	August
Benefits Enrollment – Dental / Vision	As	August
Benefits Enrollment – Life Insurance	As	
Retirement Account Application	As	
Retirement Beneficiary Information	As	
Certifications (if applicable)	As	
Resume	As	
Job description	As	
Annual Evaluation Documentation	Annually	
Direct Deposit	As	
Signed Acknowledgement of Receipt and Reading of Staff Handbook	As	
Signed Acknowledgement of Receipt and Reading of School Technology Policy	As needed	

A separate binder in a separate locked location is maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security. Each I-9 form is filled out entirely in the same color ink. All information entered on the I-9 is verified by the Executive Director,

who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).

RED APPLE ELEMENTARY complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA), RED APPLE ELEMENTARY will keep all medical records and all other necessary documents separate from the personnel file. Employees should consult with the CFO for further information concerning the school's privacy practices.

Employee Information

In order to prepare a payroll, the Financial Consultant obtains and maintains the following information for each employee:

Information	Source of Data
Name and Address	W-4
Social Security Number (SSN)	W-4
Date of Birth	I-9
Job Title	Job Description
Wage Rate	Employee Agreement/Offer of
Withholding Status	W-4
Other authorized deductions	Employer information

Analyzing Job Information

The Fair Labor Standards Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the school.

Attribute	Exempt	Non-exempt
Payment amount	The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not	The employer may pay a non- exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for

	apply.	all hours plus overtime pay for hours over the maximum.
Pay deductions	Generally, deductions for time not worked may not be made from salary.	The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work.

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are regularly scheduled to work at least 40 hours per week. They receive all mandatory benefits and are generally eligible for all of RED APPLE ELEMENTARY'S discretionary benefits, subject to the terms, conditions and limitations of each benefit program, as in effect from time to time.
- **PART-TIME employees** are those employees who are regularly scheduled to work less than 40 hours per week. They receive all legally mandated benefits but are not generally eligible for RED APPLE ELEMENTARY'S discretionary benefits.
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for RED APPLE ELEMENTARY'S discretionary benefits.

Additionally, employees may be hired as eleven- or twelve-month employees. Eleven- month employees include, but are not limited to teachers and program staff. Twelve- month employees include most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

Withholding Status

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and IT-2104 forms within 10 days of an event that *increases or decreases* the number of withholding allowances. An employee may amend his/her W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the Financial Consultant of any change in

name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by RED APPLE ELEMENTARY within two (2) weeks of any change. Any employee who fails to notify the Financial Consultant of any change in the above information within the two-week reporting period may be subject to disciplinary action, including termination of employment.

When W-4 and IT-2104 forms are received, the school's operations team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the school has three duties relating to the contents of the W-4 and IT-2104 forms:

1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.

2. Report excessive allowances. The organization is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.

3. Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than $200.00.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

Time Reporting Procedures

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives. At present, RED APPLE ELEMENTARY does not employ any non-exempt, hourly staff members. In the event that the school does employ hourly staff, however, the following policies and procedures will be followed.

The Financial Consultant and CFO will keep track of all sick days, personal days, vacation days, professional development days, holidays, bereavement or any other days that exempt employees are not at work.

All non-exempt employees are responsible for recording the actual time they have worked. Federal and state laws require RED APPLE ELEMENTARY to keep an accurate record of time worked in order to calculate pay and benefits. RED APPLE ELEMENTARY complies with

applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. RED APPLE ELEMENTARY will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. Non-exempt employees must accurately record the time they begin and end work, the time they begin and end each meal period, and the beginning and ending time of any breaks exceeding 15 minutes. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

RED APPLE ELEMENTARY requires non-exempt employees to regularly complete accurate timesheets. These timesheets are due at the end of every pay period and must be timely and accurately provided to the employee's supervisor. Failure to do so may result in disciplinary action, up to and including termination of employment. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented. Employees may submit their time through PAYROLL PROVIDER. Completed timesheets must be signed by both the employee and the employee's direct supervisor.

Hours charged on timesheets are reconciled to attendance records by the Financial Consultant or CFO. The Financial Consultant forwards the timesheets to the Executive Director, who reviews and approves them. Once approved by the Executive Director, authorized timesheets are collected by the Financial Consultant for processing and communication to the payroll vendor.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the sick leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees,

witness fees, or military pay;

4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

RED APPLE ELEMENTARY makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Financial Consultant. The Financial Consultant will investigate the deduction and provide the employee with his or her findings. If the Financial Consultant determines that a deduction was improperly made, RED APPLE ELEMENTARY will reimburse the employee for that deduction.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and- one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Processing Payroll

The Financial Consultant will first develop an Excel spreadsheet containing the school's entire payroll. The contents of this spreadsheet must be approved by the Executive Director. After the Executive Director's approval has been obtained, the data from the spreadsheet is input into the PAYROLL PROVIDER system, creating an official Payroll Register Preview. The PAYROLL PROVIDER Payroll Register Preview is again approved by the Executive Director. Once approved, the PAYROLL PROVIDER Payroll Register Preview as well as the original Excel spreadsheet are filed in the Payroll binder.

The school uses an outside service, PAYROLL PROVIDER, to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

Payroll Processing is comprised of the following:

Responsibility	Performed by
Obtaining/Processing Payroll Information	Financial Consultant
Computing Wages	
Performing Pay Period Activities	
Preparing various annual payroll tax	
Preparing 1099's*	Financial Consultant

*for independent contractors, LLPs and LLCs only

Pay periods are semi-monthly in length. Both salaried and hourly employees are paid on the same schedule. Employees will be paid on the 15th and 30th of each month. In the event that the 15th or 30th of the month falls on the weekend, the pay date will be the next nearest business day. In February, pay will be distributed on the 28th, or the next business day.

All employees are paid on a 12-month schedule, regardless of whether they are 12- month employees or 11-month employees. A pay schedule will be circulated during staff pre-service for the school year.

Once payroll documents are received from the payroll vendor (e.g., calculations, payrolls and payroll summaries), they are compared with timesheets, pay rates, payroll deductions, compensated absences etc. by the Financial Consultant. The Financial Consultant verifies gross pay and payroll deductions and compares the total hours and number of employees with the totals in the Payroll Register. The Payroll Register is reviewed and approved by the Financial Consultant, who then forwards the payroll checks and the Payroll Register to the Executive Director for signature. Once signed, payroll payments by check, direct deposit or cash are distributed to employees by the Office Manager, and the Payroll Register is filed.

The Financial Consultant controls and monitors all undelivered and uncashed payroll checks.

If an employee is given a paper paycheck and loses that check, he or she must submit a written request for a new check to be issued to the Executive Director. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to the Financial Consultant. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

Payroll Tax Compliance

The payroll vendor is responsible for the preparation of the periodic payroll tax filings.

The Financial Consultant is responsible for reviewing and approving all payroll tax documents and supporting schedules for accuracy and completeness.

RED APPLE ELEMENTARY maintains a schedule of required filing due dates for:

a. IRS Form W-2 - Wage and Tax Statement.
b. IRS Form W-3 - Transmittal of Income and Tax Statements.
c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
f. Quarterly and annual state(s) unemployment tax return(s).

CONFIRM REQUIRED FORMS WITH BACK-OFFICE PROVIDER

Periodic Payroll Reconciliations

Reconciling Employee Payroll Deductions

On a monthly basis, the Financial Consultant reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members and expense reimbursements (if any) are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, the Financial Consultant performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, the Financial Consultant performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

Protecting Payroll Information

Salary information constitutes sensitive information. It is the responsibility of the Financial Consultant to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the Financial Consultant will maintain in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.

Changes to Payroll Information
Changes to personnel data are initiated with a Personnel Action form. This is used when making any changes that affect payroll—new hires, terminations, pay rate changes, or payroll deductions. The Executive Director authorizes any change to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the Personnel Action Form is retained in the employee's personnel file.

Terminations and Resignations
The Financial Consultant ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after their last payment is made.

Whether an employee has elected to resign or is being terminated, a Personnel Action form must be completed. An exit interview is held between the departing employee, Executive Director, and one witness, usually a member of the school leadership team. In the case of employee termination, a copy of the termination letter is presented to the departing employee at the exit interview. In the case of a resignation, this interview is used to document the departing employee's reasons for resignation. This information is critical when assessing staff turnover data.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The Personnel Action form is filed in the employee's personnel file.

RED APPLE ELEMENTARY will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees will not receive pay for any accrued but unused sick or personal leave (see section below). Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

In the event that a key staff member in finance or operations is incapacitated or terminated, RED APPLE ELEMENTARY will hire a financial consultant to fill in until a permanent replacement is hired. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, RED APPLE ELEMENTARY will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

Sick Leave and Personal Leave

Sick Leave
Employees are entitled to five (5) paid sick leave days per school year. Unless otherwise provided for or as approved by the Principal, sick leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, the

employee's immediate family, or someone dependent on them for care, and for no other purpose.

- Misuse of sick leave is cause for termination of employment.
- For the purposes of this section, "immediate family" is defined as a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Executive Director or the Principal.

Notice of absence from work due to illness should be provided to the Director of Operations and the Executive Director with as much advance notice as possible, and by 6:00 a.m. on the day of the absence, allowing reasonably enough time for the Director of Operations to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

Employees must provide notice of absence from work due to illness each day of their absence. If an employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement must be provided verifying the illness and its beginning and end dates. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of sick leave should be given to the employee's supervisor at least five (5) days in advance.

Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Notice of total sick leave used should be provided to the Principal upon an employee's return to work. Sick leave shall be used in increments of one-half workday.

Unused sick leave benefits cannot be carried forward to the next calendar year. Unused sick leave days will not be paid to employees upon termination of employment.

Personal Leave

Unless otherwise provided for or as approved by the Executive Director or the Director of Operations, personal leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months.
- Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment, rounded up to the next highest half-day increment.
- At the end of the year, unused personal leave days will roll over from one year to the next year. At no point, however, may an employee have more than five (5)

total accrued personal leave days. At the end of the year, any unused personal leave days in excess of those five (5) allowed days will be forfeited.

Unused personal leave days will not be paid to employees upon termination of employment.

7

PROPERTY AND EQUIPMENT

Background
The CFO and the Executive Director are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The school's CFO is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to the school's Capitalization Policy must be tagged in the manner described below and depreciated according to the school's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the CFO is responsible for recording the following into the fixed asset inventory spreadsheet:

- Inventory number as designated by RED APPLE ELEMENTARY (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with RED APPLE ELEMENTARY or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

In addition, the following data must be entered in the accounting system's general ledger under the fixed asset category:
- Asset name

- Inventory number
- Current Value

Each item is also physically tagged in a visible area on the item and with the following information:

- Inventory number
- Indication whether the item is property of RED APPLE ELEMENTARY

All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. Because DYCD owns the item, it is recognized as an expense (not an asset) on the balance sheet. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of the Executive Director.

No item of property or equipment shall be removed from the premises without prior approval Executive Director.

All lease agreements on real property will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

Capitalization Policy

The cost threshold for items purchased by RED APPLE ELEMENTARY to capitalize is $1,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than $1,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than $1,000.00 are subject to the school's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the $1,000.00 threshold, the items may be capitalized. For example, if a school buys 100 desks at $250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of $25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The CFO performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated and reconciled by the CFO.

Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The CFO will account for depreciation based on the school's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method.

Depreciation is based on the month the item was actually purchased. For instance, if the school purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the school purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

Depreciation Policy	
Computers	4 years
Office/Classroom Equipment	5 years
Office/Classroom Furniture	7 years
Leasehold improvements	Life of lease or 5 years, whichever is greater
Musical Instruments	3 years
Software	3 years

Disposal of Property and Equipment Policy

RED APPLE ELEMENTARY has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the CFO, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of both the CFO and the Executive Director.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger. The disposed asset is also removed from the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the CFO.

8

RECORDS RETENTION

Records Retention Policy
All confidential paper records shall be maintained in locked facilities on school premises.

In the event of a major system malfunction, all financial records would be safely maintained in third party internet space via the real-time SOFTWARE PROVIDER backup system. In the event of any other major system malfunction, any transactions since the last available backup would be re-recorded based on the cash disbursement records and cash receipts records.

RED APPLE ELEMENTARY has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

The following table provides the minimum requirements for records retention, as mandated by the Washington state statute RCW 40.14.070. CONFIRM LIST BELOW WITH BACK-OFFICE PROVIDER

Item	Retention Period
Bank Statements & Reconciliations	7
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanen
Cancelled Checks - (Ordinary)	7
Cash Books	Permanen
Cash Receipts and Disbursements	7
Construction Documents	Permanen
Contracts and Leases (Current)	Permanen
Contracts and Leases (Expired)	7
Corporate - Articles of Incorporation & By Laws	Permanen
Corporate - Certificate of Incorporation and Related Legal or Government	Permanen

Corporate - Minutes of Board & Committee Meetings, etc.	Permanen
Correspondence (General)	3
Correspondence (Legal / Important)	Permanen
Duplicate Bank Deposit Slips	3
Email	5
Employee Assignments and Garnishments	7
Employee Benefit Plan Documents	7
Employee Payroll Records	7
Employee Payroll Reports (Federal, State or City Gov't)	7
Employee Personnel Records (After Termination)	7
Employee Personnel Records (Current)	Permanen
Employee Retirement & Pension Records	Permanen
Employee Timesheets	7
Employee Workman's Compensation Documents	11
Employment Applications (Current Employees)	Permanen
Employment Applications (Other)	1 Year
Finance - Accounts Payable Ledgers and Schedules	7
Finance - Accounts Receivable Ledgers and Schedules	7
Finance - Audit Reports of Independent Accountants	Permanen
Finance - Chart of Accounts	Permanen
Finance - Depreciation Schedules	Permanen
Finance - Expense Analyses & Distribution Schedules	7
Finance - Financial Statements (inc. Trial Balances)	Permanen
Finance - Fixed Asset Records & Appraisals	Permanen
Finance - General Ledgers	Permanen
Finance - Subsidiary Ledgers	Permanen
Finance - Tax Return Worksheets	7
Finance - Tax Returns	Permanen
Finance - Uncollectible Accounts & Write-offs	7
Finance - W-2 / W-4 / 1099 Forms, etc.	7

Grant Inquiries	7
Insurance - Accident Reports and Claims (Current Cases)	Permanen
Insurance - Accident Reports and Claims (Settled Cases)	Permanen
Insurance - Policies (Current)	Permanen
Insurance - Policies (Expired)	Permanen
Inventories	7
Invoices from Vendors	7
Invoices to Customers	7
Notes Receivable Ledgers	7
Paid Bills & Vouchers	7
Patents & Related Papers	Permanen
Physical Inventory Tags	7
Property Appraisals	Permanen
Property Documents - Deeds, Mortgages, etc.	Permanen
Stock and Bond Certificates (Cancelled)	7
Stock and Bond Records	Permanen
Vendor Payment Request Forms & Supporting Documents	7
Voucher Registers & Schedules	7

Originals of the following corporate documents are maintained on-site and the Financial Consultant verifies their presence on a periodic basis:

a. Charter and all related amendments
b. Minutes of the Board of Trustees and subcommittees
c. Banking agreements
d. Leases
e. Insurance policies f.
Vendor invoices
g. Grant and contract agreements
h. Fixed asset inventory list

Records Access Policy

The Financial Consultant will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

The destruction of confidential school records will be authorized by the Executive Director. Should the Executive Director be unable to provide authorization, destruction will be stayed pending review and final determination.

If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once school records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Executive Director for their destruction.

The school will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing confidential information should be shredded and/or pulped, not simply thrown out with other classes of records or with miscellaneous trash.

Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket" is the first step. It must be kept in mind, however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer specialists. With regard to records stored on a "hard drive," it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks and back-up tapes, it is recommended that these storage devices be physically destroyed.

A destruction record exists to track the destruction of any and all documents. This inventory describes and documents those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats.

9

SUMMARY OF ACCOUNT STRUCTURE

Assets

Types of Equity
In non-profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

The school's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalents
All cash and cash equivalents of the school consist of cash in the school's bank account/s.

Grants Receivable
Grants receivable include money that the school expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment
Property and equipment includes the assets used by the school for activities and programs that have an estimated useful life longer than one year. For the school, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

Liabilities

Accounts Payable
Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Capital Lease Obligation
The school may lease office equipment under a capital lease. In such cases, payments of both principal and interest will be made monthly.

Accrued Liabilities
Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Debt
When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Per the Statement of Assurances signed in the school's charter application, 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, RED APPLE ELEMENTARY shall not pledge, assign, or encumber any public funds, such as student enrollment reporting money or local levy money, received or to be received pursuant to RCW 28A.710.220.

Furthermore, 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.

Finally, 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.

Revenue

Private Contributions
The school receives contributions from individuals, foundations, and corporations in the

following forms:

1. ***Unrestricted Contributions:*** No donor-imposed restrictions.

2. ***Temporarily Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use.

3. ***Permanently Restricted Contributions:*** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

Expenses

Types of Expenses

Expenses are classified by functional classification and are matched with any donor- imposed restrictions.

Functional Classifications:

a. ***Program Service Expense:*** the direct and indirect costs related to providing education and other services consistent with the school's mission.
b. ***Management & General Expenses:*** expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing board, business management, general record keeping, and budgeting.
c. ***Fundraising Expenses:*** costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of RED APPLE ELEMENTARY will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The Executive Director, CFO and Financial Consultant are involved in this process.

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FRAUD AND MISAPPROPRIATION

RED APPLE ELEMENTARY will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the school. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the school.

The Executive Director and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The Executive Director and each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the school
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the school
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize

whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the school from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Trustees will have:

1. Free and unrestricted access to all the school's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.

2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.

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WHISTLEBLOWER POLICY

RED APPLE ELEMENTARY requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The Executive Director will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Washington State Charter Schools Association
Charter Schools Program Grant

BACKGROUND

In September 2019, the Washington State Charter Schools Association (WA Charters) was awarded nearly $20M through the federal Charter Schools Program (CSP) Grant. Ninety percent of these funds will be distributed through sub-grants to Washington state charter schools. These sub-grants will provide direct funding to open new and expand existing high-quality charter schools. In addition, remaining funds will be used to provide resources to support the overall quality and growth of the Washington charter sector and administration of the grant.

Six, five-year planning and implementation grants providing up to $1.5M each will be awarded; including up to $200,000 in planning year funding and up to $1,300,000 in implementation funds over four years.

WHO IS ELIGIBLE FOR THE GRANT?

To be eligible to apply for the five-year planning and implementation sub-grant, a school must have an approved charter for a new school by a Washington state authorizer.

THE SUB-GRANT APPLICATION PROCESS AND TIMELINE

Once authorized, schools will submit portions of their charter application as well as separate CSP sub-grant specific application elements via an online portal. Once the application window closes, an impartial, independent team of evaluators will review the sub-grant applications and make recommendations for awards.

The sub-grant application window will be from July 1 through August 1, 2020. Awards will be made by late August and for those receiving the grant, reimbursements may begin starting October 1.

CSP sub-grants are awarded on a competitive basis. There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Sub-grants are subject to an annual renewal process.

WHAT ARE ALLOWABLE EXPENDITURES UNDER THE GRANT?

Allowable expenses include:

- Preparing teachers, school leaders and instructional support personnel through professional development
- Hiring and compensating teachers, school leaders, and instructional support staff during the planning year
- Acquiring supplies, training, equipment, and educational materials
- Carrying out necessary renovations to ensure that a new school building complies with building regulations and minor facilities repairs (excluding construction)
- One-time transportation start-up costs
- Community engagement activities, including paying cost of student/staff recruitment and informing the community about the school

Section 27: Attachment 32 Fundraising Plan

RAES will require start-up funding until year two when the school becomes sustainable on state and federal funding. After the first two years, RAES will continue to seek grants and fundraising opportunities to ensure there are funds to implement the school model with fidelity, to build a reserve, and to raise funds for a long-term facility. RAES intends to build formal donor cultivation and fund development plan with the support of the Washington State Charter Schools Association and a potential contract with BoardOnTrack as well as support from Joule Consulting. Additionally, RAES has the support and backing of Cordoba Academy, the organization that is filing this application, who has high potential stakeholders who will be cultivated after charter school approval to donate start up funds.

Board Fundraising

School leadership, Board members, and community partners will continue to aggressively pursue additional grant and fundraising opportunities and continue to apply for national grants that support public charter schools. Two grants immediately we will pursue upon approval is the NewFunds Charter School grant and WA charter association's charter starter grant.

The Board of Directors will take the lead regarding fundraising activities, in collaboration with the CEO and CFO. Members of this committee oversee the development of fundraising goals, lead activities to meet these goals, hold the collective Board and individual members accountable for gift cultivation, and work closely with administrators to engage the Board in regular and effective fundraising activities for the school.

Fundraising Activities and Strategies

The Board will approve the annual fundraising goals, strategy, and plan for the upcoming school year at each June Board meeting. At subsequent Board meetings, the CEO will report on progress made.

Strategies we plan to employ include:

- Registering with fundraising sites, such as DonorsChoose.org
- Soliciting Wish-Lists from teachers and implementing Adopt-A-Classroom campaigns
- Applying to local foundations for grants
- Creating a RAES "funding menu" with different funding opportunities for donors to support, including: furniture, technology, classroom libraries, professional development, and office space
- Creating social media campaigns using platforms such as gofundme.com
- Facilitating an individual-giving event to engage current and prospective Board members, as well as leadership team members, to highlight RAES's work with their networks and in the community such as leveraging Cordoba Academy's vast network of Muslims to build a school

Section 28: Financial Management Capacity

Attachments 33 & 34

N/A: Red Apple Elementary School is a new entity and does not have any previous independent audit reports nor any internal financial statements.

Section 29: Attachment 35 & 36 Existing Operators

N/A: Red Apple is a new entity and does not operate any other charters.